

MINUTES OF THE UNIVERSITY SENATE
November 5, 2002

Chairperson Smith called the October, 2002, meeting of the University Senate to order at 3:19 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators informed the Senate Leadership that they could not attend:

Bish, Camp, Goldsmith, Hartman, Novels, Piwinsky, Richards, Riesenman, Strittmatter, Wilson.

The following Senators were absent from the meeting:

Ball, Deter, Hanson, Joynes.

The minutes of the November 5, 2002, meeting were APPROVED.

Agenda items for the Dec. 3, 2002, meeting were APPROVED.

REPORTS AND ANNOUNCEMENTS

President's Report (Senator Pettit):

The November 5 Senate meeting began with Dr. Pettit's remarks and call for a Task Force to research the various points surrounding the issue of arming Campus Police. This issue has resurfaced from recent armed robberies and crimes in the Indiana community as well as safety issues expressed by students on campus. Dr. Pettit hopes to have this Task Force's report available before the May Trustees' meeting in order to make a recommendation to the Trustees.

Provost's Report (Senator Staszkievicz):

While I do not know how the vote will fall today, I do want to publicly thank Dr. Mary Sadler, Director of Liberal Studies, for the work she and the Liberal Studies Committee have put into addressing the new BOG policy on total credits allowable for an undergraduate degree. The effort to find four credits has resulted in a recommendation on today's agenda. I guarantee you that no option would have been universally accepted and I know that the Liberal Studies Committee tried to find an option that will allow each department to move forward with other curriculum changes associated with the BOG policy. Similarly, I want to acknowledge the leadership of the UWUCC, Drs. Gail Sechrist and Muhammad Numan, for their efforts to streamline the approval process that each department will need to go through to finish this major task.

Earlier in the year I had announced that IUP had succeeded in establishing a new Research Institute through which external grant and contract opportunities would be processed. This Research Institute will help remove or reduce barriers many faculty have had in processing external grants and contracts. I am pleased to report that last night we held the first meeting of the Board of Directors. Many faculty and administrators from IUP attended and shared with the Board some of the exciting activities IUP is involved with. I know that each Board member was absolutely impressed by the accomplishments of our faculty. Before the next Senate meeting I will be receiving the report on recommendations concerning the organizational structure for the Research Institute in relation to earlier goals I announced for restructuring the School of Continuing Education and the School of Graduate Studies and Research. While many individuals

have been involved with the various task forces, Dr. Alicia Linzey has played a key role in pulling all this together. I will take the recommendations of the task forces and develop a proposal. That proposal will be shared with the Senate and others before being finalized by me as a recommendation to President Pettit.

Chair's Report (Senator Smith):

Good Afternoon Senators. I have just a couple of brief announcements that include the following:

1. Let's not all start to expect Senate meetings will run as fast at the October meeting; remember to block from 3:15 to 5; all new senators be warned that many future meetings will run right up to the bell because of the amount of curriculum changes we can all expect, and the May agenda is usually a 50+ pager. So if last month was your first senate meeting, don't get fooled at how quickly the meeting was finished. October was, based on my experiences, an exception, not the norm.
2. I'd like to thank Drs. Staszkievicz and Pettit for hosting lunch yesterday over the noon hour for the Senate committee chairs that were able to attend. In attendance were Drs. Broad, Sechrist, Kondo, Domaracki, Jackson, Numan, Hall, and Guth. Seven of the ten senate committees were represented. We did not have a set agenda (which was by design), and we all had the opportunity to share and educate each other, which, in the long run will help get everyone on the same page with regard to Senate operations. This can only enhance us as a body as we tackle issues that come our way. We all left the meeting knowing that it will be an every semester activity and it will be well worth the time to take an hour to communicate. Again, thank you Dr. Pettit, Dr. Staszkievicz, and all of the chairs who attended.

Are there any questions I could field at this time? If not, remember to VOTE TODAY!!

Vice-Chair's Report (Senator Aion):

I must admit that I am saddened. I am sad for the student Senators, the student body, the faculty, the administration, and most of all, I'm ashamed of myself. Having this proposal come before Senate today means that we, the members of the University Senate of Indiana University of Pennsylvania are rolling over and playing dead. When this mandate was handed down from Harrisburg, we all should have had the same reaction: "NO!" "No, we will not lower our academic standards. We will not make it easier for students to take fewer classes and be out sooner while pretending to have received the same education." This is not a convenience issue, this is a quality issue. The students at this University are not here to receive a piece of paper. They are here for the education that the piece of paper represents. The State System, by requiring this reduction of credit loads, is effectively reversing our mission. We will no longer be here to provide quality education. Our new purpose will be to produce as many "educated" young people as possible in the shortest amount of time. We should have spent the past five or six months focusing on where we can cut credit hours. Our focus should have been on sending a message to Harrisburg: "If you feel the need to centralize the State System schools, then you are obligated to preserve the educational quality by moving all of the schools to the highest standards of excellence, rather than lowering the standards to accommodate the weaker schools, and thus irreparably damaging the education experience of the strongest. The only person who was actively engaged in such a practice, to my knowledge, was Dr. Pettit. In 2004, when he retires, which one of you, which one of us, will be the one carrying the torch. Or will we continue to roll over like dogs while Harrisburg cuts funding, demands higher productivity, and requires that we cut programs.

Since I'm sure it will be argued that it is too late for such action, I will move on. I can in no way support this motion, nor can I ask my fellow students to endorse it. While I'm sure that any alternative that I can suggest has already been discussed to death by the Committee, I cannot and will not vote to remove credits from liberal studies electives at a liberal studies university. Doing so will open the door for less well-rounded and less-prepared graduates. These graduates will not have the skills that can be learned outside of their fields. They will lose the main components of a valuable education: the synthesis of ideas. You may argue that students can still take these classes if they desire and that departments can continue to require them, but you must realize that without the liberal studies requirements across the board, fewer sections of these classes will be offered. This will not only affect those who wish to take these classes as electives, but will also impact the students who have these departments as majors. With fewer sections offered, majors will be forced to wait for a section to open up. This will lead to either no flexibility in scheduling these majors, or to students who are forced to remain here for more than four years, which defeats the purpose of this credit reduction.

The less individuality our University has, the closer it moves toward the organization where students apply to the "State System" and are told which school they will attend based on their intended major. I urge all of you to consider voting against this recommendation. I know that this decision must be made quickly, but we cannot sacrifice our integrity for the sake of speed.

STANDING COMMITTEE REPORTS

Rules Committee Report (Chair Broad):

FOR INFORMATION:

Chair Broad announced the results of the October 1, 2002 election to fill vacant seats on Senate committees. The election resulted in the following individuals assigned to the following committees: Rules Committee: Senator DeMane and Senator McClosky; Non-Credit Committee: Senator Finegan (1-year term) and Senator Hull (2-year term); University Development and Finance Committee: Senator Wilson; Library and Educational Services Committee: Senator Ault; Student Affairs Committee: Senator Thornton, Senator Green and Senator Sullivan.

Student Affairs Committee Report (Chair Hall):

No report.

University Development and Finance Committee Report (Chair Domaracki):

No report.

Academic Committee (Chair Andrew):

FOR ACTION:

MOTION CARRIED

Revision of the language in the Academic Standards Policy. These revisions bring the policy into line with other language in the catalog and provides more accurate and timely information about students' academic status.

In B.2: of policy add "or Summer" to read "Students whose CGPA falls below the 2.00 standard are on probation the fall, Spring, or next Summer semester for which they are registered."

In C. 2: add "and Summer" to read "An academic review is conducted at the end of each Fall, Spring, and Summer semester."

Awards Committee Report (Chair Jackson):

FOR INFORMATION:

Chair Jackson announced that the University Senate Awards Committee is seeking nominations for the Distinguished Faculty Awards for **Creative Arts, Service, Research, and Teaching**. These awards will be presented at Honors Day (March 30, 2003), along with being recognized at the May, 2003 commencement ceremony and the commencement luncheon.

All faculty are eligible for nomination, provided they have completed three years of professional service at IUP. Please nominate those deserving faculty by downloading a nomination form located on the Senate Web page (www.iup.edu/senate: "Awards Information"). Nomination forms and guidelines for the awards are also available in the Student Congress Office in the HUB or by contacting Kent Jackson (357-2978 or kjackson@iup.edu). Kent and/or Kathryn Bransford (vkqj@iup.edu) will be happy to speak to you personally or answer any questions.

Deadline for completing the one-page nomination form is Monday, December 9, 2002. Nominated faculty will submit supporting documentation to the University Awards Committee by Monday, January 27, 2003. It is the Committee's responsibility to select four persons from the many talented faculty on campus who are representative of excellence in Creative Arts, Service, Research, and Teaching. These colleagues will be recognized for their achievements and will receive a plaque and a monetary stipend.

A reminder, all nominations must be received by Kent Jackson, 217 Davis Hall by **4:30 PM on Monday, December 9, 2002**. Other deadlines: **January 27, 2003** supporting documentation is due and the awards will be announced at Senate in April, 2003.

See **APPENDIX A** for a copy of the nomination form and for a list of past recipients of the award.

University-Wide Undergraduate Curriculum Committee (Co-Chairs Sechrist and Numan)

FOR INFORMATION:

1. Liberal Studies Committee Report:

Approved HIST 332 History of Early China, HIST 334 History of Modern China, HIST 337 History of Modern Japan for the Liberal Studies Elective and Non-Western Culture categories.

Approved Dr. Mia Barker, Food and Nutrition, one-time approval to teach FDNT 362 Experimental Foods as writing intensive for spring semester 2003.

Approved LBST 499 Sacred Space: Bringing the Heavens to Earth, Dr. Eleanor Mannikka, Art.

2. Honors College Report:

ENGL 326 Creative Writing: Fiction has been approved for Honors credit.

3. Course Number Changes from the Departments of Sociology and Theater and Dance

SOC 483 Readings in Sociology to SOC 484 Readings in Sociology
 THTR 483 Acting Studio to THTR 487 Acting Studio

Rationale: The numbers are being changed so that the number 483 is available for departments to establish an undergraduate thesis.

4. The following course has been approved to be offered as a distance education

course: SAFE 145 Workplace Safety Today and Tomorrow.

FOR ACTION:

MOTION CARRIED

1. Department of History—New Courses

A. HIST 251 United States Military History 3c-01-03sh

Prerequisite: Not applicable toward the history major

A survey of the history and transformation of the American military from the Colonial period to the present time. American military history is analyzed within the context of the nation's political, social, economic, and cultural development. Central themes include war-making, civil-military relations, and military professionalism.

Rational: This course is one of the 200-level surveys intended for non-majors. It is designed for R.O.T.C. commission candidates and those students with an interest in the topic. Previously cadets have been taking other history courses that have touched on the American military experience; this course will provide a better alternative because military history will be the primary focus. ~~It will be taught by an historian instead of a military instructor.~~

B. HIST 332 History of Early China 3c-01-3sh

China from the dawn of history to the Tang Dynasty. The course will focus on the creation of the intellectual and political systems that have dominated China and East Asia down to the present. We will look in depth at the origins of Chinese philosophy and the imperial system.

C. HIST 334 History of Modern China 3c-01-3sh

The history of China from the late Ming to the present. The Late Imperial political economic and social systems and the problems they faced in the 19th century. Reforming China from Self-Strengthening to Mao. Revolutionary society and its discontents. The Reform era and China today

D. HIST 337 History of Modern Japan 3c-01-3sh

The history of Japan from the beginning of the Tokugawa period to the present. Japan's early modern political, economic and social systems, their transformation in the Meiji era, and the Japanese people's struggles and successes in the twentieth century.

Rational: These courses are intended as electives for History majors. They will be among several courses that will fulfill the departmental Non-Western requirement. They are also intended for students in other majors who are interested in China or Japan, and will carry university Non-Western and Liberal Studies Elective credit.

2. Department of Safety Sciences—Course Revision & Catalog Description Change**MOTION CARRIED**

Current Catalog Description:

SAFE 493 Internship

var – 6sh

Prerequisites: Senior standing, all required courses in major

All Safety Sciences majors are expected to take this course. It is conducted away from the university at various industrial enterprises. Students are required to provide their own transportation. Intended to allow the student to apply hazard assessment and safety management practices to actual industrial situations while at the same time being exposed to complexities of industrial environment.

Proposed Catalog Description:

SAFE 493 Internship

var 1 – 6sh

Prerequisites: Senior Standing, all required courses in major

Applies hazard assessment and management practices to actual workplace safety issues, which requires the student to visit workplace sites. A two-hour weekly debriefing session involves the students in developing their written and oral communication skills. All Safety Sciences Students are required to take an internship, either SAFE 488 or SAFE 493.

Rationale: The old syllabus and catalog description were dated and included several statements that are no longer factual. For example, since the original approval of this course, we have given the students the choice of another internship course SAFE 488, which is 12 credits; therefore all majors are no longer expected to take the SAFE 493 course, but to choose between this 6-credit internship and SAFE 488. Therefore this statement must be removed. Further, the old description indicates that interns will go to industries only. Today our interns have a variety of exposures beyond industry such as hospitals, schools, county and a local government, the U.S. Postal Service, etc. Also revised were the course objectives, evaluation methods, and grading rubrics to represent updates and improvements in the course that have occurred.

3. Department of Biology—New Course**MOTION CARRIED****BIOL 410 Molecular Biology Topics**

3c-0l-3sh

Prerequisite : BIOL 263 or BIOC 301 or CHEM 351

Involves the study of biological phenomena in molecular terms. The course focus is on recombinant DNA principles as they relate to prokaryotes and eukaryotes. Course emphasis is placed on the modern methods used in recombinant DNA technology.

Rationale: The course is designed to be a 3-credit non-laboratory science course. Students majoring in Biology can count this course as a controlled elective.

4. Department of Health and Physical Education—Course Revision**MOTION CARRIED**

Current Catalog Description

HPED 492 Health Fitness Instruction

3c-01-3sh

Prerequisites: HPED 221, 343, 441 or equivalent

The purpose of this course is to acquire the knowledge, skills, and abilities required to develop programs of physical activity and fitness for healthy adults and those with controlled disease. Experience in leading an exercise class, knowledge of functional anatomy and exercise physiology is also expected prior to participation in the class.

Proposed Catalog Description

HPED 492 Health Fitness Instruction

3c-01-3sh

Prerequisites: HPED 221, 343, 411 or equivalent

The purpose of this course is to acquire the knowledge, skills, and abilities required to develop programs of physical activity and fitness for healthy adults and those with controlled disease. Experience in leading an exercise class, knowledge of functional anatomy and exercise physiology is also expected prior to participation in the class.

Rationale: The catalog description for this course includes “Experience in leading an exercise class (HPED 411), knowledge of functional anatomy (HPED 221), and exercise physiology (HPED 343) is also expected prior to participation in the class.” HPED 441 is Psychosocial Aspects of Health. This course was never a prerequisite for HPED 492 Health and Fitness Instruction and appears to be a typographical error made at the time of curriculum submission. HPED 411 Exercise Appraisal is the appropriate prerequisite.

5. Course Deletions from the Departments of Anthropology, Economics, English, Mathematics, Music, Food and Nutrition, Philosophy, Physics, Political Science, Religious Studies, and Theater and Dance

MOTION CARRIED

ANTH 483 Readings in Anthropology
ECON 483 Honors in Economics
ENGL 397 Scenic Design and Lighting
ENGL 483 Field Experience
MATH 483 Topics in Mathematics
MUSC 483 Music Instrument Repair Workshop
FDNT 483 Internship
PHIL 483 Independent Study-Honors
PHYS 483 Quantum Mechanics I
PLSC 483 Special Topics
THTR 487 Scenograph Problems

Rationale: The above listed courses are all inactive courses that have not been taught for at least ten years or more. Many of them have been superseded by other courses with new numbers. They are being deleted to free up the number 483 (or 397 for ENGL) so that the UWUCC can establish 483 as the university’s standard number for undergraduate honors theses (ENGL 397 and THTR 487 are being deleted so the departments may reuse those numbers for another course).

6. Standard University Number for Honors Thesis

MOTION CARRIED

Background and Rationale: IUP is encouraging the development of departmental honors programs that will serve talented students across the campus. Many departments intend to include an honors thesis in their proposal. With this in mind, the UWUCC seeks to establish a common thesis number with an “H” designation and a few commonly applicable standards for undergraduate theses that are part of the syllabus of record.

There is, of course, an aesthetic appeal to having a single, common thesis number rather than a confusing jumble of different ones. But there are practical advantages, too. Since undergraduate theses are compensated as independent studies, a common number will make it much easier to recognize the independent study forms when they appear and insure that they are handled properly. Additionally, transcripts will more accurately reflect what the student did if they read “Honors Thesis” rather than

merely “Independent Study.” A separate number can also carry an automatic “H” designation, thereby giving the students proper, visible credit for the work accomplished.

There is ample precedent for the UWUCC to establish such a common number and make it available to departments and colleges without asking for department-by-department, or college-by-college course proposals. The numbers 281, 481, and 482 were all made available in this manner. The recommendation here is that the thesis number *not* be automatically placed in each department’s (or college’s) listing of courses (as 281, 481, and 482 were). A thesis number might not be desired or appropriate for every department or college prefix. Instead, it is recommended that the UWUCC authorize departments and colleges to activate the “483” thesis course without submitting a separate course proposal *if the department or college requests such activation* from the UWUCC. Normally, such a request would come as part of a proposal for a departmental or college-wide honors track, but the UWUCC could receive and act on other requests according to their merits.

Finally, it is worth recalling that both the Honors College Committee and the UWUCC endorsed a hope for precisely this sort of proposal when they approved HNRC 483. They said, “We hope that eventually all departments will have their own thesis numbers opening thesis work to all IUP students deemed capable by their departments, and that such students’ transcripts will show an “H” designation—whether they are enrolled in the Honors College or not.”

XXXX 483 Honors Thesis

var—1-6sh

Prerequisites: Admission to Departmental Honors Program.

An intensive, focused study involving independent research culminating in a written thesis [and/or creative work or performance*] approved by a thesis director and two faculty readers/committee members. May be taken more than once to a maximum of 6sh. Prior approval through advisor, faculty member, department chairperson, dean, and Provost’s Office.

* This phrase may be added to catalog descriptions of departments, such as those in the College of Fine Arts, for which it is deemed appropriate.

7. Recommendation for conversion to 120 credits for graduation: MOTION CARRIED

Items 7 and 8 brought by the UWUCC were considered together. A Division of the House was called for:

- 113 voted to approved
- 8 voted to oppose
- 11 abstentions

Liberal Studies indicates a range of credits for the Mathematics and Liberal Studies Elective categories; the Mathematics category changes to a range of 3-6 sh and Liberal Studies Electives category changes to a range of 0-9 sh. Departments will determine the specific minimum number of credits required in each of these two categories for their programs of study. The total credits required in Liberal Studies coursework for all programs is a minimum of 48 sh.

Current Liberal Studies Requirements

English Composition	7 sh
Mathematics	3-4 sh
Humanities	9 sh
Fine Arts	3 sh
Natural Science	8-10 sh
Social Sciences	9 sh
Health and Wellness	3 sh
Liberal Studies Electives	9 sh
Synthesis	3 sh

Proposed Liberal Studies Requirements

English Composition	7 sh
Mathematics	3-6 sh
Humanities	9 sh
Fine Arts	3 sh
Natural Science	8-10 sh
Social Sciences	9 sh
Health and Wellness	3 sh
Liberal Studies Electives	0-9 sh
Synthesis	3 sh

Departments will have several options to reduce credits to comply with the 120 credit mandate. The choices may include reducing Liberal Studies Elective credits only, reducing credits in the program of study only, including free electives; reducing credits in the Liberal Studies elective category and in the program; increasing credits required in Math and reducing credits in Liberal Studies Electives and/or the program.

Justification:

The recommendation responds to feedback that some departments are opposed to relinquishing any credits in the Liberal Studies Elective category of courses, while others see this as a helpful and necessary strategy. We achieve compliance in a decentralized manner, allowing departments to make final decisions about reducing credits either in their program, in free electives, in the Liberal Studies Electives category, or a combination.

Advantages:

- 1) allows departments more latitude in determining how best to reduce the overall graduation requirements by 4 credits; the majority of programs (67%) already offer in excess of 10 credits of free electives.
- 2) formalizes the existing requirement in many programs for 2 math courses and creates flexibility by allowing the courses to count in the math category, thereby freeing up 3 credits of LS Electives.
- 3) affords more department control over adjustments to the curriculum in response to the 120 credit mandate.
- 4) minimizes the negative impact on departments that offer courses in LS Elective category by allowing departments the option to maintain 9 credits of Liberal Studies Electives.

Disadvantages:

- 1) results in minimal impact on the university budget, particularly if a majority of departments choose to reduce free electives only.
- 2) results in each program determining the reconfiguration of credits in both Mathematics and the Liberal Studies Elective categories.

8. Change in Catalog Description

MOTION CARRIED

Besides the above category heading changes the following paragraph is changed:

Current Catalog Description:

Liberal Studies

All students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 53 semester hours divided among Learning Skills, Knowledge Areas, and Synthesis. The number of semester hours may rise slightly depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

Revised Catalog Description:

Liberal Studies

All students must fulfill the requirements of the university's Liberal Studies program. This involves a minimum of 48 semester hours divided among Learning Skills, Knowledge Areas, and Synthesis. The number of semester hours may rise slightly depending on student choices. Different colleges and sometimes departments within colleges may have specific variations as to how these Liberal Studies requirements are to be met.

9. Special UWUCC Procedures to Revise Programs to Meet Mandated 120 Credits

MOTION CARRIED

Please note these proposals passed UWUCC on April 30, 2002, and the Committee has been holding them until passage of the plan to reduce four credits.

Please note that all degree programs will need to send forward paperwork to the University Wide Undergraduate Curriculum Committee (UWUCC) to inform us how you plan to cut credits to meet the 120 credit mandate. We believe that these program revisions will fall into four categories:

1) Programs that plan to change only the number of Free Electives or the number of Liberal Studies Electives (no changes other than the credit numbers).

PROCEDURE: Include the new curriculum cover sheet with signatures as page 1, on page 2 list the current and revised number of Free Electives or Liberal Studies Electives for your program plus the old and new total credits. Please specify the minimum number of mathematics and liberal studies elective credits required. The proposal goes from the department, to the college curriculum committee, to the Liberal Studies Office. We ask all committees to approve these proposals as quickly as possible.

2) Programs that plan to change only the Liberal Studies section of their degree requirements, i.e. dropping a currently required/recommended course in the liberal studies elective category and/or changing the mathematics requirement.

PROCEDURE: Include the new curriculum cover sheet with signatures as page 1, on page 2 include the current and the revised Liberal Studies listing for your program plus the old and new total credits in a side-by-side table (Note: If free elective numbers change also include those old and new numbers). Please specify the minimum number of mathematics and liberal studies elective credits required. Attach a copy of your communication to affected departments. The proposal goes from the department, to the college curriculum committee, to the Liberal Studies Office. We ask all committee's to approve these proposals as quickly as possible.

3) Programs that plan to move a course from the Liberal Studies Electives category to major or other requirements. Remember to give the committee a disc of the proposal.

PROCEDURE: Include the new curriculum cover sheet with signatures as page 1, on page 2 include the current and the revised listing for your entire program, with the title of your program, in a side-by-side table including specifications about the number of credits in the mathematics and Liberal Studies Electives category. The proposal goes from the department, to the college curriculum committee, to the Liberal Studies Office. We ask all committee's to approve these proposals as quickly as possible.

4) Programs that currently exceed 124 credits and plan to delete and change more than Liberal Studies credits or Free Electives, or programs making other changes to the program unrelated to the 120 mandate. Remember to give the committee a disc of the proposal.

PROCEDURE: Follow the normal curriculum procedures for program revision. See the revised Undergraduate Curriculum Handbook. iup.edu/liberal/uwucc/

If uncertain about which procedures to follow, please contact one of the co-chairs of the UWUCC or the Liberal Studies Office. Gail S. Sechrist, Co-chair: gailsech@iup.edu 357-3762 or 357-2250; Muhammad Numan, Co-chair mznuman@iup.edu 357-2318 or 357-2370; Marcia McCarty, Liberal Studies Secretary mmccarty@iup.edu 357-5715

10. Department of History—Program Revisions

MOTION CARRIED

Current Program

Proposed Program

Bachelor of Arts-History/Pre-Law Track

Bachelor of Arts-History/Pre-Law Track

Liberal Studies: As outlined in Liberal Studies section **50-52**
with the following specifications:

Liberal Studies Electives: no courses with HIST prefix

Humanities-History: Fulfilled by required courses in major

College: **0-6**
Foreign Language Intermediate Level (1)

Major: **33**
Required Courses:

- HIST 200 Introduction to History 3sh
- HIST 201 Western Civilization Before 1600 3sh (2)
- HIST 202 Western Civilization Since 1600 3sh (2)
- HIST 203 United States History for Historians 3sh (2)

Controlled Electives:

- HIST 480 Senior Seminar (3) 3sh
- Non-Western HIST course: Latin America, Africa, or Asia 3sh
- Five additional history courses (4) 15sh

Other Requirements: Pre-law interdisciplinary track **3-21**

Seven courses, including at least one from each of six areas:

- Business: ACCT 201, ACCT 202, BLAW 235
- Criminology: CRIM 210, 260, 357
- Economics: ECON 121, 122, 332
- English: ENGL 212, 220, 310
- Philosophy: PHIL 101, 222, 450
- Political Science: PLSC 358, 359, 361 **12-32**

Free Electives: **124**

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) For students who have taken HIST 195, 210, 212, or 214 prior to becoming History majors, this course may not be appropriate. Consult History advisor before scheduling.
- (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.
- (4) Courses selected from 300 and 400 level offerings; no more than 6sh from HIST 493 as major elective.

Liberal Studies: As outlined in Liberal Studies section **50**
with the following specifications:

Mathematics: 3 sh

Liberal Studies Electives: 9 sh; no courses with HIST prefix

Humanities-History: Fulfilled by required courses in major **0-6**

College: **0-6**
Foreign Language Intermediate Level (1) **36**

Major: **33**
Required Courses: **3sh**

- HIST 200 Introduction to History 3sh
- HIST 480 Senior Seminar (2)

Controlled Electives:

- At least three foundation courses from the following list (3) 3sh (2)
- HIST 201 Western Civilization to 1600 (4) 3sh (2)
- HIST 202 Western Civilization since 1600 (4) 3sh (2)
- HIST 204 United States History to 1877 3sh
- HIST 205 United States History since 1877 3sh
- HIST 206 History of East Asia 3sh
- HIST 208 Latin American History 3sh
- One course from HIST 401-404 (Topics) 3sh
- One Non-Western HIST course: Latin America, Africa, Asia, Middle East, or Russia 300 or 400 level 15sh
- Five or six additional History courses (5) **3-21**

Other Requirements: Pre-law interdisciplinary track

Seven courses, including at least one from each of six areas:

- Business: ACCT 201, ACCT 202, BLAW 235
- Criminology: CRIM 210, 260
- Economics: ECON 121, 122, 332
- English: ENGL 212, 220, 310
- Philosophy: PHIL 101, 222, 450
- Political Science: PLSC 358, 359, 361

Free Electives: Enough credits beyond those listed above to total 120 credits.

Total Degree Requirements: **120**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) This requirement may be fulfilled by completing either the departmental honors program (HIST 483) or a graduate seminar with a concluding paper.
- (3) No more than 12sh in foundation courses may be counted towards the major.
- (4) For students who have received credit for HIST 195, 210 or 212, prior to becoming history majors, this course may not be appropriate. Consult History advisor before scheduling.
- (5) Courses selected from 300 and 400 level offerings; no more than 6sh from HIST 493 as major elective. Students who have taken 3 foundation courses must take at least 7 300-400 level HIST courses. Those with 4 foundation courses need take only 6 at 300-400 level HIST courses.

Current Program

Proposed Program

Bachelor of Arts-History

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **50-52**

Liberal Studies Electives: no courses with HIST prefix

Humanities-History: Fulfilled by required courses in major

College: **0-6**

Foreign Language Intermediate Level (1)

Major: **33**

Required Courses:

- HIST 200 Introduction to History 3sh
- HIST 201 Western Civilization Before 1600 3sh (2)
- HIST 202 Western Civilization Since 1600 3sh (2)
- HIST 203 United States History for Historian 3sh (2)

Controlled Electives:

- HIST 480 Senior Seminar (3) 3sh
- Non-Western HIST course: Latin America, Africa, or Asia 3sh
- Five additional history courses (4) 15sh

Other Requirements: **0**

Free Electives: **33-41**

Total Degree Requirements: **124**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) For students who have taken HIST 195, 210, 212, or 214 prior to becoming History majors, this course may not be appropriate. Consult History advisor before scheduling.
- (3) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.
- (4) Courses selected from 300 and 400 level offerings; no more than 6sh from HIST 493 as major elective.

Bachelor of Arts-History

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **50 5**

Mathematics: 3 sh

Liberal Studies Electives: 9 sh; no courses with HIST prefix

Humanities-History: Fulfilled by required courses in major

College: **0-6**

Foreign Language Intermediate Level (1) **36**

Major: **36**

Required Courses: **3sh**

- HIST 200 Introduction to History 3sh (2)
- HIST 480 Senior Seminar (2)

Controlled Electives:

- At least three foundation courses from the following list (3) 3sh (2)
- HIST 201 Western Civilization to 1600 (4) 3sh (2)
- HIST 202 Western Civilization since 1600 (4) 3sh
- HIST 204 United States History to 1877 3sh
- HIST 205 United States History since 1877 3sh
- HIST 206 History of East Asia 3sh
- HIST 208 Latin American History 3sh
- One course from HIST 401-404 (Topics) 3sh
- One Non-Western HIST course: Latin America, Africa, Asia, Middle East, Russia 300 or 400 level 15sh
- Five additional history courses (5)

Free Electives: Enough credits beyond those listed above to total 120 credits. **120**

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) This requirement may be fulfilled by completing either the departmental honors program (HIST 483) or a graduate seminar with a concluding paper.
- (3) No more than 12sh in foundation courses may be counted towards the major.
- (4) For students who have taken HIST 195, 210, 212, or 214 prior to becoming History majors, this course may not be appropriate. Consult History advisor before scheduling.
- (5) Courses selected from 300 and 400 level offerings; no more than 6sh from HIST 493 as major elective. Students who have taken 3 foundation

Rationale: Changing the 201-203 sequence to a selection of foundation courses offers students more options to pursue their interests and provides more flexibility. Allowing students to substitute an upper-division course for one of the foundation courses provides more flexibility for students interested in doing more advanced work. Adding a 400-level topics class gives students a chance to look at a single topic in greater depth and requires a research paper, introducing them to research skills. The addition of three semester hours to the major enables students to take more upper-division courses and gets a broader exposure to history. The American Historical Association recommends between 36 and 39 hours for a history major, so we would be bringing the major up to the minimum suggested level. Lastly, we are cutting four credits of free electives to meet the 120 credit mandate.

University-Wide Graduate Committee (Chairpersons Kondo and Chambers)

FOR ACTION:

MOTION CARRIED

1. MINOR COURSE REVISIONS

Change in Course Prefix: (Start Date – Spring 2003)

From:

HMEC 517 Infant Development
 HMEC 526 Techniques of Parent Education
 HMEC 527 Administration of Child Development Centers

To:

CDFR 517 Infannt Development
 CDFT 526 Techniques of Parent Education
 HMEC 527 Administration of Child Development Centers

Rationale: The HMEC prefix is a hold-over from the years when the Child Development and Family Relations courses were a part of the Home Economics Education Department. The CDFR major is now part of a different department, and the old prefix is confusing to students. CDFR is the designation used for the program in other records of the University. These prefix changes have been approved by the University Senate for the undergraduate courses.

2. MAJOR COURSE REVISION

MOTION CARRIED

Change in course number, course content and option to offer via distance education: (Start Date – Spring 2003)

From:

SAFE 643 Construction Safety 3c-0l-3sh
 Provides an in-depth treatment of hazard recognition, evaluation, and control principles used in the construction industry. Extensive coverage of federal standards is given, together with the means by which a construction safety program can be developed and administered. **Prerequisites:** SAFE 211 or permission of instructor

To:

SAFE 543 Construction Safety 3c-0l-3sh
 Provides an in-depth coverage of hazard recognition, evaluation, and control principles for the variety of phases of construction. Information regarding the development of a construction safety program along with extensive coverage of federal standards related to the construction industry is also provided. **Prerequisites:** SAFE 211 or permission of instructor

Rationale: There is a need to expand the current coverage of construction safety in SAFE 211 Principles of Industrial Safety II in the undergraduate program. Currently over 15 percent of the department’s students are working directly for construction companies and undergraduate alumni surveys have identified the need to expand coverage of construction safety. By making this course dual-level undergraduate students will be able to take this course as one of their professional electives.

Library and Educational Services Committee Report (Chair Johnson)

No report.

Noncredit Committee (Chair Karimiv)

FOR INFORMATION:

Majid Karimi was elected chairperson of the Senate Noncredit Committee.

Research Committee (Chair Guth)

FOR INFORMATION:

The USRC met on October 8, 2002 and reviewed proposals. The committee awarded \$6,269 in grants to the following individuals:

- Dr. Robert Hinrichsen received \$1,493 for his project, “The Use of RNA Interference as a Means to Inhibit Gene Activity in Paramecium tetraurelia.”
- Dr. Diane Klein received \$1,500 to present her article, “Increasing Student Technology Skills through a Technology-Intensive Syllabus” at the International Conference on Computing in Education in New Zealand.
- Dr. Liliana Elizabet Jurewicz received \$1,500 to present her paper, “Santitos Puede Hacer Milagros” at the Second International Conference on Writing, Individual and Society in Spain, the Americas, and Puerto Rico in Puerto Rico.
- Dr. Bill McPherson received \$1,500 for his project, “Does a Relationship Exist Between Students’ Personality Types and Cultural Adaptability?”
- Dr. LeAnn Wilkie received \$276 for her project, “Navigational Structure and Usability Concerns at Institutions of Higher Education.”

ADJOURNMENT

With no further business, the meeting was adjourned at 4:59 p.m.

Respectfully submitted,

Gwendolyn Torges, Ph.D.
Secretary, IUP Senate

APPENDIX A:

NOMINATION FOR SENATE AWARDS IN:

Check one: **Creative Arts**
 Research
 Service
 Teaching

For the award checked above, I nominate _____
of the _____ (Department/Office).

Your Signature: _____ **Date:** _____

PRINT Your Name: _____

Your Address: _____

Your Phone #: _____ **Email:** _____

NOMINEE'S ACCEPTANCE:

I accept the nomination for the award checked above.

Nominee's Signature: _____ **Date:** _____

PRINT Name: _____

Nominee's Address: _____

Nominee's Phone #: _____ **Email:** _____

- NOTE:**
1. All nominations (this form) must be received by Kent Jackson, 217 Davis Hall by **4:30 PM, December 9, 2002.**
 2. Faculty may be self-nominated or be nominated by another faculty, administrator, staff, alumni, or student.
 3. All candidates nominated for awards will be asked to supply Kent Jackson the following information by **January 27, 2003:**
 - a.) The Supportive Statement (not to exceed 3 pages)
 - b.) Inventory of Supporting Materials Form to correspond to the guidelines
 - c.) Documentation/Supportive Materials
 - d.) Current Vita/Resume
 4. Questions about nominations should be directed to Kent Jackson (357-2978 or kjackson@iup.edu).

Past University Distinguished Faculty Awards**Teaching:**

1969	Robert L. Morris	1970	Irwin Marcus
1971	Kenneth Edgar	1972	Robert King
1973	Eugene F. Thibadeau	1974	Gary W. Patton
1975	John Hoyt	1976	Kenneth Edgar
1977	Robert Stonebraker	1978	Mohammed Ghobashy
1979	Irwin Marcus	1980	Frank Viggiano, Jr.
1981	Mark A. Plivelic	1982	Robert A. Patsiga
1983	Ronald M. Weiers	1984	Howard E. Tompkins
1985	Conrad J. Gates	1986	Ronald L. Marks
1987	Francis W. Liegey	1988	Joan E. Walthour
1989	Robert J. Stonebraker	1990	Mary Lou Zanich
1991	Terry T. Ray	1992	John W. Kuehn
1993	Barbara A. Kraszewski	1994	Gary J. Olmstead
1995	Hilary L. DeMane	1996	Rebecca A. Stoudt
1997	Mary Ann Cessna	1998	Sherrill Begres
1999	William McPherson	2000	No award given
2001	Ronald A. Juliette	2002	Lawrence Kruckman

Research:

1977	Don-chean Chu	1978	Joseph C. Clark
1979	Vincent P. Miller	1980	June K. Phillips
1981	W. Wayne Smith	1982	Arthur C. Hulse
1983	Martin J. Morand	1984	Donald A. Walker
1985	Thomas R. Schaub	1986	Patrick M. Hartwell
1987	Gopal S. Kulkarni	1988	Robert J. Ackerman
1989	Charles D. Cashdollar	1990	James M. Cahalan
1991	Mary H. Micco	1992	Devki N. Talwar
1993	Edward W. Gondolf	1994	Abbas J. Ali
1995	Stephen K. Sanderson	1996	Edward M. Levinson
1997	Krys Kaniasty	1998	Charlene Bebkco
1999	Pat Murphy	2000	Thomas Ault
2001	Prashanth B. Nagendra	2002	John Zhang

Creative Arts:

1977	Charles E. Battaglini	1978	Ned O. Wert
1979	No award given	1980	Thomas J. Dongilla
1981	Paul Ben-Zvi	1982	Christopher L. Weiland
1983	Ronald A. Juliette	1984	W. Delight Malitsky
1985	No award given	1986	No award given
1987	Christopher L. Weiland	1988	Donn W. Hedman
1989	Carol A. Teti	1990	Rosaly Roffman
1991	James G. Staples	1992	Jean J. Slenkar
1993	Ronald F. Smits	1994	Mary Beth Leidman
1995	Sarah J. Mantel	1996	Dominic J. Intilli
1997	Maurice A. Kilwein-Guevara	1998	Ed Simpson
1999	Holly Boda	2000	No award given
2001	Annie-Laurie Wheat	2002	Edward Simpson

Service:

1982	Isadore R. Lenglet	1983	John E. Merryman
1984	Richard D. Magee	1985	Warner E. Tobin
1986	Daniel DiCicco	1987	J. Merle Rife
1988	Lorrie J. Bright	1989	Mark J. Staszkiwicz
1990	Anthony G. DeFurio	1991	Marlin E. Hartman
	1992 No award given	1993	Charles D. Cashdollar
1994	Connie J. Sutton	1995	Melvin R. Woodard
1996	Donna L. Streifthau	1997	Darlene S. Richardson
1998	Mary Ann Cessna	1999	Fran Prezant
2000	Jerry Pickering	2001	Steven F. Jackson
2002	Veronica Watson		