

MINUTES OF THE IUP UNIVERSITY SENATE

April 1, 2003

Chairperson Smith called the April 1, 2003, meeting of the University Senate to order at 3:20 p.m., in the Alumni Auditorium of the Eberly College of Business. **The following Senators informed the Senate Leadership that they could not attend:**

Alman, Anderson, Anthony, Belch, Carranza, Clark, Diaz-Martin, Federoff, Hall, Hemby, Kennedy, Klingaman, Luckey, Nee, Orchard, Receski, Rittenberger, Ruffner, Tannous, Trenney.

The following Senators were absent from the meeting:

Barker, Blackledge, Camp,

The minutes of the February 25, 2003, meeting were **APPROVED**.

Agenda items for the April 1, 2003, meeting were **APPROVED**.

President's Report (Senator Pettit):

Senator Pettit was unable to attend, as he was in Washington, D.C., meeting with Congressman Murtha on behalf of IUP and attending a NEETC-sponsored conference on Ship Recycling, at which he introduced the keynote speaker.

Provost's Report (Senator Staszkiwicz):

Senator Staszkiwicz did not deliver a report, but fielded questions. Several questions dealt with how the new 120 credit requirement, which will be formally implemented for the fall 2003 incoming students, will be applied to our current students. As this is a time of heavy advising for fall registration, advisers are receiving many questions from concerned students. Senator Staszkiwicz said that decisions regarding application of the new 120 credit catalog to already-existing students across the State System will be made on a campus-by-campus basis at the local level. Senator Staszkiwicz indicated that departments should work together with the deans of their respective colleges when making decisions in specific instances, but that no universal policy had yet been developed. He said that in some instances, current students, working with their advisors and the dean of their college, might be able to use the new requirements. He said that he would put the question to the Academic Council and report back. He reported that in earlier discussions, he thought the consensus was that students would be allowed to graduate with less than the currently required 124 hours provided the student met all major program requirements. He said that as soon as the chairs, deans and associate deans can be polled, he would let all faculty know how they should proceed in advising their students.

Chair's Report (Senator Smith):

My remarks will be short this month, in that we have a full agenda with curriculum. I have discussed this through emails with all of the committee chairs, and we all have looked at our schedules, so, unless I hear an objection, the next Senate meeting will be on Tuesday, April 29th (no objections were made). Also, keep your calendar open for May 6th, just in case we need the extra time for an additional meeting.

Also, I'd like to commend our students who met with the Chancellor. I'll let Justin discuss that in his remarks.

Any questions? Thank you.

Vice-Chair's Report (Senator Aion):

Senator Aion congratulated Senators Mark Collins and Sam Richardson on the final report of the Student Taskforce on Shared Governance. He also made a plea to faculty to put out the word to students about the opportunities available in Student Congress.

STANDING COMMITTEE REPORTS

Rules Committee (Chair Broad):

Senators Broad announced that the elections would be held electronically, and that all Senators would receive an e-mail with instructions.

Student Affairs Committee (Chair Hall):

No report.

University Development and Finance Committee (Chair Domaracki):

See items for information, APPENDIX A, page 3.

Academic Committee (Andrew):

See APPENDIX B, page 3.

Awards Committee (Jackson):

Senator Jackson announced and congratulated the winners of the 2003 Distinguished Faculty Awards: For Service – Mary Sadler; for Creative Arts – Dan Perlongo; for Teaching – Linda McPherson; and for Research – Terry Peard.

University-Wide Undergraduate Curriculum Committee (Co-Chairs Sechrist/Newman):

See APPENDIX C, page 4-37.

University-Wide Graduate Committee (Co-Chairs Chambers/LaPorte):

See APPENDIX D, page 38.

Library and Educational Services Committee (Chair Johnson):

No report.

Noncredit Committee (Chair Karimi):

No report.

Research Committee (Chair Guth):

See APPENDIX E, page 39.

New Business

The final report of the Student Taskforce on Shared Governance. See **Appendix F**, pages 40-45.

Adjournment

**APPENDIX A:
University Development and Finance Committee
Chair Domaracki**

FOR INFORMATION:

Item 1

The Senate Development and Finance Committee, having reviewed the Provost's Proposed Reorganization of the Graduate School and the responses of the Graduate Committee and Academic Council, is in support of the plan. The committee would also encourage the Provost to recognize the issues and concerns raised by the Graduate Committee and Academic Council as substantive and that they be given proper consideration and, to the degree possible, incorporated as the proposal is moved forward from the planning stage to implementation.

Item 2

The Senate Development and Finance Committee will bring forward at the April 29th meeting the Capital Budget for Fiscal Year 2003-2004.

**APPENDIX B:
Academic Committee
Chair Andrew**

FOR ACTION:

Proposed Changes to IUP Teacher Education 3-Step Process.

The Senate Academic Committee moves the approval of the following changes in the IUP Teacher Education 3-Step Process:

Page 59- 2002/2003 catalog

- *Under Initial Requirements-The removal of the following:
FDED 1012/202 American Education in Theory and Practice with a grade of C or better.

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- *Under Requirements-part C
Completion of FDED102/202 with a grade of C or better

Page 60 of catalog

- *Under Step 2. Admission to Student Teaching-Requirements
A 1c. FDED 102/202

APPENDIX C:
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Numan

FOR INFORMATION:

1. Liberal Studies Committee Report:

Approved Liberal Studies revisions for the following programs:

B.A. Criminology; B.A. Criminology/Pre-Law; B.S.–Management/Entrepreneurship and Small Business Management; B.S.–Management/Operations Management; B.S.–Management/General Management Track; B.S.–Fashion Merchandising; B.S.–Education of Exceptional Persons; B.S.–Geology/Geology Track; B.S.–Geology/Environmental Track; B.A.–Journalism; B.A.–French; B.A.–French for International Trade; B.A.–German; B.S. in Education–Speech-Language Pathology and Audiology; B.A.–Economics; B.A.–Economics/Pre-Law Track; B.A.–Economics/Mathematics; B.A.–Biology; B.S.–Biology; B.S. in Education–Biology; B.S. in Education–Social Studies Education/Economics Track; B.S. in Education – Social Studies Education/History Track; B.S.–Communications Media; B.S.–Child Development and Family Relations; B.S. Accounting; A.A. Business Specializing in Accounting; B.S. Education—Mathematics Education; B.S.—Marketing; B.A. Sociology/General Sociology Track; B.A. Sociology/Applied Social Research; B.A. Sociology/Human Services.

Approved LBST 499 Classical Italy: A Study Tour, Dr. C.T. Ault, Department of Theater and Type III writing status for ENGL 122 Literary Analysis, Dr. Judith Villa, Department of English.

The following courses were approved to be offered as distance education courses.

MKTG 481 Social Cause Marketing for Non-Profit Organizations, Dr. Charlene Bebko.

CRIM 281 Aggression and Violence, Dr. Randy Martin.

CRIM 401 Contemporary Issues in Criminology, Dr. Jamie Martin.

2. Department of Criminology—Course Number Changes

CRIM 255 Law, Social Control, and Society to
CRIM 357 Law, Social Control, and Society

CRIM 450 Women and Crime to
CRIM 390 Women and Crime

Rationale: These courses are being renumbered to match the numbers of the other courses in their corresponding Groups in the Program Revision.

3. Department of History-Course Title and Catalog Description Change

Current Catalog Description:

EDUC 455 Teaching of Social Sciences in Secondary Schools

3c-01-3sh

Prerequisite: Admission to Teacher Education

A study of modern methods and techniques for teaching social sciences and of current curricula in social sciences.

Proposed Catalog Description:

EDUC 455 Teaching of Social Studies in Secondary Schools

3c-01-3sh

Prerequisite: Admission to Teacher Education

A study of modern methods and techniques for teaching social studies and of current curricula in social studies.

Rationale: Changing the title of the course brings the course in line with the new degree title and the new Pennsylvania Department of Education certification requirements. The PDE split social science education into two certifications, Citizenship Education and Social Science Education. Since our program prepares students for Citizenship Education, we wanted to avoid confusing our program with the Social Science certification program.

4. Department of Economics

A. Course Title Changes

**ECON 121 Principles of Economics I to
ECON 121 Principles of Macroeconomics**

**ECON 122 Principles of Economics II to
ECON 122 Principles of Microeconomics**

**ECON 331 Economic Organization of Industry to
ECON 331 Industrial Organization**

**ECON 334 Economics of Corporate Decisions to
ECON 334 Managerial Economics**

**ECON 346 International Payments to
ECON 346 International Finance**

**ECON 343 History of Economic Development of the United States to
ECON 343 Economic History of the United States**

Rationale: The new titles reflect commonly accepted course titles for the content covered in these courses. This can be demonstrated by surveying course titles at other universities and by analyzing standard textbook titles appropriate for these courses.

B. Course Number Changes:

**ECON 283 Environmental Economics to
ECON 361 Environmental Economics**

**ECON 241 Contemporary Economic Issues to
ECON 369 Contemporary Economic Issues**

Rationale: These course re-numberings will create consistency in the numbering system within the department. Courses designated with a 200 number will have no prerequisites; courses designated 300 or above will minimally have ECON 101, 121, or 122 as a prerequisite. Courses in the 360s will now be applied microeconomics courses.

FOR ACTION:

1. Department of Geoscience--Program Revisions (120)

PASSED

BS—Geology/Geology Track

Current Program:		Proposed Program:	
Liberal Studies:	56	Liberal Studies:	50
Mathematics: MATH 121 or 123		Mathematics: MATH 121 or 123	
Natural Sciences: CHEM 111-112 or 113-114		Natural Sciences: CHEM 111-112 or 113-114	
Liberal Studies Electives: MATH 122 or 124, no courses with GEOS prefix		Liberal Studies Electives: 4cr, MATH 122 or 124	
Major:	29	Major:	29
Geology Track:	23-24	Geology Track:	23-24
Other Requirements:	0-6	Other Requirements:	0-6
Free Electives:	9-16	Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120
(2) Intermediate-level foreign language may be included in Liberal Studies electives.			

Rationale: Credits are being removed from Liberal Studies electives and the free electives will now be 11-18. The current footnote numbered (2) about intermediate-level foreign language may be included in Liberal Studies electives should be removed.

BS—Geology/Environmental Track

Current Program:		Proposed Program:	
Liberal Studies:	56	Liberal Studies:	53
Mathematics: MATH 121 or 123		Mathematics: MATH 121 or 123	
Natural Sciences: CHEM 111-112 or 113-114		Natural Sciences: CHEM 111-112 or 113-114	
Liberal Studies Electives: MATH 122 or 124, PHYS 111, no courses with GEOS prefix		Liberal Studies Electives: 6cr, MATH 122 or 124, PHYS 111	
Major:	29	Major:	29
Environmental Track:	25-26	Environmental Track:	25-26
Other Requirements:	0-6	Other Requirements:	0-6
Free Electives:	7-14	Free Electives: enough credits beyond those listed above to total 120.	
Total Degree Requirements:	124	Total Degree Requirements:	120
(5) Intermediate-level foreign language may be included in Liberal Studies electives (3sh)			

Rationale: Three credits come from Liberal Studies Electives, which then means that the footnote about the Intermediate-level language in Liberal Studies Electives drops out. Free Electives are reduced by 1 credit to become 6-13.

2. Department of French and German--Program Revisions (120)

PASSED

BA—French

Current Program:		Proposed Program:	
Liberal Studies:	53-55	Liberal Studies:	53
Liberal Studies Electives: no courses with FRNC prefix		Mathematics: 3cr	
College:	0	Liberal Studies Electives: 9cr, no courses with FRNC prefix	
Major:	36	College:	0
Other Requirements:	0	Major:	36
Free Electives:	33-35	Free Electives: enough credits beyond those listed above to total 120.	
Total Degree Requirements:	124	Total Degree Requirements:	120

BA—French for International Trade

Current Program:

Liberal Studies: 54-58
Mathematics: Any LBST math course except MATH 217
Social Sciences: ECON 121, PLSC 101, PSYC 101
Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with FRNC prefix

College: 0
Major: 36
Business Sequence: (2) 24
Free Electives: 6-10

Total Degree Requirements: 124

(2) Students not majoring in business may count a maximum of 30sh in business coursework toward the 124sh-degree minimum. Business semester hours in excess of 30 will be permitted only as semester hours beyond the 124 required for graduation.

Proposed Program:

Liberal Studies: 54
Mathematics: 3cr, except MATH 217
Social Sciences: ECON 121, PLSC 101, PSYC 101
Liberal Studies Electives: 9cr, MATH 214, BTED/COSC/IFMG 101, ECON 122, no courses with FRNC prefix

College: 0
Major: 36
Business Sequence: (2) 24
Free Electives: enough credits beyond those listed above to total 120 credits.

Total Degree Requirements: 120

(2) Students not majoring in business may count a maximum of 30cr in business coursework toward the 120cr-degree minimum. Business semester hours in excess of 30 will be permitted only as semester hours beyond the 124 required for graduation.

BA—German

Current Program:

Liberal Studies: 53-55
Mathematics: any LBST math course
Liberal Studies Electives: no courses with GRMN prefix

College: 0
Major: 36
Other Requirements: 0
Free Electives: 33-35

Total Degree Requirements: 124

Proposed Program:

Liberal Studies: 53
Mathematics: 3cr
Liberal Studies Electives: 9cr, no courses with GRMN prefix

College: 0
Major: 36
Free Electives: 31

Total Degree Requirements: 120

Rationale: Credits are being removed from free electives in all three programs. In French and German the free electives are now 31; in French for International Trade it will be 6.

3. Department of Management—Program Revisions (120)

PASSED

BS—Management/Operations Management Track

Current Program:

Liberal Studies: 55-57
Mathematics: MATH 115
Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix

Business Core: 33
Major: 27
Free Electives: (1) 7-9

Total Degree Requirements: 124

(1) Operations Management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 62sh – in nonbusiness coursework. The student’s first 9sh of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered “nonbusiness” for purposes of this calculation. Given the

Proposed Program:

Liberal Studies: 55
Mathematics: MATH 115
Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix

Business Core: 33
Major: 27
Free Electives: enough credits beyond those listed above to total 120 credits.

Total Degree Requirements: 120

(1) Operations Management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 62sh – in nonbusiness coursework. The student’s first 9sh of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered “nonbusiness” for purposes of this calculation. Given the

foregoing, a minimum of 5sh of free electives must be taken in nonbusiness coursework by most Management Department majors.

foregoing, a minimum of 5cr of free electives must be taken in nonbusiness coursework by most Management Department majors.

Rationale: Credit reduction is only in free electives, which will now be 5.

BS—Management/Entrepreneurship and Small Business Management Track

Current Program:		Proposed Program:	
Liberal Studies:	55-57	Liberal Studies:	55
Mathematics: MATH 115		Mathematics: MATH 115	
Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix		Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix	
Business Core:	33	Business Core:	33
Major:	27	Major:	27
Free Electives:	7-9	Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120
(1) Entrepreneurship and Small Business Management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 62sh – in nonbusiness coursework. The student’s first 9sh of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered “nonbusiness” for purposes of this calculation. Given the foregoing, a minimum of 5sh of free electives must be taken in nonbusiness coursework by most Management Department majors.		(1) Entrepreneurship and Small Business Management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 60cr – in nonbusiness coursework. The student’s first 9cr of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered “nonbusiness” for purposes of this calculation. Given the foregoing, a minimum of 5cr of free electives must be taken in nonbusiness coursework by most Management Department majors.	

Rationale: Credit reduction is only in free electives, which will now be 5.

BS—Management/General Management Track

Current Program:		Proposed Program:	
Liberal Studies:	55-57	Liberal Studies:	55
Mathematics: MATH 115		Mathematics: MATH 115	
Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix		Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MGMT prefix	
College: Business Administration Core:	33	College: Business Administration Core:	33
Major:	21	Major:	21
Controlled Electives:	6	Controlled Electives:	6
Other Requirements:	0	Free Electives: enough credits beyond those listed above to total 120 credits.	
Free Electives:	7-9		
Total Degree Requirements:	124	Total Degree Requirements:	120
(1) Entrepreneurship and Small Business Management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 62sh – in nonbusiness coursework. The student’s first 9sh of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered “nonbusiness” for purposes of this calculation. Given the foregoing, a minimum of 5sh of free electives must be taken in nonbusiness coursework by most Management Department majors.		1) General Management track majors are required to take a minimum of 50 percent of their degree requirements—i.e., a minimum of 60cr – in nonbusiness coursework. The student’s first 9cr of Economics (ECON 121, 122, and the elective, ECON 330 or 334) will be considered “nonbusiness” for purposes of this calculation. Given the foregoing, a minimum of 5cr of free electives must be taken in nonbusiness coursework by most Management Department majors.	

Rationale: Credit reduction is only in free electives, which will now be 5.

4. Department of Communications Media—Program Revision (120)

PASSED

BS—Communications Media

Current Program:		Proposed Program:	
Liberal Studies:	53-58	Liberal Studies:	51
Social Science: PSYC 101		Mathematics: 3cr	
Liberal Studies Electives: BTED/COSC/IFMG 101 (to be taken in the freshman year), no courses with COMM prefix, not to include courses cross-listed with COMM		Social Science: PSYC 101	
Major:	42	Liberal Studies Electives: 6cr, BTED/COSC/IFMG 101, (to be taken in the freshman year), no courses with COMM prefix, not to include courses cross-listed with COMM	
Other Requirements:	21	Major:	42
Free Electives:	3-8	Other Requirements:	21
		Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120

Rationale: Three credits are being removed from Liberal Studies Electives and 1 credit from Free Electives, which will now be 6 credits.

5. Department of Journalism—Program Revision (120)

PASSED

BA—Journalism

Current Program:		Proposed Program:	
Liberal Studies:	53-55	Liberal Studies:	53
Liberal Studies Electives: no courses with JRNL prefix		Mathematics: 3cr	
College:	0-6	Liberal Studies Electives: 9cr, no courses with JRNL prefix	
Major:	30	College:	0-6
Free Electives:	33-41	Major:	30
		Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120

Rationale: Four credits are being removed from Free Electives, which will now be 31-37 credits.

6. Department of Marketing—Program Revision (120)

PASSED

BS—Marketing(*)

Current Program:		Proposed Program:	
Liberal Studies:	55-58	Liberal Studies:	55
Mathematics: MATH 115		Mathematics: MATH 115	
Social Science: ECON 121, PSYC 101		Social Science: ECON 121, PSYC 101	
Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MKTG prefix		Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with MKTG prefix	
College: Business Administration Core:	33	College: Business Administration Core:	33
Major:	27	Major:	21
Other Requirements:	0	Free Electives: enough credits beyond those listed above to total 120 credits.	
Free Electives:	6-9		
Total Degree Requirements:	124	Total Degree Requirements:	120

(*) Distribution Requirement: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of

(*) If the student graduates with no more than a maximum of 120 credit hours then no more than 50 percent or 60cr can be business-related courses. BTED/COSC/IFMG 101,

50 percent of their degree requirements (i.e., at least 63sh) in nonbusiness coursework.

QBUS 215, and all Economics courses are considered nonbusiness.

Rationale: Credit reduction is only in free electives, which will now be 5.

7. Department of Sociology—Program Revision (120)

PASSED

BA—Sociology/General Sociology Track

Current Program:		Proposed Program:	
Liberal Studies:	53-55	Liberal Studies:	53
Mathematics: MATH 217 (recommended)		Mathematics: MATH 217 (recommended)	
Social Science: SOC 151		Social Science: SOC 151	
Liberal Studies Electives: no courses with SOC prefix		Liberal Studies Electives: 9cr, no courses with SOC prefix	
College:	0-6	College:	0-6
Major:	30	Major:	30
Free Electives:	33-41	Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120

Rationale: Credit reduction is only in free electives, which will now be 31-37.

BA—Sociology/Human Services Track

Current Program:		Proposed Program:	
Liberal Studies:	53-55	Liberal Studies:	53
Mathematics: MATH 217 recommended		Mathematics: MATH 217 recommended	
Social Science: SOC 151 required, ANTH 110 and PSYC 101 recommended		Social Science: SOC 151 required, ANTH 110 and PSYC 101 recommended	
Liberal Studies Electives: no courses with SOC prefix		Liberal Studies Electives: 9cr, no courses with SOC prefix	
College:	0-6	College:	0-6
Major:	42	Major:	42
Free Electives:	21-29	Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120

Rationale: Credit reduction is only in free electives, which will now be 19-25.

BA—Sociology/Applied Social Research Track

Current Program:		Proposed Program:	
Liberal Studies:	53-55	Liberal Studies:	53
Mathematics: MATH 217 recommended		Mathematics: MATH 217 recommended	
Social Science: SOC 151 required, ANTH 110 recommended		Social Science: SOC 151 required, ANTH 110 recommended	
Liberal Studies Electives: COSC 101, no courses with SOC prefix		Liberal Studies Electives: 9cr, COSC 101, no courses with SOC prefix	
College:	0-6	College:	0-6
Major:	42	Major:	42
Free Electives:	21-29	Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120

Rationale: Credit reduction is only in free electives, which will now be 19-25.

8. Department of Accounting
A. Course Revisions

PASSED

1) Current Catalog Description:

ACCT 201 Accounting Principles I

3c-01-3sh

Introduces the student to the accounting cycle in service and merchandising concerns using the single proprietorship form of business organization; covers use of special journals and subsidiary ledgers in the accounting system as well as accounting and internal control procedures for cash, receivables, inventory, and plant and equipment.

Proposed Catalog Description:

ACCT 201 Accounting Principles I

3c-01-3cr

Prerequisite: sophomore status (except for accounting majors)

Introduces the basic financial accounting concepts, principles, and practices applied to the preparation and interpretation of the major financial statements. Included is complete coverage of the accounting cycle which is designed to satisfy the information requirements of external decision makers. Topics covered are asset valuation, liability measurement, income determination and equity activities. Integrated throughout is a discussion of ethical issues and considerations.

Rationale: To more accurately describe the updated course content reflected in the recently approved program revisions (effective Fall 2002) and to assure that students other than accounting majors should not take this course until they have attained sophomore status.

2) Current Catalog Description:

ACCT 202 Accounting Principles II

3c-01-3sh

Prerequisites: Grade of C or better in ACCT 201, sophomore status

Covers accounting principles and procedures for payroll, partnerships, corporations, long-term liabilities and investments, and manufacturing firms with a general accounting system. Introduces the student to cost accounting systems, financial statement analysis, budgeting, and use of accounting information in making managerial decisions.

Proposed Catalog Description:

ACCT 202 Accounting Principles II

3c-01-3cr

Prerequisite: ACCT 201

Introduction to traditional managerial accounting concepts and procedures utilized in the organization and processing of accounting information for management decision making purposes. Topics include managerial accounting and the business environment, cost terms and concepts, cost systems, cost behavior and cost-volume-profit analysis. In addition, the course covers the master budget, standard costing and variance analysis, performance evaluation, responsibility accounting, relevant cost analysis and decision making.

Rationale: To more accurately describe the updated course content reflected in the recently approved program revisions (effective Fall 2002).

3) Current Catalog Description:

ACCT 321 Federal Taxes

3c-01-3sh

Prerequisite: Grade of C or better in ACCT 202

Acquaints the student with federal income tax laws as they apply to individual taxpayers and partnerships.

Proposed Catalog Description:

ACCT 321 Federal Tax I

3c-01-3cr

Prerequisite: Grade of C or better in ACCT 202

Introduces the student to the fundamental concepts of federal taxation, with special emphasis on individuals. The course creates an awareness and recognition of the tax consequences involved in financial decision-making, with special emphasis on use of professional tax software and internet resources.

Rationale: This revised title identifies this course as part of a series of tax courses that are available to students. The proposed description updates the course content.

4) Current Catalog Description:

ACCT 422 Federal Taxation of Corporations, Partnerships, Estates, and Trusts 3c-01-3sh

Prerequisites: ACCT 305 and 321

An advanced course in federal income taxation as it applies to taxpayers other than individuals. Covers the tax treatment of those property transfers subject to federal and state gift and death taxes. The tax planning aspect of the various course topics as well as tax research methodology are also discussed.

Proposed Catalog Description:

ACCT 422 Federal Tax II

3c-01-3cr

Prerequisite: ACCT 321

Introduces the student to the fundamental concepts of federal taxation of corporations, partnerships, estates, and gift transactions. The course creates an awareness and recognition of the tax consequences involved in financial decision-making, with special emphasis on use of professional tax software, the Internal Revenue Code & Regulations, and internet research.

Rationale: To simplify the course title and to designate the course as part of a tax series. Students having completed ACCT 321 Federal Tax I should be eligible to proceed to ACCT 422. Also, this sequencing would permit students to complete the tax sequence prior to doing an internship and pursue a tax concentration as part of a minor.

5) Current Catalog Description:

ACCT 431 Auditing

3c-01-3sh

Prerequisite: ACCT 305

A study of auditing theory and practical application of auditing standards and procedures to the review, testing, and evaluation of accounting controls and to the verification of transactions and balances to express an opinion in an audit report on the fairness of financial statements' presentation.

Proposed Catalog Description:

ACCT 431 Auditing

3c-01-3cr

Prerequisite: ACCT 304

A study of auditing theory and practical application of auditing standards and procedures to the review, testing, and evaluation of accounting controls and to the verification of transactions and

balances to express an opinion in an audit report on the fairness of financial statements' presentation.

Rationale: This change would permit students to complete auditing prior to doing an internship after their junior year without significantly affecting the knowledge requirements. This course also is a prerequisite for ACCT 432 Forensic and Internal Auditing. This restructuring would permit students to complete an auditing concentration as part of a minor.

6) Current Description:

ACCT 432 Forensic and Internal Auditing

3c-01-3sh

Prerequisites: ACCT 303, junior standing

Introduces students to forensic auditing in fraudulent financial reporting and employee theft. Also covers the foundation of internal auditing and operational audits performed by internal auditors.

Proposed Description:

ACCT 432 Forensic and Internal Auditing

3c-01-3cr

Prerequisite: ACCT 431

Introduces students to forensic auditing in fraudulent financial reporting and employee theft. Also covers the foundation of internal auditing and operational audits performed by internal auditors.

Rationale: To correct a prerequisite oversight when the course was initially approved. Students need to have completed ACCT 431 Auditing prior to taking Forensic and Internal Auditing.

B. Catalog Description Change (above course listings):

Current Description:

Note: All courses at the 300 and 400 level are open only to students with junior or senior standing. All students, regardless of major or program affiliation, must meet course prerequisite requirements in order to enroll for a given course. Business majors (except those majoring in Business Education) who have not achieved junior standing are normally not permitted to enroll in 300 or 400 level courses.

Proposed Description:

Note: Except for Accounting, Business Education, and non-business majors who have met the required prerequisites, students scheduling 300 and 400 courses are expected to have achieved Junior Standing as described in the Eberly College of Business and Information Technology Academic Policies.

Rationale: This revision is intended to identify those students needing to schedule certain courses because of sequence limitations and program requirements while maintaining the integrity of the accreditation standard that expects business majors to have completed certain liberal studies and business courses prior to moving on to the next level.

C. Program Revisions (120)

BS—Accounting

Current Program:		Proposed Program:	
Liberal Studies:	54-56	Liberal Studies:	55
Mathematics: MATH 115		Mathematics: MATH 115	
Social Science: ECON 121, PSYC 101		Social Science: ECON 121, PSYC 101	
Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with ACCT prefix		Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214, no courses with ACCT prefix	
College: Business Administration Core:	33	College: Business Administration Core:	33
Major:	27	Major:	27
Other Requirements:	0		
Free Electives:	8-10	Free Electives: enough credits beyond those listed above to total 120 credits. (2)	
Total Degree Requirements:	124	Total Degree Requirements:	120
		(2) Distribution Requirement: All Eberly College of Business and Information Technology majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 60cr) in nonbusiness coursework.	

Rationale: Credit reduction is only in free electives, which will now be 5.

AA—Business Specializing in Accounting

Current Program:		Proposed Program:	
Liberal Studies: As outlined in the Liberal Studies Section with the following specifications:	32-33	Liberal Studies: As outlined in the Liberal Studies Section with the following specifications:	30
English: ENGL 101, 202		English: ENGL 101, 202	
Fine Arts: ARHI 101, DANC 102, MUHI 101, or THTR 101		Fine Arts: 3cr	
Health and Wellness: 3cr		Health and Wellness: 3cr	
Humanities: 3sh (1)		Humanities: 3cr (1)	
Mathematics: 4sh (2)		Mathematics: 4cr (2)	
Natural Sciences: 4sh		Natural Sciences: 4cr	
Social Sciences: PSYC 101		Social Science: PSYC 101	
Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122		Liberal Studies Electives: 3cr, ECON 122	
Business Requirements		Business Requirements	
Required Courses:	27	Required Courses:	30
ACCT 201 Accounting Principles I 3sh		ACCT 201 Accounting Principles I 3sh	
ACCT 202 Accounting Principles II 3sh		ACCT 202 Accounting Principles II 3sh	
ACCT 304 Intermediate Accounting I 3sh		ACCT 303 Financial System Analysis 3sh	
ACCT 305 Intermediate Accounting II 3sh		ACCT 304 Intermediate Accounting I 3sh	
ACCT 311 Cost Accounting 3sh		ACCT 311 Cost Accounting 3sh	
BLAW 235 Introduction to Business Law 3sh		ACCT 321 Federal Taxes 3sh	
MGMT 310 Principles of Management 3sh		BLAW 235 Introduction to Business Law 3sh	
MKTG 320 Principles of Marketing 3sh		MGMT 310 Principles of Management 3sh	
One course from the following: 3sh		MKTG 320 Principles of Marketing 3sh	
ACCT 321 Federal Taxes 3sh		BTST 321 Business and Interpersonal Communications 3sh	
BTST 321 Business and Interpersonal Communications 3sh			
IFMG 300 Information Systems: Theory and Practice 3sh			
Free Electives:	3		
Total Degree Requirements:	62-63	Total Degree Requirements:	60
(1) MATH 115 is required in fulfilling four-year accounting degree curriculum requirements.		(1) HIST 195, ENGL 121, or PHIL/RLST designated courses	
		(2) MATH 115 is required in fulfilling four-year accounting degree curriculum requirements.	

Rationale: Three credits are being deleted from Liberal Studies Electives. ACCT 303 is added and ACCT 305 is being removed. In addition, ACCT 321 and ADMS 321 have been moved from controlled electives to

required courses. Finally, the free elective component of the old associate program has been eliminated in the new program.

D. Revision of Minor in Accounting:

Current Program:

Minor - Accounting (1)

(for Business Majors in the Eberly College of Business and Information Technology only)

Required Courses:

ACCT 201	Accounting Principles I	3sh
ACCT 202	Accounting Principles II	3sh
ACCT 304	Intermediate Accounting I	3sh
ACCT 311	Cost Accounting or	
ACCT 300	Managerial Accounting	
One course from the following:		
ACCT 305	Intermediate Accounting II	3sh
ACCT 321	Federal Taxes	3sh

ACCT 412 Advanced Cost Accounting 3sh

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

Proposed Program:

Minor—Accounting (1)

(for Business Majors in the Eberly College of Business and Information Technology only)

Required Courses:

ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
ACCT 303	Financial System Analysis	3cr
ACCT 304	Intermediate Accounting I	3cr

Two courses from the following:

ACCT 305	Intermediate Accounting II	3cr
ACCT 311	Cost Accounting or	
ACCT 300	Managerial Accounting	3cr
ACCT 321	Federal Tax I/ACCT 422 Federal Tax II	3cr/6cr
ACCT 431	Auditing/ACCT 432 Forensic and Internal Auditing	3cr/6cr

(1) Minor course requirements must be completed with a minimum cumulative GPA of 2.0.

Rationale: This revision is designed to coordinate the accounting minor with recently approved curriculum changes to the four-year BS in accounting and to comply with system changes. The change in the number of elective hours for the new accounting minor provides greater flexibility to students interested in concentrating on specific accounting disciplines.

9. Department of Religious Studies—New Courses

PASSED

RLST 114 Biblical Hebrew I

3c-0l-3cr

Enables students to read the prose of Biblical Hebrew or Classical Hebrew—that is, the major language in which the Hebrew Bible/Old Testament was written during the first millennium B.C.E. By learning the fundamentals of Biblical Hebrew grammar and vocabulary, students will thus acquire the tools and skill to do translation of this important ancient text for themselves. (Also offered as CRLG 114; may not be taken for duplicate credit)

RLST 164 Biblical Hebrew II

3c-0l-3cr

Prerequisite: RLST/CRLG 114

A continuation of Biblical Hebrew I with the same objective: to enable students to read the prose of Biblical Hebrew or Classical Hebrew. By learning the fundamentals of Biblical Hebrew grammar and vocabulary, students will thus acquire the tools and skill to do translation of this important text for themselves. (Also offered as CRLG 164; may not be taken for duplicate credit)

Rationale: These courses will be controlled electives for students in the BA in Religious Studies. As Critical Languages courses, Biblical Hebrew satisfies the college foreign language requirement if a student takes levels I-IV. These courses are being proposed to be cross listed with Religious Studies so that a larger number of students (up to 25) may be accommodated (rather than the limited numbers usually tutored in the Critical Languages program), especially having in mind Religious Studies majors and minors who require a Biblical language for their careers and/or graduate school.

10. Learning Enhancement Center—New Courses

PASSED

LRNC 091 Developmental Mathematics, Arithmetic Operations**1c-0l-1cr**

Prerequisite: A student may not register for this course after successfully completing any course offered by the mathematics department without written approval of the Learning Enhancement Center Director. Explores the basics of counting principles, place value, arithmetic operations, exponential notation, and fractional notation through a base 8 perspective. Vocabulary, concept development, and algorithms related to the above topics will be presented in a lecture format. Supplemental Instruction will be provided with this course. Carries Institutional, non-degree credit and attendance is required.

LRNC 092 Developmental Mathematics, Elemental Topics**1c-0l-1cr**

Prerequisite: A student may not register for this course after successfully completing any course offered by the mathematics department without written approval of the Learning Enhancement Center Director. Provides students with minimal algebra skills prior to introducing basic probability and descriptive statistics concepts as well as a review of basic geometry concepts and algorithms. Topics include: identification and simplification of terms and expressions; mean, median, mode calculations; bar, line and circle graph construction and interpretation; application and calculation of plane geometry formulae. Carries Institutional, non-degree credit and attendance is required.

LRNC 093 Developmental Mathematics, Elements of Algebra**1c-0l-1cr**

Prerequisite: A student may not register for this course after successfully completing any course offered by the mathematics department without written approval of the Learning Enhancement Center Director. Introduces algebraic concepts and algorithms with a comparison of Arithmetic algorithms to associated Algebraic algorithms. Topics include: properties and operations on real numbers; simplifying expressions; order of operations; solving equations and inequalities; formulas; exponential and scientific notation; operations on polynomials. Carries Institutional, non-degree credit and attendance is required.

Rationale: These developmental courses are designed to prepare students for entry level Mathematics courses offered at IUP. As a Developmental course, mastery of content is not the only goal. Behavioral changes linked to course requirements will enable the student to better adapt to college expectations. Examples of such requirements include mandatory attendance, content delivered through lecture rather than a text, expectations concerning note taking, and unique homework assignments. In addition to courses, Supplemental Instruction and Tutorial services complete the LEC Math component. Low scores on the Basic Algebra Placement exam administered prior to registration for the freshman year would identify students to be placed in these courses. We feel that providing these courses as separate one-credit courses targets students needing the instruction and permits those already competent with its content to avoid unnecessary credits. This streamlined approach better utilizes both student and University resources.

11. Department of Biology—Program Revisions (120)**PASSED****BA—Biology****Current Program:****Liberal Studies:****55-56****Mathematics:** MATH 121**Natural Sciences:** CHEM 111-112**Liberal Studies Electives:** no courses with BIOL prefix**Major:****32****Other Requirements:****8**

Foreign Language

Free Electives:**29****Proposed Program:****Liberal Studies:****49****Mathematics:** MATH 121**Natural Sciences:** CHEM 111-112**Liberal Studies Electives:** 3cr, no courses with BIOL prefix**Major:****32****Other Requirements:****8****Foreign Language:****0-6****Free Electives: enough credits beyond those listed above to total 120 credits.**

Total Degree Requirements: 124 Total Degree Requirements: 120

Rationale: Liberal Studies electives are going from 9cr to 3cr, which will make Free Electives 25-31.

BS—Biology

Current Program:		Proposed Program:	
Liberal Studies:	56-57	Liberal Studies:	53
Mathematics: MATH 121		Mathematics: MATH 121	
Natural Sciences: CHEM 111-112		Natural Sciences: CHEM 111-112	
Liberal Studies Electives: PHYS 111 and either MATH 122 or MATH 216, no courses with BIOL prefix		Liberal Studies Electives: 7cr, PHYS 111 and either MATH 122 or MATH 216, no courses with BIOL prefix	
Major:	38	Major:	38
Other Requirements:	17	Other Requirements:	17
Foreign Language		Foreign Language:	0-6
Free Electives:	13	Free Electives: enough credits beyond those listed above to total 120 credits.	
Total Degree Requirements:	124	Total Degree Requirements:	120

Rationale: Liberal Studies electives are going from 9cr to 7cr (LS # was incorrect), which will make Free Electives 6-12.

Current Program:		Proposed Program:	
BS in Education--Biology(*)		BS in Education—Biology(*)	
Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	54-56	Liberal Studies: As outlined in the Liberal Studies section with the following specifications:	54
Mathematics: MATH 110 or 121		Mathematics: MATH 110 or 121	
Natural Sciences: CHEM 111-112		Natural Sciences: CHEM 111-112	
Social Science: PSYC 101		Social Science: PSYC 101	
Liberal Studies Electives: MATH 217, PHYS 111, one course with GEOS prefix from the Liberal Studies Natural Science (Option II) Nonlaboratory List, no courses with BIOL prefix		Liberal Studies Electives: 9cr, MATH 217, PHYS 111, one course with GEOS prefix from the Liberal Studies Natural Science (Option II) Nonlaboratory List, no courses with BIOL prefix	
College of Education:	32	College of Education:	29
Pre-Professional Education Sequence:		Pre-Professional Education Sequence:	
COMM 103 Digital Instructional Technology	3sh	COMM 103 Digital Instructional Technology	3cr
EDSP 102 Educational Psychology	3sh	EDSP 102 Educational Psychology	3cr
FDED 102 American Ed in Theory and Practice	3sh	Professional Education Sequence:	
Professional Education Sequence:		EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2cr
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings	2sh	EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures	3sh	EDUC 242 Pre-Student Teaching Clinical Experience I	1cr
EDUC 242 Pre-Student Teaching Clinical Experience I	1sh	EDUC 342 Pre-Student Teaching Clinical Experience II	1cr
EDUC 342 Pre-Student Teaching Clinical Experience II	1sh	EDUC 441 Student Teaching(1)	12cr
EDUC 441 Student Teaching(1)	12sh	EDUC 442 School Law	1cr
EDUC 442 School Law	1sh	EDUC 451 Teaching Science in the Secondary Schools	3cr
EDUC 451 Teaching Science in the Secondary Schools	3sh		
Major: (1)	30	Major: (1)	29
Required Courses:		Required Courses:	
BIOL 111 Principles of Biology I	4sh	BIOL 111 Principles of Biology I	4cr
BIOL 112 Principles of Biology II	4sh	BIOL 112 Principles of Biology II	4cr
BIOL 210 Botany	3sh	BIOL 210 Botany	3cr
BIOL 220 General Zoology	3sh	BIOL 220 General Zoology	3cr
BIOL 250 Principles of Microbiology	3sh	BIOL 250 Principles of Microbiology	3cr
BIOL 263 Genetics	3sh	BIOL 263 Genetics	3cr
BIOL 480 Biology Seminar	1sh	BIOL 480 Biology Seminar	1cr
Controlled Electives: (2)		Controlled Electives: (2)	
Biology electives: (majors courses only)	9sh	Biology electives: (majors courses only)	8cr
Other Requirements:	13	Other Requirements:	8

Other Requirements:**Chemistry Sequence:**

CHEM 231 Organic Chemistry I 4sh
 CHEM 351 Biochemistry (3) 4sh

Physics Sequence:

PHYS 121 Physics I Lab 1sh
 PHYS 121 Physics I Lab 3sh
 PHYS 112 Physics II Lecture 1sh
 PHYS 122 Physics II Lab 1sh

Free Electives:**0****Total Degree Requirements:****129-131**

- (*) See requirements leading to teaching certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) Eligibility for student teaching and certification in secondary biology education will require a grade of C or better in all biology courses.
- (2) No more than 6sh from Independent Study (BIOL 482), Special Topics (BIOL 481), or Internship (BIOL 493) applies to major: excess applied as free electives.
- (3) The two-semester (6 sh) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.
- (#) See advisory paragraph, "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Chemistry Sequence:

CHEM 231 Organic Chemistry I 4cr
 CHEM 351 Biochemistry (3) 4cr

Free Electives: enough credits beyond those listed above to total 120 credits.**Total Degree Requirements:****120**

- (*) See requirements leading to teaching certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) Eligibility for student teaching and certification in secondary biology education will require a grade of C or better in all biology courses.
- (2) No more than 6cr from Independent Study (BIOL 482), Special Topics (BIOL 481), or Internship (BIOL 493) applies to major: excess applied as free electives.
- (3) The two-semester (6cr) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.
- (#) See advisory paragraph, "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Rationale: The above changes have been made to meet the state mandated reduction of program hours to 120cr. The three credit FDED 102 has been removed as it is no longer required by PDE. There is no acceptable way to reduce further the credits in the biology education program without possibly jeopardizing NCATE and PDE accreditation. The replacement of Physics 111 (3cr), Physics 121 (1cr), Physics 112 (3cr) and Physics 122 (1cr) with Physics 151 (3cr) is a way to address the 120 mandate, while still meeting PDE & NCATE standards.

12. Department of Special Education and Clinical Services—Program Revisions (120)**PASSED****Current Program:****BS—Education of Exceptional Persons(*)**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **54-55**

Mathematics: MATH 151(1)**Social Science:** PSYC 101**Natural Sciences:** laboratory science sequence required (SCI 105-106 recommended)**Liberal Studies Electives:** no course with EDEX prefix**Professional Education Sequence: 27**

COMM 103 Digital Instructional Technology 3sh
 EDSP 102 Educational Psychology 3sh
 EDSP 477 Assessment of Student Learning 3sh
 EDUC 242 Pre-Student Teaching I 1sh
 EDUC 342 Pre-Student Teaching II 1sh
 EDUC 421 Student Teaching 6sh
 EDUC 441 Student Teaching 6sh
 EDUC 442 School Law 1sh
 FDED 102 American Ed in Theory and Practice 3sh

Major: 43**Required Courses:**

EDEX 111 Introduction to Exceptional Persons 3sh
 EDEX 112 Typical and Atypical Growth and Development 3sh
 EDEX 221 Methods of Teaching Mathematics to 3sh

Proposed Program:**BS—Education of Exceptional Persons(*)**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **48**

Mathematics: MATH 151 and 152**Social Science:** PSYC 101**Natural Sciences:** laboratory science sequence required (SCI 105-106 recommended)**Liberal Studies Electives: 0cr Professional Education Sequence: 24**

COMM 103 Digital Instructional Technology 3cr
 EDSP 102 Educational Psychology 3cr
 EDSP 477 Assessment of Student Learning 3cr
 EDUC 242 Pre-Student Teaching I 1cr
 EDUC 342 Pre-Student Teaching II 1cr
 EDUC 421 Student Teaching 6cr
 EDUC 441 Student Teaching 6cr
 EDUC 442 School Law 1cr

Major: 43**Required Courses:**

EDEX 111 Introduction to Exceptional Persons 3cr
 EDEX 112 Typical and Atypical Growth and Development 3cr
 EDEX 221 Methods of Teaching Mathematics 3cr

EDEX 222	Persons with Disabilities Methods of Teaching Reading to Persons with Disabilities	3sh	EDEX 222	to Persons with Disabilities Methods of Teaching Reading to Persons with Disabilities	3cr
EDEX 231	Methods of Teaching Content Area Subjects to Persons with Disabilities	3sh	EDEX 231	Methods of Teaching Content Area Subjects to Persons with Disabilities	3cr
EDEX 321	Methods of Teaching Language Arts to Persons with Disabilities	3sh(2)	EDEX 321	Methods of Teaching Language Arts to Persons with Disabilities	3cr(1)
EDEX 340	Introduction to Behavior Management in Special Education	3sh	EDEX 340	Introduction to Behavior Management in Special Education	3cr
EDEX 416	Education of Persons with Emotional or Behavioral Disorders	3sh	EDEX 416	Education of Persons with Emotional or Behavioral Disorders	3cr
EDEX 417	Education of Persons with Mental Retardation or Developmental Disabilities	3sh	EDEX 417	Education of Persons with Mental Retardation or Developmental Disabilities	3cr
EDEX 418	Education of Persons with Physical or Multiple Disabilities	3sh	EDEX 418	Education of Persons with Physical or Multiple Disabilities	3cr
EDEX 419	Education of Persons with Brain Injuries or Learning Disabilities	3sh	EDEX 419	Education of Persons with Brain Injuries or Learning Disabilities	3cr
EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	3sh	EDEX 425	Methods and Curriculum (Mild-Moderate Disabilities)	3cr
EDEX 435	Methods and Curriculum (Severe- Profound Disabilities)	3sh	EDEX 435	Methods and Curriculum (Severe- Profound Disabilities)	3cr
EDEX 440	Ethical and Professional Behavior		EDEX 440	Ethical and Professional Behavior	
SPLP 254	Classroom Mgmt of Language Disorders	1sh 3sh	SPLP 254	Classroom Mgmt of Language Disorders	1cr 3cr

Free Electives:

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

Total Degree Requirements:

124-125

Total Degree Requirements:

120

(*) See requirements leading to teaching certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

(1) A minimum cumulative GPA of 3.0 is required to enroll in 300- and 400-level major courses.

Rationale: The Liberal Studies Math requirement is going from 3cr to 6cr. and FDED 102 is being removed from the Professional Education Sequence. This will allow students the option of taking up to 5 free electives.

Current Program:

BS—Speech-Language Pathology and Audiology (*)

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

54-55

Mathematics: MATH 217

Natural Sciences: laboratory science sequence required (BIOL 103-104 recommended)

Social Science: PSYC 101

Liberal Studies Electives: PSYC 310, no courses with SPLP prefix

Professional Education Sequence:

COMM 103	Technology for Learning Instruction	3sh
EDSP 102	Educational Psychology	3sh
EDUC 442	School Law	1sh
FDED 102	American Ed in Theory and Practice	3sh
SPLP 412	Organization and Administration of Speech and Hearing Programs	3sh

0-13

Major:

Required Courses:

EDEX 111	Introduction to Exceptional Persons	3sh
EDEX 222	Methods of Teaching Reading to Persons with Disabilities	3sh
EDUC 242	Pre-Student Teaching Clinical Exp. I	1sh
EDUC 342	Pre-Student Teaching Clinical Exp. II	1sh

38-41

Proposed Program:

BS—Speech-Language Pathology and Audiology (*)

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

51

Mathematics: 6cr, MATH 217 and any course from the approved list

Natural Sciences: laboratory science sequence required (BIOL 103-104 recommended)

Social Science: PSYC 101

Liberal Studies Electives: 6cr, PSYC 310, no courses with SPLP prefix

Pre-Teacher Certification Track only:

10

Pre-Professional Educational Sequence:		
COMM 103	Technology for Learning Instruction	3cr
EDSP 102	Educational Psychology	3cr
Professional Education Sequence:		
EDUC 442	School Law	1cr
SPLP 412	Organization and Administration of Speech and Hearing Programs	3cr

Major:

Required Courses:

EDEX 111	Introduction to Exceptional Persons	
EDEX 222	Methods of Teaching Reading to Persons with Disabilities	3cr
EDUC 242	Pre-Student Teaching Clinical Exp. I	3cr
EDUC 342	Pre-Student Teaching Clinical Exp. II	1cr

38

SPLP 111	Introduction to Communication Disorders	3sh
SPLP 122	Clinical Phonology	3sh
SPLP 222	Introduction to Audiology	3sh
SPLP 242	Speech Science I	3sh
SPLP 251	Anatomy and Physiology of the Speech and Hearing Mechanism	3sh
SPLP 311	Aural Rehabilitation	3sh
SPLP 334	Language Development	3sh
SPLP 342	Speech Science II	3sh
SPLP 406	Articulation and Language Disorders	3sh
SPLP 408	Stuttering and Voice Disorders	3sh
Optional:		
SPLP 420	Speech Clinic	3sh

Free Electives: EDUC 499 recommended
General Track: 28-32
Pre-Teacher Certification Track: 15-19
Total Degree Requirements: 124

SPLP 111	Introduction to Communication Disorders	1cr
SPLP 122	Clinical Phonology	3cr
SPLP 222	Introduction to Audiology	3cr
SPLP 242	Speech Science I	3cr
SPLP 251	Anatomy and Physiology of the Speech and Hearing Mechanism	3cr
SPLP 311	Aural Rehabilitation	3cr
SPLP 334	Language Development	3cr
SPLP 342	Speech Science II	3cr
SPLP 406	Articulation and Language Disorders	3cr
SPLP 408	Stuttering and Voice Disorders	3cr

Free Electives: EDUC 499 and SPLP 420 recommended
General Track: 31
Pre-Teacher Certification Track: 21
Total Degree Requirements: 120

Rationale: Liberal Studies requirements for math is going from 3 to 6 credits and liberal studies electives are going from 9 to 6 credits. Plus FDED 102 is being removed from the Professional Education Sequence as allowed by the December 3, 2002 action of the IUP Senate. SPLP 420 is listed as an optional major course in the current program. For the sake of clarity, it is listed as a recommended free elective in the proposed program. The functional status of this course in the curriculum is unchanged.

13. Department of Human Development and Environmental Studies--Program Revisions (120) PASSED

Current Program:

BS—Fashion Merchandising

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 54-56

Mathematics: MATH 101 or higher level MATH course

Natural Sciences: CHEM 101-102

Social Science: ECON 121, PSYC 101, GEOG 104 or ANTH 110 or 211

Liberal Studies Electives: BTED/COSG/IFMG 101, ECON 122, MATH 214 or 217, no course with FSMR prefix

Major:

39

Required Courses:

FSMR 110	Introduction to Fashion	3sh
FSMR 112	Fundamentals of Clothing Construction	3sh
FSMR 314	Textiles	3sh
FSMR 350	Apparel Industry I	3sh
FSMR 360	Apparel Industry II	3sh
FSMR 385	Ready-to-Wear Analysis	3sh
FSMR 434	Quality Control in Textiles /W/	3sh
FSMR 456	Historic Costume	3sh
FSMR 480	Seminar in Fashion Merchandising	3sh

Controlled Electives:

Four courses from the following: FSMR 212, 252, 281, 303, 357, 433, 453, 454, 455, 457, 481, 482, INDS 205 12sh

Additional Requirements

21-24

Required Courses:

ACCT 201	Accounting Principles I	3sh
MKTG 320	Prin of Marketing	3sh
JRNL 120 or ENGL 310	Journalistic Writing or Public Speaking	3sh

Students will complete courses in one of the following options: 12-15sh

Option 1: Business Administration Minor (15sh)
ACCT 202, FIN 310, MGMT 310, select two from

Proposed Program:

BS—Fashion Merchandising

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 54

Mathematics: MATH 101 or higher level MATH course

Natural Sciences: CHEM 101-102 or SCI 105-106

Social Science: ECON 121, PSYC 101, GEOG 104 or ANTH 110 or 211

Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101, ECON 122, MATH 214 or 217, no course with FSMR prefix

Major:

36

Required Courses:

FSMR 110	Introduction to Fashion	3cr
FSMR 112	Fundamentals of Clothing Construction	3cr
FSMR 314	Textiles	3cr
FSMR 350	Apparel Industry I	3cr
FSMR 360	Apparel Industry II	3cr
FSMR 385	Ready-to-Wear Analysis	3cr
FSMR 434	Quality Control in Textiles /W/	3cr
FSMR 456	Historic Costume	3cr
FSMR 480	Seminar in Fashion Merchandising	3cr

Controlled Electives:

Three courses from the following: FSMR 212, 252, 281, 303, 356, 357, 433, 453, 454, 455, 481, 482, INDS 205 9cr

Additional Requirements

21-24

Required Courses:

ACCT 201	Accounting Prin I	3cr
MKTG 320	Prin of Marketing	3cr
JRNL 120 or ENGL 310	Journalistic Writing or Public Speaking	3cr

Students will complete courses in one of the following options: 12-15cr

Option 1: Business Administration Minor (15cr)
ACCT 202, FIN 310, MGMT 310, select two from

BTST321, BLAW 235, IFMG 300 (Note: students must meet all minor requirements listed in catalog)

Option 2: Marketing (12sh)
MKTG 321, select three-three credit 400 level Marketing classes

Option 3: Small Business Management (12sh)
MGMT 275, 325 (1), select two from MGMT 300, 310, 350, 403 (2)

Free Electives:

Total Degree Requirements:

- (1) Prerequisites to be waived
- (2) Students will need to take ACCT 202 and 300

BTST321, BLAW 235, IFMG 300 (Note: students must meet all minor requirements listed in catalog)

Option 2: Marketing (12cr)
MKTG 321, select three-three credit 400 level Marketing classes

Option 3: Small Business Management (12cr)
MGMT 275, 325 (1), select two from MGMT 300, 310, 350, 403 (2)

5-10 Free Electives: enough credits beyond those listed above to total 120 credits.

Total Degree Requirements:

- (1) Prerequisites to be waived
- (2) Students will need to take ACCT 202 and 300

120

Rationale: FSMR 314 Textiles (which has CHEM 102 as the prerequisite) was changed from a lab format to a lecture format at last month's meeting. The revised course is less scientifically based. In the revision CHEM 101/102 or SCI 105/106 are listed as the prerequisites. Fashion students are not the only ones who take FSMR 314 Textiles. Interior Design students are required to take it also and their science requirement is SCI 105/106. We don't see how we can require one group to take Chemistry as the prerequisite when another group can take Physical Science. If Physical Science is acceptable for one major then it needs to be acceptable for another. Because of reduction in faculty, the program has not been able to offer the range of courses in the controlled elective category. By reducing this category by one course (3 credits) the Fashion program is getting closer to the one hundred and twenty credit mandate. The other credit has been removed from free electives. The free electives will now be 6-9 credits.

BS—Child Development/Family Relations

Current Program:

Liberal Studies:

54-56

Mathematics: MATH 101 or 110 or 121 or 217

Natural Sciences: CHEM 101-102

Social Science: ANTH 110, PSYC 101, SOC 151

Liberal Studies Electives: no courses with CDFR prefix

Major:

39-40

Other Requirements:

10

Free Electives:

18-23

Total Degree Requirements:

124

Proposed Program:

Liberal Studies:

51

Mathematics: 3cr

Natural Sciences: CHEM 101-102

Liberal Studies Electives: 6cr, no courses with CDFR prefix

Major:

39-40

Other Requirements:

10

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

Total Degree Requirements:

120

Rationale: Liberal Studies electives are going from 9cr to 6cr, which will make Free Electives 19-20.

14. Department of English—New Courses and Program Revision

PASSED

A. New Courses

ENGL 397 Global Literature

3c-0l-3cr

Prerequisite: ENGL 202

Examines major works in English of a particular topic in global literature, by focusing on the transnational contexts of history and culture surrounding the production and reception of literature. Topic of global literature to be announced in advance.

ENGL 398 Global Genres

3c-0l-3cr

Prerequisite: ENGL 202

Focuses on a specific literary genre (including but not limited to poetry, drama, film, the short story or the novel) as it has been developed and transformed in global contexts beyond the typical domains of the British or American literary traditions. Situates the use of a genre within transnational literary and historical developments. The global genre studied in a particular semester to be announced in advance.

ENGL 399 Major Global Authors

3c-0l-3cr

Prerequisite: ENGL 202

Examines major works in English of a single major global author not included in the British or American literary traditions. Situates the author within major transnational literary and historical developments. Major author to be studied in particular semester to be announced in advance.

Rationale: English is becoming a world language with multiple literatures, with substantial and growing literatures in Africa, Asia, the Middle East and the Caribbean, which are not currently assigned designated courses in any other department at IUP, and they are unlikely to become so given that IUP does not have language programs in these areas. Even if a language department offered such courses, they would not include global literatures written in English. These literatures are increasingly taught at other universities in English Departments under rubrics such as "postcolonial" or "multicultural world literatures," or "global literatures in English."

These courses are intended for B.A. English Majors. They will be in Category D, International Literatures. The purpose of these courses is to examine a specific topic (397) genre (398) or the work of a single global author not included in the British or American literary traditions (399). These courses are currently not being proposed as Liberal Studies electives. The program is meeting the 120 mandate by cutting free electives, which will now be 25-31.

B. Program Revision

Current Program:

BA—English

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

Humanities Literature: ENGL 122

Liberal Studies Electives: no courses with ENGL prefix

College:

Foreign Language Intermediate Level (1):

Major required courses:

- ENGL 210 British Literature to 1660 3sh
- ENGL 211 British Literature 1660-1900 3sh
- ENGL 212 American Literature Beginning to 1900 3sh
- ENGL 213 British and American Literature Since 1900 3sh

Controlled Electives: (2) (3)

- One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319
- One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338
- One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396
- One course from Category D (The European Tradition): ENGL 349, 354, 387, 391, 393, 394, 395
- One course from Category E (Major Authors): ENGL 430, 432, 434, 436
- One course from Category F (Writing, Speech, Linguistics): ENGL 220, 221, 310, 311, 312, 313,

53-55

0-6

36

24sh

Proposed Program:

BA—English

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

Mathematics: 3cr

Humanities Literature: ENGL 122

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

College:

Foreign Language Intermediate Level (1):

Major required courses:

- ENGL 210 British Literature to 1660 3cr
- ENGL 211 British Literature 1660-1900 3cr
- ENGL 212 American Literature Beginning to 1900 3cr
- ENGL 213 British and American Literature Since 1900 3cr

Controlled Electives: (2) (3)

- One course from Category A (Period): ENGL 301, 302, 303, 304, 305, 306, 307, 315, 316, 317, 319
- One course from Category B (Form and Theory of Genre): ENGL 208, 214, 215, 216, 217, 332, 335, 337, 338
- One course from Category C (Alternative Literatures): ENGL 225, 344, 348, 385, 386, 396
- One course from Category D (International Literatures): ENGL 349, 354, 387, 391, 393, 394, 395, 397, 398, 399
- One course from Category E (Major Western Authors): ENGL 430, 432, 434, 436
- One course from Category F (Writing, Speech,

53

0-6

36

24cr

320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422

Two courses from Category G: Any combination of 6sh from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under Categories A through F

Other Requirements
Free Electives (3)

0
27-35

Total Degree Requirements: 124

- (1) Intermediate-level Foreign Language may be in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6sh toward the major, makes the B.A. degree recipient much employable by providing job experience. Students should see the English B.A. Program Internship Director for advice about available openings.

Linguistics): ENGL 220, 221, 310, 311, 312, 313, 320, 322, 325, 326, 329, 330, 333, 334, 336, 420, 422

Two courses from Category G: Any combination of 6cr from ENGL 281, 356, 357, 390, 401, 460, 461, 462, 481, 482, 493, and/or any other courses listed above under Categories A through F

Free Electives: (3) enough credits beyond those listed above to total 120 credits.

Total Degree Requirements: 120

- (1) Intermediate-level Foreign Language may be in Liberal Studies electives.
- (2) Any ENGL 281, 481, or 482 course must have prior approval from department chair if it is to apply to the student's major other than in Category G.
- (3) An internship, aside from counting for 6cr toward the major, makes the B.A. degree recipient much employable by providing job experience. Students should see the English B.A. Program Internship Director for advice about available openings.

15. Department of Criminology

PASSED

A. New Courses

CRIM 205 Law Enforcement and the Community

3c-01-3cr

Prerequisites: CRIM 101 and 102

Introduces students to the history, function, and role of law enforcement in American society. The multi-dimensional work of policing is emphasized with particular attention to strategies employed to combat and prevent crime through computer technology and advancements in non-lethal and lethal methods. Organizational and personal factors of policing, such as work-related stress and personnel selections, also are covered, as these are intimately connected to the structure and composition of the communities serviced. Practical and critical approaches to law enforcement are undertaken to explore prevailing and dissenting perspectives on the issues covered in the course.

CRIM 215 Survey of Courts and the Criminal Justice System

3c-01-3cr

Prerequisites: CRIM 101 and 102

Examines the historical background, the traditions, and the legal principles that underlie the Courts as an integral component of the American system of Criminal Justice. Both differences and similarities inherent within the State and Federal Court processes will be analyzed, and the procedures through which the criminal courts uphold the basic rights and liberties of all U.S. citizens, both victims and the accused, will be explored. The dynamics of the judiciary will be considered through examination of the critical foundations of the judicial process. A primary focus will be placed upon understanding the respective roles played by Judges, Prosecuting Attorneys, Defense Counsel, Police, and Probation Officers and other Court-related personnel in the criminal court process.

CRIM 225 Survey of Corrections

3c-01-3cr

Prerequisites: CRIM 101 and 102

Introduces students to correctional policy and practices in the United States, and emphasizes the role of corrections in the social control of human behavior. The course includes the history of corrections, classic and contemporary thought about the role of corrections in the criminal justice system, and a survey of correctional methods and alternatives with an emphasis on the use of incarceration.

CRIM 235 Survey of Juvenile Justice and Juvenile Law**3c-01-3cr****Prerequisites:** CRIM 101 and 102

Provides students with an understanding of the juvenile justice system and the various cases and legislative initiatives that have affected juvenile justice policy. In addition to examining the evolution of the juvenile justice system and the transformation of the juvenile court, students will gain an understanding of the current issues in juvenile justice in the United States. Attention also will be focused on juvenile justice policies and procedures in other countries.

Rationale: CRIM 205, 215, 225, and 235 will be included in Controlled Elective Group “A” for students in our major. These courses are designed to insure that our students receive information on the Criminal Justice System.

CRIM 354 White Collar Crime**3c-01-3cr****Prerequisites:** CRIM 101 and 102

Introduces students to various topics and issues relating to white-collar crime. Theories and measurements of white collar, corporate, organizational, occupational, workplace, and organized crimes will be presented and compared. Prevention, legal issues, and control strategies will be presented.

CRIM 374 Environmental Crime and Justice**3c-01-3cr****Prerequisites:** CRIM 101 and 102

Introduces students to the developing area of criminological solutions to environmental problems. Issues addressed include: the nature of environmental offenders and victims, the variety of approaches to achieving environmental justice, and criminal justice solutions to specific environmental problems

CRIM 384 Violence and Victimology**3c-01-3cr****Prerequisites:** CRIM 101 and 102

Introduces students to the leading theories and research in the area of violent criminal behavior and victimization. Special emphasis will be placed on patterns of violent offending and victimization over time, victim-offender relationships, and the experience of victims in the criminal justice system. This course addresses major violent crimes including murder, rape, robbery, and assault.

CRIM 394 Crime and Delinquency Prevention**3c-01-3cr****Prerequisites:** CRIM 101 and 102

Examines various crime and delinquency prevention policies and programs. Topics covered will include the historical development of crime and delinquency prevention methods, theoretical applications to prevention efforts, and research findings on program effectiveness. The importance of research design in evaluating prevention programs also will be considered.

Rationale: CRIM 354, 374, 384 and 394 will comprise Controlled Elective Group “B” – Critical Issues in Criminology. These courses have been developed to insure that our students receive information regarding emerging areas of crime and justice.

CRIM 403 Dilemmas in Criminology and Criminal Justice**3c-01-3cr****Prerequisites:** CRIM 101 and 102

Overview of prominent ethical issues facing professionals in criminology and criminal justice, with an emphasis on encouraging individual students to explore their own ethical

and moral systems and how they make ethical/moral decisions. The course is primarily discussion/seminar oriented.

Rationale: CRIM 403 is being added as a required course for our majors due to the recognition that the majority of our students enter careers that are fraught with difficult policy and procedural dilemmas (e.g. racial profiling, transferring juveniles to the adult criminal justice system, capital punishment).

CRIM 410 Race, Ethnicity, Social Structure and Crime

3c-01-3cr

Prerequisites: CRIM 101 and CRIM 102

Introduces students to the art of thinking critically about the social construction of race, ethnicity and social class in crime and crime control, with special focus on the U.S.

Rationale: CRIM 410, along with two current courses (Women and Crime, Comparative Study of Justice), will form Controlled Elective Group “C” – Diversity Issues in Criminology. These courses have been developed to insure that our students receive information regarding issues of diversity in the criminal justice system.

B. Course Deletions – Effective Fall 2003

CRIM 260 Criminal Procedure and Admissibility of Evidence

CRIM 270 Juvenile Justice System

CRIM 283 Police Patrol Administration

CRIM 291 Theory and Techniques of Interviewing

CRIM 295 Criminal Investigation

CRIM 355 Crime in the Workplace

CRIM 361 Juvenile Law

CRIM 370 Correctional Institutions

CRIM 371 Community-Based Corrections

CRIM 383 Police Administration

CRIM 386 Correctional Administration

CRIM 388 Court Administration

CRIM 416 Criminal Justice Personnel and Supervision

CRIM 451 Etiology of Delinquent Behavior

CRIM 491 Individual and Group Treatment Modalities

C. Catalog Description Change

Current Catalog Description:

The Department of Criminology offers students seeking careers in criminology a broad liberal arts education supported by a professional education program. The degree offered is the Bachelor of Arts with a major in Criminology; students may also minor in Criminology. Through the Graduate School the department offers graduate work at the master’s and doctoral level.

The program in Criminology has a fivefold objective:

1. The education of students for employment and leadership in the expanding field of criminology and criminal justice

2. The education of presently employed criminal justice personnel who recognize a need for furthering their education
3. The instruction of students who wish to acquire an understanding of the processes of criminal justice as a cultural part of their higher education
4. The instruction of students who wish to prepare for graduate study and/or research in criminology
5. A curriculum that provides an excellent foundation for students preparing for a career in law

Nearly every level of government offers opportunities for professional careers in criminology. Employment opportunities normally exist in more than fifty federal agencies, including the Federal Bureau of Investigation, U.S. Secret Service; U.S. Customs Service; U.S. Postal Inspectors; Drug Enforcement Agency; Bureau of Alcohol, Tobacco, and Firearms; National Security Agency; U.S. Marshals; the Internal Revenue Service; and military investigative branches. Graduates will find employment in local and state law enforcement, probation, parole, and the custody and treatment of adult and youthful offenders. There are also a wide variety of opportunities in the expanding fields of private, commercial, and industrial security. In addition, many governmental agencies have specialized units dealing with juveniles, community relations, training, education, and research.

Career opportunities are available also in research and teaching at the college and university levels and in research divisions of various agencies.

Students who wish to change their major or minor to Criminology or Criminology/Pre-Law track must have an overall GPA of 2.5 to declare the major or minor and to be accepted formally by the department.

Proposed Catalog Description:

The Department of Criminology offers students seeking careers in criminology a broad liberal arts education that encourages them to think critically about crime and justice issues and also prepares them for careers in the criminal justice system. The degree offered is the Bachelor of Arts with a major in Criminology and the Bachelor of Arts with a major in Criminology Pre-Law. Additionally, students may minor in Criminology. Through the Graduate School the department also offers graduate work at both the master's and doctoral level.

The program in Criminology has a fivefold objective:

1. The education of students for employment and leadership in the expanding field of criminology and criminal justice
2. The education of presently employed criminal justice personnel who recognize a need for furthering their education
3. The instruction of students who wish to acquire an understanding of the processes of criminal justice as a cultural part of their higher education
4. The instruction of students who wish to prepare for graduate study and/or research in criminology
5. A curriculum that provides an excellent foundation for students preparing for a career in law

Nearly every level of government offers opportunities for professional careers in criminology. For example, employment opportunities normally exist in more than fifty federal agencies (e.g., Federal Bureau of Investigation, U.S. Department of Treasury, Federal Bureau of Prisons). Graduates also will find employment in local and state organizations including law enforcement (e.g., Pennsylvania State Police, various municipal police departments) and correctional agencies

(e.g., probation, parole, Pennsylvania Department of Corrections). Additionally, there are a wide variety of opportunities in the expanding fields of private, commercial, and industrial security, including cyber security. Furthermore, many governmental agencies have specialized units dealing with juveniles, community relations, training, education, and research.

Career opportunities also are available in research and teaching at the college and university levels and in research divisions of various agencies.

Students who wish to change their major to Criminology or Criminology/Pre-Law, or to minor in Criminology must have an overall GPA of 2.50 at the time of application to be accepted formally by the department.

D. Program Revisions

Current Program:

BA – Criminology/ Pre-Law Track

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

53-55

Liberal Studies Electives: no courses with CRIM prefix

College:

Foreign Language Intermediate Level (1)

0-6

Major:

36

Required Courses:

CRIM 102	Survey of Criminology	3sh
CRIM 210	Criminal Law	3sh
CRIM 300	Theory of Complex Criminal Justice Organizations	3sh
CRIM 306	Criminological Research Methods	3sh
CRIM 400	Theoretical Criminology	3sh
CRIM 401	Contemporary Issues in Criminology	3sh

Controlled Electives:

One course from the following: CRIM 416, 451, 470, 491

3sh

Five additional Criminology courses

15sh(2)

Other requirements: Pre-law interdisciplinary track

15-21

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

Business: ACCT 201, ACCT 202, BLAW 235

Economics: ECON 121, 122, 332

English: ENGL 212, 220, 310

History: HIST 320, 321, 346

Philosophy: PHIL 101, 222, 450

Political Science: PLSC 358, 359, 361

Proposed Program:

BA - Criminology/ Pre-Law Track

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

51

Mathematics: MATH 217

Natural Sciences: CHEM 111-112 or BIOL 103-104 recommended

Social Science: CRIM 101

Liberal Studies Electives: 6cr, no courses with CRIM prefix

College:

Foreign Language Intermediate Level (1)

0-6

Major:

39

Required Courses:

CRIM 102	Survey of Criminology	3cr
CRIM 306	Criminological Research Methods	3cr
CRIM 400/W/	Theoretical Criminology	3cr
CRIM 401	Criminological Research Methods	3cr
CRIM 403	Dilemmas in Criminology and Criminal Justice	3cr

Controlled Electives: select 2 from each group

Group A: The Criminal Justice System

6cr

CRIM 205 Law Enforcement and the Community

CRIM 215 Survey of Courts and the Criminal Justice System

CRIM 225 Law, Social Control, and Society

CRIM 235 Survey of Juvenile Justice and Juvenile Law

CRIM 255 Law, Social Control, and Society

Group B: Critical Issues in Criminology

6cr

CRIM 354 White Collar Crime

CRIM 374 Environmental Crime and Justice

CRIM 384 Violence and Victimology

CRIM 394 Crime and Delinquency Prevention

Group C: Diversity Issues in Criminology

6cr

CRIM 410 Race, Ethnicity, Social Structure, and Crime

CRIM 450 Women and Crime

CRIM 470 Comparative Study of Justice

Two CRIM electives

6cr(2)

Other Requirements:

Pre-law Interdisciplinary Track

15-21

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

Business: ACCT 201, ACCT 202, BLAW 235

Economics: ECON 121, 122, 332

English: ENGL 212, 220, 310

History: HIST 320, 321, 346

Philosophy: PHIL 101, 222, 450

Free Electives: (3)

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 6sh of CRIM 493 may be applied 36sh minimum in major.
- (3) Students selecting a minor may apply no more than 15sh outside College of Humanities and Social Sciences without special approval.

Current Program:

BA – Criminology

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

Liberal Studies Electives: no courses with CRIM prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

CRIM 102	Survey of Criminology	3sh
		3sh
CRIM 210	Criminal Law	
CRIM 300	Theory of Complex Criminal Justice Organizations	3sh
		3sh
CRIM 306	Criminological Research Methods	3sh
CRIM 400	Theoretical Criminology	

CRIM 401 Contemporary Issues in Criminology

Controlled Electives:

One course from the following: CRIM 416, 451, 470, 491 3sh

Five additional Criminology courses 15sh(2)

Free Electives: (3)

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 6sh of CRIM 493 may be applied 36sh minimum in major.
- (3) Students selecting a minor may apply no more

6-20

Political Science: PLSC 358, 359, 361

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

124

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 6cr of CRIM 493 may be applied 39cr minimum in major.

120

Proposed Program:

BA - Criminology

53-55

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

Mathematics: MATH 217

Natural Sciences: CHEM 111-112 or BIOL 103-104 recommended

Social Science: CRIM 101

Liberal Studies Electives: 6cr, no courses with CRIM prefix

College:

Foreign Language Intermediate Level (1)

Major:

Required Courses:

CRIM 102	Survey of Criminology	3cr
CRIM 306	Criminological Research Methods	3cr
CRIM 400/W/	Theoretical Criminology	3cr
CRIM 401	Criminological Research Methods	3cr
CRIM 403	Dilemmas in Criminology and Criminal Justice	3cr

Controlled Electives: select 2 from each group

Group A: The Criminal Justice System

CRIM 205	Law Enforcement and the Community	6cr
CRIM 215	Survey of Courts and the Criminal Justice System	
CRIM 225	Law, Social Control, and Society	
CRIM 235	Survey of Juvenile Justice and Juvenile Law	
CRIM 255	Law, Social Control, and Society	

Group B: Critical Issues in Criminology

CRIM 354	White Collar Crime	6cr
CRIM 374	Environmental Crime and Justice	
CRIM 384	Violence and Victimology	
CRIM 394	Crime and Delinquency Prevention	

Group C: Diversity Issues in Criminology

CRIM 410	Race, Ethnicity, Social Structure, and Crime	6cr
CRIM 450	Women and Crime	
CRIM 470	Comparative Study of Justice	

Two CRIM electives 6cr(2)

Minor/Concentration

18-21

6-20

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

124

Total Degree Requirements:

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than 6cr of CRIM 493 may be applied 39cr minimum in major.

120

than 15sh outside College of Humanities and Social Sciences without special approval.

Rationale: In light of the rapid changes that are occurring in the field of Criminology and Criminal Justice, and in light of the fact that our current curriculum was put in place in the mid-1980s, we are proposing a major curriculum revision for the undergraduate degrees offered by the department. This major revision involves the redistribution and augmenting of current course content through the addition of 10 new courses and the deletion of 15 current courses. Most of the deleted course content will be subsumed by new course offerings. The total number of credits for the major has been increased by 3 credit hours – from the current 36 to the proposed 39. Under the current curriculum, our students complete six required courses. In the proposed curriculum, students will complete 5 required courses. The most significant change is the addition of controlled electives. In the current curriculum, students are required to complete one of four controlled electives. In the proposed curriculum, students will be required to take 6 controlled electives (2 each from 3 distinct groupings: the Criminal Justice System, Critical Issues in Criminology, and Diversity Issues in Criminology). The final change relates to the number of Criminology electives. In the current curriculum, students must complete five Criminology electives. Under the revised curriculum, the number of Criminology electives has been reduced from the current five to the proposed two.

Another major change is the re-numbering of some of the present courses. This was done to form the controlled elective groups. Group A (the CJ system) is composed of 200 level courses that end in “5”. Group B (Critical Issues) is composed of 300 level courses that end in “4”, and Group C (Diversity Issues) is composed of 400 level courses that end in “0”. These changes will make the identification of these requirements easier for our students, and allow for a smoother sequencing of course selection.

For both bachelor degrees, the revision includes changes in the Liberal Studies specification list to insure that our students are better prepared for both career opportunities and/or graduate education. The changes include: (1) requiring MATH 217 Probability and Statistics, and (2) recommending BIOL 103/104 OR CHEM 111/112.

E. Revision of Minor

Current Program:

Minor – Criminology (1) (2)

Required Courses:

CRIM 102	Survey of Criminology	3sh
CRIM 210	Criminal Law	3sh
CRIM 300	Theory of Complex Criminal Justice Organizations	3sh
CRIM 306	Criminological Research Methods	3sh
CRIM 400	Theoretical Criminology	3sh
CRIM 401	Contemporary Issues in Criminology	3sh

- (1) Must have formal criminology department approval to be admitted to minor in Criminology.
- (2) Must have an overall 2.5 GPA to declare this minor.

Proposed Program:

18 Minor – Criminology (1) (2)

18

Required Courses:

CRIM 101	Crime and Justice Systems	3sh(3)
CRIM 102	Survey of Criminology	3sh
CRIM 401	Contemporary Issues in Criminology	3sh
CRIM 403	Dilemmas in Criminology and Criminal Justice	3sh
Two additional CRIM electives, one chosen from Controlled Electives Group B and one from Group C		3sh(4)(5)

- (1) Must have formal criminology department approval to be admitted to minor in Criminology.
- (2) Must have an overall 2.5 GPA to declare this minor.
- (3) Meets Liberal Studies (Social Science) requirement.
- (4) For students in the Computer Science Information Assurance major, CRIM 321 Cybersecurity and Loss Prevention, may be substituted for Group B elective.
- (5) For students in the Computer Science Information Assurance major, CRIM 323 Cybersecurity and the Law, may be substituted for Group C elective.

Rationale: The revision of the Criminology minor reflects a revision in the courses required for completion of a minor. Under the proposed minor, students will complete courses that will provide information on both

the criminal justice *system* and criminological *theories* and *issues*.

16. Department of History

PASSED

Current Program:

Bachelor of Science in Education— Social Sciences Education/History Track(*)

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

Humanities-History: Fulfilled by required courses in major

Social Science: ANTH 110, ECON 121, and PSYC 101

Liberal Studies Electives: ECON 122, GEOG 230, and either SOC 337 or 362; no courses with HIST prefix

College:

3 additional sh of MATH 100 level or above
(in addition to Liberal Studies MATH) (1) 3sh

Pre-Professional Education Sequence:

COMM 103 Digital Instructional Technology 3sh

EDSP 102 Educational Psychology 3sh

FDED 102 American Education in Theory and Practice 3sh

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2sh

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh

EDUC 242 Pre-Student Teaching Clinical Exp I 1sh

EDUC 342 Pre-Student Teaching Clinical Exp II 1sh

EDUC 441 Student Teaching 12sh

EDUC 442 School Law 1sh

EDUC 455 Teaching of Social Science in Secondary Schools 3sh

Major:

Foundation Courses: (2)

HIST 201 Western Civilization Before 1600 (3) 3sh

HIST 202 Western Civilization Since 1600 (3) 3sh

HIST 204 United States History to 1877 3sh

HIST 205 United States Since 1877 3sh

Research Courses:

HIST 200 Introduction to History 3sh

HIST 401-404 Topics or HIST 480 Senior Seminar(4) 3sh

Controlled Electives:

One Non-western course: Latin America, Africa, Asia, Russia, 300 or 400 level

One United States History course at the 300 or 400 level

One History course at the 300 or 400 level

Social Science Distribution:

GEOG XXX 200-level or higher Geography course 3sh

PLSC 111 American Politics 3sh

PLSC 280 or 285 Comparative Government I: Western Political Systems or Comparative Government II: Non-Western Political Systems 3sh

SOC 231 Contemporary Social Problems (5) 3sh

Free Electives

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

Humanities-History: Fulfilled by required courses in major

Social Science: ANTH 110, ECON 121, and PSYC 101

Mathematics: 3cr

Liberal Studies Electives: 6cr, ECON 122, GEOG 230, no courses with HIST prefix

35 College:

3 additional sh of MATH 100 level or above
(in addition to Liberal Studies MATH) (1) 3cr

Pre-Professional Education Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Education Psychology 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2cr

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching Clinical Exp I 1cr

EDUC 342 Pre-Student Teaching Clinical Exp II 1cr

EDUC 441 Student Teaching 12cr

EDUC 442 School Law 1cr

EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

27 Major:

Foundation Courses: (2)

HIST 201 Western Civilization Before 1600 (3) 3cr

HIST 202 Western Civilization Since 1600 (3) 3cr

HIST 204 United States History to 1877 3cr

HIST 205 United States Since 1877 3cr

Research Courses:

HIST 200 Introduction to History 3cr

HIST 401-404 Topics or HIST 480 Senior Seminar(4) 3cr

Controlled Electives:

One non-western course: Latin America, Africa, Asia, Russia, 300 or 400 level

One United States level History course at the 300 or 400 level

One History course at the 300 or 400 level

Social Science Distribution:

GEOG XXX 200-level or higher Geography course 3cr

PLSC 111 American Politics 3cr

PLSC 280 or 285 Comparative Government I: Western Political Systems or Comparative Government II: Non-Western Political Systems 3cr

SOC 231 Contemporary Social Problems (5) 3cr

SOC 337 World Societies and World Systems, SOC 362 Racial and Ethnic Minorities, or SOC 231 Contemporary Social Problems 3cr

0-3 Free Electives: enough credits beyond those listed above to total 120 credits.

48

36

27

Total Degree Requirements:**124-126**

- (*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach History, Geography, Economics, Civics, and Government, Social Science Education\History majors must apply for Citizenship Education certification.
- (1) Students are required to take an additional 3sh of MATH beyond the Liberal Studies requirement for a total of 6sh, all of which must be 100 level or above.
 - (2) In exceptional cases, the student's advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
 - (3) 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.
 - (4) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper.
 - (5) SOC 231 required only if SOC 337 or 362 are not taken as Liberal Studies electives.

Total Degree Requirements:**120**

- (*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach History, Geography, Economics, Civics, and Government, Social Science Education\History majors must apply for Citizenship Education certification.
- (1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.
 - (2) In exceptional cases, the student's advisor may give special permission to substitute two upper-level courses for one of the foundation courses.
 - (3) 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.
 - (4) This requirement may be fulfilled by completing either the departmental honors program or graduate seminar with a concluding paper .

Rationale: The title of the degree is being changed from B.S. in Education--Social Science/History Track to B.S. in Education—Social Studies Education/History Track. The Pennsylvania Department of Education divided the social studies programs into two separate certification areas, Citizenship Education and Social Science Education. To be licensed to teach history, geography, economics, or civics, students must apply for Citizenship Education certification. Students who plan to teach psychology, anthropology, or sociology must apply for Social Science certification. Previously, all fields applied for the same certification and students were licensed to teach all subjects. To prevent confusing the degrees, the History track degree title will be changed to Social Studies. FDED 102 is being removed from the Education Core Sequence as previously reported in Senate. The liberal studies electives are going from nine to six credits; students will still be required to take a sociology course, but they will not be limited to the liberal studies elective list. Adding the Middle East to the list of Non-Western history courses will clarify the course options for students. There will now be one free elective.

17. Department of Economics**PASSED****A. Course Revisions****1. Current Catalog Description:****ECON 355 Statistics for Economists****3c-01-3cr**

An introduction to economic statistics, including frequency distributions, probability, distributions of random variables, functions of random variables, and tests of economic hypotheses.

Proposed Catalog Description:**ECON 355 Statistics for Economists****3c-01-3cr****Prerequisites: ECON 121 or ECON 122 or permission of the instructor**

An introduction to economic statistics, including frequency distributions, probability, distributions of random variables, functions of random variables, and tests of economic hypotheses.

2. Current Catalog Description:**ECON 360 Economics of Health Services****3c-01-3cr**

An analysis of the allocation of resources in the health sector using demand and supply techniques. Pricing and output decisions by physicians, hospitals, and other health agencies will be considered along with other current policy issues.

Proposed Catalog Description:

ECON 360 Economics of Health Services

3c-01-3cr

Prerequisites: ECON 101 or ECON 122 or permission of the instructor

An analysis of the allocation of resources in the health sector using demand and supply techniques. Pricing and output decisions by physicians, hospitals, and other health agencies will be considered along with other current policy issues.

Rationale: These prerequisite changes, along with other proposed prerequisite and course numbering changes, will create consistency in the course numbering system within the department. Courses designated with a 200 number will have no prerequisites; courses designated 300 or above will minimally have ECON 101, ECON 121, or ECON 122 as a prerequisite.

B. Program Revisions

Current Program:

**Bachelor of Science in Education—
Social Sciences Education/Economics
Track(*)**

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

Social Science: ANTH 110, ECON 121, and PSYC 101

Mathematics: MATH 110 or 217 or 121

Liberal Studies Electives: GEOG 230, SOC 337

College:

3 additional sh of MATH 100 level or above (in addition to Liberal Studies MATH) (1) 3sh

Pre-Professional Education Sequence:

COMM 103 Digital Instructional Technology 3sh

EDSP 102 Educational Psychology 3sh

FDED 102 American Education in Theory and Practice 3sh

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2sh

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh

EDUC 242 Pre-Student Teaching Clinical Exp I 1sh

EDUC 342 Pre-Student Teaching Clinical Exp II 1sh

EDUC 441 Student Teaching 12sh

EDUC 442 School Law 1sh

EDUC 455 Teaching of Social Science in Secondary Schools 3sh

Major:

Required Courses:

ECON 121 Principles of Economics I 3sh

ECON 122 Principles of Economics II 3sh

Controlled Electives: 15sh

Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups:

International courses: ECON 339, 345, 350, 351

Macroeconomic courses: ECON 325, 343, 421

Microeconomic courses: ECON 283, 330, 331, 332, 333, 335, 336, 373, 383

Proposed Program:

**Bachelor of Science in Education—
Social Studies Education/Economics
Track(*)**

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

Social Science: ANTH 110, ECON 121, and PSYC 101

Mathematics: 3cr

Liberal Studies Electives: 6cr, GEOG 230, SOC 337, no courses with ECON prefix

College:

3 additional sh of MATH 100 level or above (in addition to Liberal Studies MATH) (1) 3cr

Pre-Professional Education Sequence:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Education Psychology 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2cr

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr

EDUC 242 Pre-Student Teaching Clinical Exp I 1cr

EDUC 342 Pre-Student Teaching Clinical Exp II 1cr

EDUC 441 Student Teaching 12cr

EDUC 442 School Law 1cr

EDUC 455 Teaching of Social Studies in Secondary Schools 3cr

Major:

Required Course:

ECON 122 Principles of Microeconomics 3cr

Controlled Electives: 15cr

Upper-level Economics courses including at least one writing-intensive course and at least one course from each of the following three groups:

International courses: ECON 339, 345, 346, 350, 351

Macroeconomic courses: ECON 325, 326, 343, 421

Microeconomic courses: ECON 330, 331, 332, 333, 334, 335, 336, 361, 373, 383

Other Requirements:

Required Social Science distribution:

GEOG XXX 200 level or higher Geography course	3sh
HIST 204 United States History to 1877	3sh
HIST 205 United States History Since 1877	3sh
PLSC 280 or PLSC 285 Comparative Government	3sh
Social Science Minor	9sh(1)

Free Electives:**0****15-18****Social Studies Distribution:**

GEOG XXX 200 level or higher Geography course	3cr
HIST 204 United States History to 1877	3cr
HIST 205 United States History Since 1877	3cr
PLSC 280 or PLSC 285 Comparative Government	3cr
Social Science Minor	6cr(2)

18**Free Electives: enough credits beyond those listed above to total 120 credits.****Total Degree Requirements:****124**

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

(1) History is the recommended choice for a minor. Students may complete a minor in a second Social Science of their choice. This will require additional semester hours.

Total Degree Requirements:**120**

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog. In order to student teach, students must have a 3.0 cumulative GPA in their major (social science and history courses). To be licensed to teach History, Geography, Economics, Civics, and Government, Social Science Education\History majors must apply for Citizenship Education certification.

(1) Students are required to take an additional 3cr of MATH beyond the Liberal Studies requirement for a total of 6cr, all of which must be 100 level or above.

(2) History is the recommended choice for a minor. Students may complete a minor in a second Social Science of their choice. This will require additional semester hours.

Rationale: The degree title is being changed for the same reasons as above to B.S. in Education--Social Studies\Economics Track. FDED 102 is being removed from the Education Core Sequence as previously reported to Senate. Liberal Studies electives are being reduced from nine credits to six credits. ECON 326, 334, and 346 are being added to Controlled Electives. The courses needed to complete a minor is going from 9cr to 6cr because it reflects the appropriate number of hours necessary to complete a minor in history given the history courses already included as part of this degree plan. Free electives will now be 1 credit.

Current Program:**BA – Economics/ Pre-Law Track**

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

Social Science: ECON 121

Mathematics: MATH 110 or 121 (1)

Liberal Studies Electives: no courses with ECON prefix

College:

Foreign Language Intermediate Level (2)

Major:**Required Courses:**

ECON 121 Principles of Economics I	*sh
ECON 122 Principles of Economics II	3sh
ECON 355 Statistics for Economics (3)	3sh
ECON 421 Macroeconomic Analysis	3sh
ECON 422 Microeconomic Analysis	3sh
MATH 121 Calculus I for Natural and Social Sciences (1)	*sh

53-56**0-6****24****Proposed Program:****BA - Economics/ Pre-Law Track**

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

Social Science: ECON 121

Mathematics: MATH 121 (1)

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

College:

Foreign Language Intermediate Level (2)

Major:**Required Courses:**

ECON 122 Principles of Microeconomics	3cr
ECON 355 Statistics for Economists (3)	3cr
ECON 421 Macroeconomic Analysis	3cr
ECON 422 Microeconomic Analysis	3cr

54**0-6****24****Controlled Electives:**

Four other ECON courses (4)

12sh

Other Requirements:**6-21****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, 357

English: ENGL 212, 220, 310

History: HIST 320, 321, 346

Controlled Electives:

Four other ECON courses (4) (5)

12cr

Other Requirements:**6-21****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, 215, 255

English: ENGL 212, 220, 310

History: HIST 320, 321, 346

Philosophy: PHIL 101, 222, 450
 Political Science: PLSC 358, 359, 361
Free Electives:

15-36

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: 124

- (1) MATH 123 or 127 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6sh of internship credit may be applied toward major.

Total Degree Requirements: 120

- (1) MATH 115 or 123 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6cr of internship credit may be applied toward major.
- (5) No more than one ECON Controlled Elective may be a 200-level course.

Rationale: The Math requirement is being changed to MATH 121. Free electives are reduced to make the total 120, the number of free electives will now be 15-36. MATH 115 has been added as a substitute for MATH 121 and MATH 127 (no longer in catalog) has been removed as a substitute. Only one ECON controlled electives can be at the 200-level to help maintain the rigor of the program.

**Current Program:
 BA – Economics**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **53-56**

Social Science: ECON 121

Mathematics: MATH 110 or 121 (1)

Liberal Studies Electives: no courses with ECON prefix

College: **0-6**

Foreign Language Intermediate Level (2)

Major: **24**

Required Courses:

ECON 121	Principles of Economics I	*sh
ECON 122	Principles of Economics II	3sh
ECON 355	Statistics for Economics (3)	3sh
ECON 421	Macroeconomic Analysis	3sh
ECON 422	Microeconomic Analysis	3sh
MATH 121	Calculus I for Natural and Social Sciences(1)	*sh

Controlled Electives:

Four other ECON courses (4) **12sh**

Free Electives: **38-47**

**Proposed Program:
 BA - Economics**

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: **54**

Social Science: ECON 121

Mathematics: MATH 121 (1)

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

College: **0-6**

Foreign Language Intermediate Level (2)

Major: **24**

Required Courses:

ECON 122	Principles of Microeconomics	3cr
ECON 355	Statistics for Economists (3)	3cr
ECON 421	Macroeconomic Analysis	3cr
ECON 422	Microeconomic Analysis	3cr

Controlled Electives:

Five other ECON courses (4) (5) **15cr**

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

Total Degree Requirements: 124

- (1) MATH 123 or 127 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6sh of internship credit may be applied toward major.

Total Degree Requirements: 120

- (1) MATH 115 or 123 may be substituted for MATH 121.
- (2) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (3) MATH 214, 217, or 363 may be substituted for ECON 355.
- (4) No more than 6cr of internship credit may be applied toward major.
- (5) No more than one ECON Controlled Elective may be a 200-level course.

Rationale: The MATH requirement is moving from the major to Liberal Studies, controlled electives is going from four to five ECON courses. Free electives is being reduced to 33-39. MATH 115 has been added as a substitute for MATH 121 and MATH 127 (no longer in catalog) has been removed as a substitute. Only two ECON controlled electives can be at the 200-level to help maintain the rigor of the program.

18. Departments of Economics and Mathematics—Program Revision (120)

PASSED

Current Program:

Proposed Program:

BA – Economics/Mathematics

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

Social Science: ECON 121 (included in major)

Mathematics: MATH 123 (included in major)

Liberal Studies Electives: Intermediate foreign language, no course with ECON or MATH prefix

Major:

Required Courses:

ECON 121	Principles of Economics I	3sh
ECON 122	Principles of Economics II	3sh
ECON 421	Macroeconomic Analysis	3sh
ECON 422	Microeconomic Analysis	3sh
MATH 123	Calculus I for Physics, Chemistry, and Mathematics	4sh
MATH 124	Calculus II for Physics, Chemistry, and Mathematics	4sh
MATH 171	Introduction to Linear Algebra	3sh
MATH 216 or	ECON 355 Probability and Statistics for Natural Sciences or Statistics for Economics	3-4sh

Economics Electives:

Students are especially encouraged to take ECON 334 and 356, but any course except ECON 101 may be used. ECON 493 may be counted only with the approval of the program coordinator and only up to 6sh.

Mathematics Electives:

At least one of the following two-semester sequences:
MATH 241 and 371, MATH 363 and 364,
MATH 445 and 446

Three additional courses either from the above or from the following:

MATH 271, 272, 342, 417 or 418, 421,
422, 423, 425, 427, 451, 465, 476, 477

Other Requirements:

Free Electives:

Total Degree Requirements:

47-49

53-55

3-4sh
12sh

15-16sh

0

38-47

124

BA – Economics/Mathematics

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

Social Science: ECON 121

Mathematics: MATH 123

Liberal Studies Electives: 9cr, no courses with ECON or MATH prefix

Major:

Required Courses:

ECON 122	Principles of Microeconomics	3cr
ECON 421	Macroeconomic Analysis	3cr
ECON 422	Microeconomic Analysis	3cr
MATH 124	Calculus II for Physics, Chemistry, and Mathematics	4cr
MATH 171	Introduction to Linear Algebra	3cr
MATH 216 or	ECON 355 Probability and Statistics for Natural Sciences or Statistics for Economics	3-4cr

Economics Electives: (1) (2)

Students are especially encouraged to take ECON 334 and 356, but any course except ECON 101 may be used.

Mathematics Electives:

At least one of the following two-semester sequences:
MATH 241 and 371, MATH 363 and 364,
MATH 445 and 446

Three additional courses either from the above or from the following:

MATH 271, 272, 342, 417 or 418, 421,
422, 423, 425, 427, 451, 465, 476, 477

Other Requirements:

College: Foreign Language Intermediate Level (3)

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

Total Degree Requirements:

- 120**
- (1) No more than 6cr of internship credit may be applied toward major.
 - (2) No more than one ECON Controlled Elective may be a 200-level course.
 - (3) Intermediate-level Foreign Language may be included in Liberal Studies electives.

Rationale: MATH 123 is moving from the major to liberal studies. Free electives are being reduced to 12-20. Only one ECON Controlled Elective can be at the 200 level to maintain rigor in the program. The foreign language and internship credit restrictions have been reformatted.

19. Department of Mathematics—New Courses, Course and Program Revision (120) PASSED

A. New Courses

MATH 340 Principles of Secondary School Mathematics

3c-01-3cr

Prerequisite: MATH 271

Provides students with mathematics content needed to teach in secondary schools. Connections will be made between advanced and secondary school mathematics. Open to secondary mathematics education majors only.

Rationale: This course will be required of Secondary Mathematics Education majors. This course is designed to cover mathematics content not currently in existing courses and to make connections

between content of existing courses and content of secondary school mathematics. These connections cannot be made in existing courses because mathematics content courses also serve students not in the Secondary Mathematics Education program.

MATH 430 Seminar in Teaching Secondary School Mathematics

3c-01-3cr

Prerequisite: Junior standing

Provides insights into the teaching of general mathematics, algebra, geometry, probability, and statistics. Students will become aware of and use the resources and methods of instruction for teaching mathematics at the secondary level. Open to secondary mathematics education majors only and must be taken within two semesters prior to student teaching.

Rationale: This courses will be required of Secondary Mathematics Education majors. Currently these students are required to take two one-credit seminars in teaching. These seminars are the teaching of general mathematics, algebra, geometry, and probability and statistics and are offered on a rotating basis, one per semester. Students therefore often miss one or two of the seminars. With this new course all students will be introduced to methods of teaching in all five areas.

B. Course Revision

Current Catalog Description:

MATH 460 Technology in Mathematics Instruction

3c-01-3cr

Prerequisite: COSC 205

Designed to provide preservice mathematics teachers with expertise in instructional technology for teaching mathematics at the secondary level. Pedagogical and content knowledge are integrated within the context of technology and current reforms.

Proposed Catalog Description:

MATH 460 Technology in Mathematics Instruction

3c-01-3cr

Prerequisite: COSC 110, Junior Status

The course is laboratory based and designed to provide preservice mathematics teachers with expertise in instructional technology for teaching mathematics at the secondary level. A strong emphasis is placed upon the integration of pedagogy and subject matter knowledge. Open to secondary mathematics education majors only and must be taken within two semesters prior to student teaching.

Rationale: The department is revising the B.S. Ed. in Secondary Mathematics Education program to require COSC 110 rather than COSC 205, thus necessitating the prerequisite change. Students traditionally take this course one or two semesters prior to student teaching. In addition, students should have completed as many mathematics courses as possible so that they are better able to make connections between content and technology.

C. Program Revision (120)

Current Program:

BS in Education–Mathematics Education(*)

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

50-52

Proposed Program:

BS in Education–Mathematics Education(*)

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

51

Mathematics: (included in major)
Social Science: PSYC 101
Liberal Studies Electives: no courses with MATH prefix
College: **29**
Professional Education Sequence:
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2sh
EDSP 102 Educational Psychology 3sh
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3sh
EDUC 242 Pre-Student Teaching Clinical Exp I 1sh
EDUC 342 Pre-Student Teaching Clinical Exp II 1sh
EDUC 441 Student Teaching 12sh
EDUC 442 School Law 1sh
EDUC 456 Teaching Math in the Secondary Schools 3sh
FDED 102 American Education in Theory and Practice 3sh

Major: **38**
Required Courses:
MATH 117 Principles of Math 3sh
MATH 123 Calculus I for Physics, Chemistry, and Mathematics 4sh
MATH 124 Calculus II for Physics, Chemistry, and Mathematics 4sh
MATH 171 Introduction to Linear Algebra 3sh
MATH 216 Probability and Statistics for Natural Sciences 4sh
MATH 271 Introduction to Mathematical Proofs I 3sh
MATH 272 Introduction to Mathematical Proofs II 3sh
MATH 350 History of Mathematics 3sh
MATH 353 Theory of Numbers 3sh
MATH 355 Foundations of Geometry I 3sh
MATH 460 Technology in Mathematics Instruction 3sh
Two of the following:
MATH 452/453/454/455 MATH Seminar 2sh

Other Requirements: **3**
COSC 205 Programming Languages for Secondary Education

Free Electives: **2-4**

Total Degree Requirements: **124**

Mathematics: MATH 123
Social Science: PSYC 101
Liberal Studies Electives: 6cr, no courses with MATH prefix
College: **26**
Professional Education Sequence:
EDEX 301 Education of Students with Disabilities in Inclusive Secondary Programs 2cr
EDSP 102 Educational Psychology 3cr
EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr
EDUC 242 Pre-Student Teaching Clinical Exp I 1cr
EDUC 342 Pre-Student Teaching Clinical Exp II 1cr
EDUC 441 Student Teaching 12cr
EDUC 442 School Law 1cr
EDUC 456 Teaching Math in the Secondary Schools 3cr

Major: **35**
Required Courses:
MATH 124 Calculus II for Physics, Chemistry, and Mathematics 4cr
MATH 171 Introduction to Linear Algebra 3cr
MATH 216 Probability and Statistics for Natural Sciences 4cr
MATH 271 Introduction to Mathematical Proofs I 3cr
MATH 272 Introduction to Mathematical Proofs II 3cr
MATH 340 Principles of Secondary School Mathematics 3cr
MATH 350 History of Mathematics 3cr
MATH 353 Theory of Numbers 3cr
MATH 355 Foundations of Geometry I 3cr
MATH 430 Seminar in Teaching Secondary School Mathematics 3cr
MATH 460 Technology in Mathematics Instruction 3cr

Other Requirements: **3**
COSC 110 Problem Solving of Structured Programming

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

Total Degree Requirements: **120**

Rationale: MATH 123 is moving from the major to liberal studies. Liberal Studies electives are being reduced from 9cr to 6cr. FDED 102 is being removed. In the major requirements, MATH 117 is being eliminated, to be replaced by the new MATH 340. The requirement of two one-credit seminars in teaching math is changed to one three-credit seminar. In the other requirements COSC 205 is replaced with COSC 110.

**APPENDIX D:
University-Wide Graduate Committee
Chair Chambers**

FOR ACTION:

PASSED

Ph.D. Administration and Leadership Studies (Human Services), Dixon University Center, Harrisburg – New Cohort Approval.

RATIONALE:

The Administration and Leadership Studies Program (Human Services) (Dixon University Center) was originally approved as a single cohort offering, with a review to occur prior to June 30, 2003. The University-Wide Graduate Committee has conducted this review and has approved an ongoing offering of this program beginning in Fall 2003. The program itself is unchanged.

FOR ACTION:

PASSED

The University-Wide Graduate Committee asks that the Senate formally receive the following statement:

“The University Wide Graduate Committee finds the reassignment of Dr. Evelyn Goldsmith from the Graduate School and Research to be disruptive to the continuity of the UWGC and to the operation, administration, and reorganization of the GSR. Additionally, the UWGC finds the decision-making process, separate from the reorganization planning process, that gave rise to this decision ill-advised, short-sighted, counter-productive, and misleading. Further, in recognition of her outstanding and indispensable role in the GSR and the UWGC, the committee recommends that Dr. Goldsmith be reinstated as Associate Dean for Administration of the GSR and restored to her function in the UWGC.”

APPENDIX E:
University Senate Research Committee
(Chair Guth)

The USRC met on March 18, 2003 and reviewed proposals. The committee awarded \$8,891 in grants to the following individuals:

- Dr. Wayne Bodle received \$750 to present his paper, “The Brother Teagues: The Cosbys of Stradbally, and Irish Careers on the Anglo-Atlantic Frontier, 1500-1800” at the Conference of Irish Geographers in Dublin, Ireland.
- Dr. William Barkley Butler received \$1,391 to attend the Ant Course 2003 in Arizona.
- Dr. Stuart Chandler received \$1,500 for his project, “China’s Religious Revival: Case Studies at Wutaishan and Huashan”.
- Dr. John Dietz received \$1,500 to attend the seminar, “Richard Wagner: Music and Drama, Aesthetics, Politics” in Bayreuth, Germany.
- Dr. Soundararajan Ezekiel received \$1,500 to present his papers, “Edge Detection Using Minmax Measures” and “Low-Dimensional Chaotic Signal Characterization Using Approximate Entropy” at the 3rd IASTED International Conference (Circuits, Signals and Systems) in Cancun, Mexico.
- Dr. Jennifer Gossett received \$750 for her project, “Cybercrimes: What We Know and What We Don’t Know.”
- Dr. Kent Jackson received \$1,500 to present his paper, “Successful Transitions for High School Students with LD Pursuing Postsecondary Education” at the International Association of Special Education in Hong Kong.
- Dr. Nancy Yost received \$1,500 to present her papers, “Look What Kindergarten Children Can Do With Technologies” and “Computers, Kids, and Crayons: A Comparative Study of Emergent Writing Behaviors” at the Young Children and Learning Technologies Conference 2003 in Sydney, Australia.

Additionally, the committee met on March 27, 2003 and reviewed the Senate Fellowship proposals. The committee also added a clarification to the fellowship application that states proposals that do not follow the application guideline criteria will not be considered for funding by the USRC. The next USRC meeting will be on May 6, 2003, 2003 at 3:15 p.m. in 317 Clark Hall.

APPENDIX F:
A Report of the Student Taskforce on Shared Governance
Student Congress, Indiana University of Pennsylvania
Co-Chairs Mark E. Collins, Jr., and Samuel J. Richards

Is SSHE Sharing? Shared Governance in Pennsylvania's State System of Higher Education

Memorandum

To: Student Congress General Assembly

From: Mark E. Collins Jr., Co-Chair, Student Taskforce on Shared Governance
Samuel J. Richards, Co-Chair, Student Taskforce on Shared Governance

Date: Monday, March 31, 2003

Subject: Culmination of Taskforce Objectives

Attached you will find the final report of the Student Taskforce on Shared Governance. Throughout the past several months, the taskforce has worked arduously to bring the General Assembly's concerns before the State System of Higher Education's (SSHE) administrators. We believe the taskforce was successful in airing those concerns as described in the "Resolution Admonishing Dixon Center Activities."

Dr. Hample has made it very clear that she will fight against centralized admissions and advocate strong liberal arts education. Many of the problems within the state system are caused by the disconnect between university constituents and the Dixon Center. With improvements in communication, there is no doubt that the state-owned universities can become even better academic institutions working for the enhancement of Pennsylvania.

Chancellor Hample envisions a SSHE that ranks among the top university systems in the northeastern United States. While admirable, the Chancellor and Board of Governors cannot attain this goal alone. The goal can only be achieved when students, faculty, staff, alumni, and citizens work collaboratively. Then, SSHE will be in the position to begin its phoenix-like ascent to the apex of university systems.

The General Assembly's Charge

On Monday, 27 January 2003, the Student Congress (SC) General Assembly unanimously passed motion S'03-28. The motion created a taskforce in accordance with Article IV of the Student Congress Bylaws. The motion follows:

A motion whereas, the thirteenth meeting of the fifteenth General Assembly of Student Congress ratified S'03-24 a "Resolution Admonishing Dixon Center Activities,"

And whereas, Article IV of the Bylaws provides for the creation of task forces and ad hoc committees,

And whereas, shared governance provides for democratic values and is vital to the establishment and maintenance of a productive and cohesive academic community,

And whereas, the maintenance of student input is a task requiring a great deal of attention,

Therefore be it resolved, that Student Congress create a "Student Task on Shared Governance" which shall be charged with the responsibility of advocating shared governance to the SSHE Board of Governors and Chancellor on behalf of IUP's student body for the duration of the 15th General Assembly. The said task force shall from time to time report to the General Assembly.

Be it further resolved, that the task force composition shall be open to any undergraduate student and co-chaired by Senators Mark Collins Jr. and Samuel Richards.

The taskforce met regularly and developed a comprehensive plan consisting of short and long-term goals in order to meet the mandate given by the assembly.

Spreading the Message

Beginning in early February, members of the taskforce began contacting student presidents of our thirteen peer universities within the State System of Higher Education (SSHE). Prior to the taskforce's contact with these individuals, the student government presidents had received a copy of the SC Resolution Admonishing Dixon Center Activities from SC President Ira Goldberg via Email. Our contact with these individuals resulted in a variety of outcomes.

The most hostile student government leaders were those who serve as members of the SSHE Board of Governors (BoG). Clearly, these individuals felt as though they were personally under attack and as a result took uncommunicative hostile positions. Despite Ms. Wealand's comments at a BoG meeting attended by Senators Collins and Richards inviting communication, this particular student board member asked that she be excluded from any Email communication. Her comment was in reaction to an Email sent by taskforce Co-chair Richards informing SSHE student leaders of what he called "a very fair and informative article" titled "State System chief, factions clash over changes" appearing in Harrisburg's *The Patriot-News*. Ms. Wealand wrote:

Please dont [*sic*] bother sending me any of your emails. I receive this information from Ken Marshall, who is offically [*sic*] titled to do so. I would rather receive them from him then [*sic*] from yourself.

Thank you.

Kara Wealand¹

Richards replied to Ms. Wealand's request, in part, by writing: "Your Email requesting me to cease sending you information will be honored. It is unfortunate that you as a student member of the SSHE Board of Governors do not wish to communicate with other students."² The taskforce was shocked by this particular student governor's response. Should student leaders listen only to SSHE officials? The taskforce continues to believe student BoG members should represent all students. Therefore, it is imperative that they maintain open lines of communication.

Similar difficulty was experienced when taskforce leaders attempted to communicate with Mr. Danz. Mr. Strickler Jr. proved to be more receptive and considered visiting IUP to collect student opinions. However, this visit did not take place. Many of the problems with students seated on the BoG is they refuse to concede that some student bodies were not consulted before the implementation of such draconian measures by the BoG.

Other student leaders responded with a "let's wait till BSGP" line.³ Some student presidents appeared quite timid and were fearful of questioning the BoG or Chancellor's office. The purpose of student government is to question decisions and leaders and to have input in decisions that affect the quality of programs. Students bring a unique perspective to the table and it is regrettable that some student leaders wished to avoid the issue. The pussyfooting was a clear demonstration of weakness in some student governments.

During IUP's spring break, SC Vice President Justin Aion and Senator Mark Collins volunteered to visit other student governments to make the case for the resolution. However, their plan failed to materialize due to logistical issues.

Contacting Harrisburg

¹ Kara Wealand, "Re:," 10 February 2003, personal e-mail (11 February 2003).

² Samuel Richards, "Your Request," 11 February 2003, distribution list.

³ Board of Student Government Presidents

As mandated in the Resolution Admonishing Dixon Center Activities, the resolution accompanied by a letter from the resolution's sponsors was mailed to the Chancellor's office on 24 January 2003. The letter read in part:

You will find our concerns articulated in the enclosed resolution, please note that the document was ratified unanimously. Please understand that students at IUP are not pleased with recent dictation from the Dixon Center. Please consider the issues, remembering always that our state-owned universities exist for the students and the betterment of this fine Commonwealth. Thank you for your time concerning this important matter, we look forward to your prompt response.⁴

Despite the clear request of a response, no response was received from the Chancellor or BoG. Taskforce members found this perplexing. The common theme of COMMUNICATION was raised once again. Why was there no response from SSHE leaders?

Media Relations

From the very beginning, the taskforce engaged various media outlets throughout the Commonwealth by issuing periodic news releases. Just as we were unable to receive responses from the Chancellor's office, this seems to be a common occurrence for the media as well. In speaking with various news venues, members of the taskforce learned that the Chancellor's office had left foul impressions with a number of reporters. This is truly unfortunate for advancing the status of SSHE.

Of course, this proved advantageous to the concerns being raised by students, faculty, trustees, and legislators alike. Articles appeared in various papers throughout the state including: Harrisburg's *The Patriot-News*, Pittsburgh's *Tribune Review*, and *The Butler Eagle* along with several SSHE student publications. Most papers relayed information to their readers using combative titles. Headlines such as "Hample Under Fire," "State system chief, factions clash over changes," "Slippery Rock faculty backs president, challenges state office," "Students, faculty worry about IUP's future as SSHE university," "Millersville joins dissent over State System changes," and "Students will air gripes on campus policy" appeared with some regularity throughout the Commonwealth.

For nearly two months, newspapers were the only place student leaders at IUP were able to receive any response from the Chancellor's office to campus discontent with SSHE policies and more importantly their dictatorial manner of implementation.

Source Misunderstood

During the several months of no direct communication/response from Dr. Hample's office, *The Patriot-News* reported: "Hample said in a recent interview that she thinks the faculty union is behind the resolutions."⁵ In the same news article, taskforce co-chair Mark Collins Jr. said, "that's appalling to me... she feels we are children with no minds of our own." Not only was this accusation a slap in the face of students across the state system, it raised serious questions regarding Chancellor Hample's confidence in education provided to students at the fourteen state universities.

The taskforce wishes to make it very clear: the resolution was student-initiated, based on student concerns. Though the word "pawn" was never directly used by any SSHE official, the implication is overwhelmingly clear to any reasonable individual. In the future, it is our hope that Dr. Hample will have confidence that items described as student-initiated and clearly advocated for by students be viewed as such. Whatever disagreements exist between SSHE and APSCUF are between those two parties. Our primary concern is the opportunities provided for students in order to make Pennsylvania a more desirable place to live. We certainly have confidence in the quality of education provided by SSHE universities and it is our hope that the Chancellor's office holds a similar view.

SSHE Answers

⁴ Mark E. Collins, Jr. and Samuel J. Richards, Indiana, PA, to Chancellor Hample and Board of Governors, Harrisburg, PA, 24 January 2003, transcript in the hand of Samuel J. Richards.

⁵ Jan Murphy, "Millersville joins dissent over State System changes," *The Patriot-News*, 22 February 2003.

As no reply to the January 24th letter and accompanying resolution had been received, an invitation was sent to Chancellor Hample. Citing Dr. Hample's self described consultative and involving style of leadership, taskforce co-chair Richards invited Dr. Hample, in a letter dated 10 February 2003, to visit IUP and meet with members of the SC Executive Board.

A follow-up Email was sent to Dr. Hample on 20 February 2003. The Email was sent with the purpose of confirming receipt of the February 20th letter. On February 27th, hours before Dr. Hample was scheduled to appear on Pennsylvania Cable Network's (PCN) live call-in show, co-chair Richards received an Email from Ms. Karen Madden. Madden, the Executive Office Administrator, wrote on behalf of Chancellor Hample. Citing intense budget hearing preparation, the Chancellor was unable to attend a meeting in Indiana. However, she invited an IUP delegation to the Dixon Center that Saturday (less than forty-eight hours away).

Do to short notice; no delegation could possibly travel to Harrisburg. However, the opening of communication was a marvelous breakthrough. The Dixon Center, a bastion of silence, had finally opened the gates for communication! After a number of Emails and telephone calls a meeting was scheduled for Saturday, March 15th.

To the Table

There is no doubt that tensions were high on both sides entering the meeting. Tensions increased greatly during the week the meeting was scheduled to take place. The taskforce felt it was appropriate for the public to know détente had possibly begun within SSHE. However, the actions of the Chancellor's office showed a different interpretation of our news release.

Following the publication of an article in *The Patriot-News*, Dr. Hample's office invited California University of Pennsylvania student government president Mr. Jesse Hereda to attend. Mr. Hereda was invited as a neutral observer. After being selected by the Chancellor's office, the IUP delegation was notified that he would be attending. A third party selected by one side and imposed upon a meeting surely cannot be interpreted as neutral. As a result, the IUP delegation rejected Hereda's invitation.

Mr. Thomas Gluck, SSHE Director of Communications, made it very clear that there was no option regarding Hereda's invitation. Members of the IUP delegation concluded that the issues were more important than a biased third party observer possibly selected as an insurance policy for the Chancellor's office.⁶

The delegation scheduled to attend the meeting with Dr. Hample included: Mr. Ira Goldberg, SC President; Mr. Justin Aion, SC Vice President; Sen. Courtney Adams, SC Public Relations Chair; Sen. Mark Collins Jr., taskforce co-chair, SC Rules Chair; and Sen. Samuel Richards, taskforce co-chair, SC Elections Chair. Goldberg fell ill and was unable to attend.

The four-member IUP delegation met with Chancellor Hample for 3.5+ hours. Accompanying Dr. Hample were Mr. Thomas Gluck and Mr. Jesse Hereda. Those items discussed included:

- **Resolution Admonishing Dixon Center Activities—**
 - Shockingly, Dr. Hample informed the IUP delegation that the resolution hit her "like an apple between the eyes." It is truly unfortunate that the state system administration was completely unaware of discontent at the system's largest university. No IUP student present felt the outrage at IUP should have been a surprise. There is a clear disconnect between SSHE's administrative nerve center along the Susquehanna and those studying, teaching, or administering at the actual academic institutions.
 - Additionally, Chancellor Hample interpreted the resolution as being faculty-initiated. She attended an IUP Council of Trustees meeting during which Dr. John Henry Steelman, President of IUP-APSCUF, mentioned the resolution. The Chancellor wrongly interpreted this as a presentation. At the same trustees meeting, student senator Samuel Richards also informed the trustees of the resolution's passage. However, at no point did a presentation take place.

⁶ SC received a letter dated 21 March 2003 stating California University of Pennsylvania's Student Government, of which Hereda is president, conveniently passed Resolution 2003-1 on 17 March 2003. The resolution "commends the Board of Governors and the Chancellor for instituting these policies (common calendar, 120 credit requirement) in the best interests of the students."

- **Centralization**—The topic at the heart of factious debate throughout the state system is, of course, centralization.
 - In the past, BoG Chair Gomulka and board member Wealand have publicly expressed interest in centralized admissions and specializing the fourteen universities.⁷ Dr. Hample stated that Mr. Gomulka has since reversed his thoughts on the issue of centralized admissions. The chancellor went a step further to say she was not only opposed to centralized admissions, she would fight against it. In regards to specialization, Chancellor Hample characterized herself as a staunch advocate of the liberal arts.
 - The common calendar was also discussed. There is some “wobble room” in the current policy. Of course, it is possible that this flexibility will disappear in the future. The policy is designed to provide “guidelines” for the universities, but campuses retain some independence in how the calendar is implemented. Dr. Hample did concede that no students have been involved in the actual formulation of the calendar.
 - Though Dr. Hample maintains no desire for centralization, taskforce members point to three particular issues that provide a platform for centralization. These items are: the central computer system (SAP), common calendar, and the across the board 120 credit requirement.
- **Vision**—Some were interested in hearing Dr. Hample’s vision for the SSHE. The Chancellor envisions a state university system that ranks among the top in the northeastern region of the nation. She was less clear on what exactly must be accomplished to achieve her goal.
- **Performance and Doctoral Funding**—Two issues of particular importance to IUP were discussed extensively. Those present found Dr. Hample very agreeable when discussing funding for IUP’s doctoral mission. Revisions to the SSHE distribution formula are being delayed by the Council of Presidents. In addition, realizing some programs are more expensive than others, the chancellor wishes to weight programs in the funding formula.
- **Advocacy**—Abundant mutual ground was found when the sides discussed advocacy of the state system’s budget request. The chancellor’s office appears to be making a much more organized effort than in past years. This is an excellent start!
- **The Lost Letter**—In discussion the issue of many months of unresponsiveness was mentioned. During this time, it was learned that the Chancellor never saw the January 24th letter from SC relaying the message the resolution had been adopted and requesting a response. It is less clear how this particular piece of mail was lost, as all other post was received. Perhaps it was due to the Postal Service or recent staff turnover in the chancellor’s office. We will probably never know who is to blame.

Both parties had expressed interest in a joint statement. Following the meeting a statement was to be written. Several delegation members were sickened to learn the system had pre-written a statement. It was reworded, but continued to express a very productive meeting.

At the end of the day, the meeting was just that, very productive. All members in attendance felt the chancellor listened intently and her diligent note taking did not go unnoticed. However, meeting productivity and action are two separate issues.

Conclusion

All parties within the SSHE wish to see the system and its universities move forward. However, this cannot be done without collaborative vision and implementation. Universities are unlike any other institution. Feudal top-down management styles are truly futile in the sphere of public education. A university or university system cannot move forward unless students, administrators, faculty, alumni, trustees/regents, and community members are working with a similar vision in mind.

If SSHE is to become a top university system in the northeastern United States, a vision must be articulated. It is time for a clearly defined vision. Once defined, all parties can work towards a goal that is best for the Commonwealth. This vision cannot be established unilaterally by one or two goodwill tours of incoming administrators. There must be continual communication. Communication has proved to be SSHE’s largest challenge. Numerous constituencies feel as

⁷ Jan Murphy, “Colleges May See Changes,” *The Patriot-News*, 12 August 2001.

though their voices are not being heard. Whether these feelings are the result of genuine disenfranchisement or perception, the result is the same, that of a dismal future.

A system-wide representative body (consisting of delegates from senates, forums, & student governments) meeting several times each year would be a colossal step to restoring shared governance in the system. SSHE's very own "glorious revolution" would certainly help quell the factious debate and turmoil currently permeating the university system.

The Student Taskforce on Shared Governance submits this report to the SC General Assembly believing we have worked diligently to promote positive change within Pennsylvania's state university system. It is also important that constant vigilance be maintained regarding actions by the BoG or Chancellor's office indicating a departure from those statements in this report. We are confident that the issues have received a fair hearing and sincerely hope the Chancellor's office and BoG give second thought before implementing further policies without "comprehensive planning in consultation with representatives of the trustees, presidents, faculties, students, and alumni."⁸ In the event that the sanctity of shared governance is forsaken once again in favor of unilateral decision-making, little doubt exists that vehement objections will overwhelm the SSHE's central bureaucracy.

⁸ Act 188 of 1982, § 20-2005-A