

MINUTES OF THE UNIVERSITY SENATE

The September 16, 1986 meeting of the University Senate was called to order by Chairman Gary Buterbaugh at 3:25 p.m. in McVitty Auditorium, Sprowls Hall.

President Welty's remarks to the Senate are found in Attachment A.

Senators Cahalan, Cignetti, Dietrich, Doerr, Duntley, Hall, Storm, Wegener and Wingard were excused from the meeting. Also absent were Senators Abrams, Dakak, DeCoster, Lynch, LeBlanc, Ames, Brown, Drescher, Halapin, Holtz, Hyder, Russell, Steele, Tobin, Viggiano, Voelker, Woolcock, Allen, Bogan, Craig, H. Cunningham, Curey, Dudt, Freeman, Frank, Lipsky, Murray, Reynolds, Tompkins and Welker. Sixteen student senators were present at the meeting.

Chairman Buterbaugh announced the appointment of Senator Lorrie Bright as Parliamentarian for the 1986-87 year. He also listed the following vacancies which exist on various committees:

- Long Range Planning Committee
- Budget Committee (must be a member of the Senate University Development and Finance Committee)
- Admissions Committee (three Senate members--one must be a student)
- University Committee on Athletic Policy (non-voting observer)

Chairman Buterbaugh requested that anyone who was interested in serving on one of these committees fill out the form which was made available.

On a motion by Senator Concannon, seconded by Senator Chamberlin, the minutes of the April 15, 1986 meeting were approved as published.

Senator Chamberlin of the Rules Committee moved the nomination of Dave Concannon as Vice Chair of the Senate. Since no other nominations were made for this vacancy, Senator Concannon was elected Vice Chair for the 1986-87 year.

The Rules Committee made the following announcements:

1. Roster Changes: Permanent Senator: Mark Staszkievicz - Director of Institutional Research
Departmental Representatives: Remove Renee Liscinsky;
add Foster Jones.
Remove Philip Gordon.
Committee Assignments: George Mitchell - STUD.
Alan Andrew - RES-SUB.
Faculty-at-Large: Gary McClosky - remove ACAD.
Douglas Frank - STUD.
2. Agenda items are to be submitted to Senator Nastase (Weyandt 10, Ext. 2993) ten work days prior to the meeting date.
3. All meetings for the first semester are scheduled in McVitty Auditorium.
4. 1986-87 meeting dates: October 14, 1986 January 27, 1987
November 11, 1986 February 17, 1987
December 9, 1986 March 10, 1987
April 14, 1987

5. There will be an important meeting of the Rules Committee on Tuesday, September 23, 1986 at 3:15 p.m. in 101 Stabley Library.

The Curriculum Committee requested and received approval of the following new courses:

1. CS 399 - COOPERATIVE EDUCATION - 0 s.h.
Prerequisites: Approval of coop coordinator. A program designed to combine classroom theory with practical application through job related experiences. Consumer Services majors are actively employed in business, industry, and a variety of organizations and agencies with a work focus which relates to their academic training and career objectives. The student is required to serve a minimum of two alternating work experiences.
2. FN 399 - COOPERATIVE EDUCATION - 0 s.h. (approved with abstentions)
Prerequisites: Sophomore Standing. A program designed to combine classroom theory with practical application through job related experiences. Students are employed in dietetics, food science, foodservice and lodging organizations with a work focus which relates to their academic training and career objectives. The student is required to serve a minimum of two alternating work experiences, only one of which may be a summer experience. For Food and Nutrition majors only.
3. HP 375 - PHYSIOLOGICAL BASIS OF STRENGTH TRAINING - 3 cr.
This course is designed to give the student the anatomical and physiological basis of muscle function. Students should also gain an understanding of changes that can be made through weight training and knowledge of programs that will bring about these changes. Opportunities for working with various types of equipment will be available.
4. HP 411 - PHYSICAL FITNESS APPRAISAL AND GUIDANCE - 3 cr.
This course involves the selection, administration, and interpretation of various tests for appraising the physical fitness level of individuals. Information will be given concerning the various fitness components and discussions will be held so that each student gains an understanding of the variables to be tested.

The Curriculum Committee, to be co-chaired by Senators Richards and Sommer, will meet every Tuesday when the Senate is not in session; meetings will be at 3:15 p.m. in 201 Stabley.

Chairman Buterbaugh asked Senator Kroah to convene a meeting of the Research, Library and Educational Services Committee; Senator Anderson to convene a meeting of the Development and Finance Committee, and Senator Kolb to convene a meeting of the Non-Credit Instruction committee, all for the purpose of organization and election of officers for 1986-87.

The Academic Affairs Committee listed the following items for information:

1. The full session of the Academic Committee will meet each Thursday, at 3:15 to 5:00 p.m. in 218 Sutton.
2. At its organizational meeting on September 4, 1986, the Academic Committee elected the following officers:

Chair:	Dr. Diane Duntley
Vice Chair:	Mr. Matt Wilson
Secretary:	Ms. Jean Blair
3. Two additional names were confirmed and returned to President Welty as nominees for Honorary Degrees for May 1987. The Academic Committee will continue to receive nominations for May 1987.

The Student Affairs Committee will hold its first meeting on September 25, at 5:30 p.m.

Course number changes which had been submitted by the Graduate Committee have been returned to the committee because of questions which arose concerning the numbering. The organizational meeting of the Graduate Committee will be on Tuesday, September 23 at 3:15 p.m. in Weyandt 309.

The first meeting of the University Wide Awards Committee will be on October 4 in 118A of Sprowls Hall.

On a motion by Senator Chamberlin, seconded by Senator Concannon, permission was granted for non-Senators Arlo Davis and Charles Cashdollar to talk on the floor of the Senate concerning the report of the General Education Task Force. This report was presented for review by Dr. Arlo Davis; it was emphasized that this was to be an informational session only. The Curriculum Committee and the Academic Affairs Committee will be discussing this report at their next meetings and Senators are encouraged to attend and present their views. The report will be brought back to the Senate in October and hopefully the final report will come to the Senate from President Welty in December. It was noted that there are three major reports which the Committee used in their report, along with a copy of a booklet from Ohio State University on their General Education package, which will be placed on reserve in the Library so that they are readily available for interested persons to review.

As the scheduled adjournment time of 5 p.m. was near, discussion on the General Education report was ended. Chairman Buterbaugh referred to Attachment C which lists items of New Business which had previously been sent to appropriate committees. He asked that if these committees have not acted on these items, that some disposition of them be made as soon as possible.

On a motion by Senator Tackett, seconded by Senator Chamberlin, the meeting was adjourned at 5:05 p.m.

Respectfully submitted,



Anthony J. Nastase
Secretary of the University Senate

President Welty's Report to the University Senate - September 16, 1986

1. Welcomed Senate members back to the campus for the 1986-87 academic year. Will not repeat the issues which he addressed at the Faculty Workshop or in his letter to the faculty and student leaders.
2. "Implementation Strategies for 1986-87", the recommendations of the Long-Range Planning Committee, has been distributed and we will begin to address those recommendations during the coming year.
3. The University's Computing Services Advisory Committee has developed draft working papers on computing equipment and facilities, and responses have been received from the University community. The Committee is now reviewing these responses and incorporating them into the working papers, which will then be used for the preparation of the initial draft of the computing plan document. The draft document will be disseminated widely and public forums will be held to provide the entire university community an opportunity to obtain clarifications, etc. The target date for completion on adoption of the final planning document is January 1987. A new position, Associate Vice President for Computing, has been created and a national search is being conducted to fill this position by the first of the year.
4. The Committee which was appointed last spring to address the issue of classroom utilization has been active. Shortly that report will be received and forwarded to the Senate for its review and comments.
5. Work is progressing on the preparation of a report on doctoral programs to the Middle States Association, which is due April 1, 1987. A final draft of the "Criteria for Teaching Graduate Courses" has been developed and final approval is pending. Other accomplishments include: (a) development of an outline for the final report; (b) development of a procedure for a 3-year library acquisitions plan for departments with doctoral programs; (c) initiation of an approach to collecting outcomes data; (d) continued computerization of the newly centralized Graduate School; (e) purchase of over \$50,000 of library holdings and new equipment; and (f) implementation of the new teaching associates program.
6. Work will begin soon on the parking lot near the Student Union. This project involves closing off Pratt Drive, the construction of a cul-de-sac from School Street in front of the Student Union, and the paving of the lot. The entire project should be completed by summer 1987.
7. Progress continues on the steam distribution line from Ackerman Hall to Weyandt Hall and areas from Johnson Hall to Weyandt Hall.
8. The University's Committee on Identity met earlier in September for the purpose of reviewing comments received in regard to the Agnew Moyer Smith, Inc. recommendation to change the University's athletic nickname. The decision has now been made to retain "Indians" as our nickname and symbols which reflect the rich tradition of the American Indians will be designed as part of the identity project and used appropriately.
9. Three new Signage Prototypes now appear on campus. Reactions to these should be directed to Vice President Receski.
10. The process of preparing budget requests for 1987-88 is being finalized and will be submitted to the Council of Trustees for action at their September 26, 1986 meeting.

May 1, 1986

Preliminary Report of the General Education Task Force

Arlo Davis, Chairperson
General Education Task Force



In November of 1985, the General Education Task Force submitted a tentative set of goals to the University community. We appreciated the responses we received and have now established a fairly comprehensive statement about the role that a general education package should play at IUP. The goal statements have been expanded to include specific objectives. The task force used these statements as the foundation for the proposal that follows. This report is purely a progress report. There are many questions left unanswered and the task force will reconvene in the fall and continue its deliberations.

We realize that the semester's end is a poor time for conducting discussions about such an important topic. Consequently, we ask that in early September you schedule a meeting to review the proposal, item by item. As much as possible, members of the task force will meet with individual departments to help explain the directions we have taken.

If the proposed changes are adopted, some of our existing courses will need to be restructured and new courses would be needed, especially in the electives and the synthesis part of the proposal. We do not anticipate much change in an individual department's involvement in general education, but we do see a change in the types of courses being offered in the general education package. To be successful, any new program must draw on the creativity of the faculty to make it work. We ask for your help.

AD/bs9

**PRELIMINARY
REPORT OF THE
GENERAL EDUCATION TASK FORCE**

May, 1986

GENERAL EDUCATION TASK FORCE

**Arlo Davis, Chairperson
Lorrie J. Bright
Ruth A. Browning
Tina Buterbaugh
Charles D. Cashdollar
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Stanford L. Tackett
Carol A. Teti
Dennis D. Tiger
Cyril J. Zenisek**

OUTLINE OF DOCUMENT

I. Introduction

II. Goals

III. Curriculum Outline

- A. Basic Skills - English Composition**
- B. Basic Skills - Mathematics**
- C. Knowledge and Skill Enhancement**

1. Core Courses in General Education

- . Humanities**
- . Fine Arts**
- . Natural Sciences**
- . Social Sciences**
- . Human Health and Wellness**

2. General Education Electives:

IV. Operational Structure for General Education

V. Summary

INTRODUCTION

During the fall semester of 1985 the General Education Task Force read and discussed three major reports that pointed out the need for a basic core of experiences in a college or university curriculum. They are:

1. To Reclaim a Legacy

A report on the Humanities in Higher Education, William J. Bennett. National Endowment for the Humanities, November 1984.

2. Integrity in the College Curriculum

A report to the Academic Community. Association of American Colleges, 1985.

3. Involvement in Learning

National Institute of Education, October 1984.

In addition, we have read a total of 30 other articles that discussed various aspects of a broad based program.

As a result of these discussions, the Committee established a set of goals that the general education program at IUP should attempt to achieve. These goals were presented to the University community for both individual and group reaction. We received responses from the Council of Deans, six departments, the Student Government Association and twenty-five individuals. The task force considered these responses when it re-examined the goals and made modifications. The revised goals are included in the report.

We examined the general education packages of twenty-three other colleges and universities. These schools were selected because of their similarity to IUP or because they had recently undertaken a review of their own programs.

What emerged from our deliberation was a concept that addressed three areas of general education: basic skills; knowledge and skill enhancement in the broad disciplinary areas with provision for appropriate electives, and; a culminating synthesis experience. Through the course of our discussions, we identified a number of considerations which we wanted to keep in mind as we developed our proposal.

. We wanted to develop a program that would encourage faculty interaction and planning across disciplinary lines, and that would encourage, not discourage, faculty creativity. We wanted to make a place for experimental and special thematic courses. We wanted, for instance, to be able to introduce

students to topics such as the impact of technology on society and to strategies for shaping or adapting to technological change.

. To correct what we saw to be a significant shortcoming in our current program, we wanted to provide some structured requirements and some experiences which all IUP students would share in common. At the same time we wanted to retain room for some student choices, recognizing that not all students are identical in needs or interests. We also wanted to extend the students' general education experiences throughout their four years. We wanted to be able to build on earlier skills, and we knew that certain types of learning take a maturity that beginning students do not have.

. We wanted to place an emphasis on the demonstration of basic skills -- reading, writing, speaking, mathematics. We wanted to be certain that responsibility for the creation and enhancement and testing of those skills was not limited to a single department; this was especially true of research and writing skills which we wanted to introduce throughout the general education program.

. We assumed that each student entering the general education program ought to have a minimum skill level. Where that level is not present, students should be enrolled in remedial courses which may carry credit but should not count toward general education or university degree requirements. These students should be identified early and their problems corrected before they are allowed to enter general education courses demanding the use of these skills.

. In building the program, we assumed the departments and colleges might add supplemental requirements beyond the university minimum, but that they could not require less than the established program nor act in any way which would violate its spirit.

. As our discussions progressed, we became aware of the importance of an appropriate administrative structure for the operation and maintenance of a sound general education program. At the simplest level, we wanted a program which allowed for ease of administration and verification of student compliance. We also thought that some person or group in the University needed to be responsible for testing at the entry and exit level to measure the effectiveness of the program. And, to the extent that we included student options, we knew that a strong advisory system was necessary so students might make informed choices. But our concern went beyond that. We also wanted to provide a way for the University to accommodate change. We wanted, for instance, to have a periodic review of courses to ensure that they were

still meeting the needs for which they were designed. We wanted to provide a mechanism or process which would allow necessary modifications in the general education requirements to be made without a major disruption.

. We also learned -- as would be expected -- that our desires were not always compatible with each other, and that sometimes we had to choose between several alternatives. Also, there are some of these objectives -- most noticeably the desire to incorporate writing throughout the general education program -- which we simply have not had time to deal with this year, and their absence in this preliminary report indicates no more than that; we intend to take up those issues when we reconvene in the fall.

GOALS -- GENERAL EDUCATION AT IUP

Presented below are the academic goals which we believe relevant to the general education portion of an undergraduate education. They are divided into three sections--the first suggesting a set of skills and modes of thinking; the second, a body of knowledge essential to an educated person; the third, the knowledge and skills needed to enjoy well-being. We recognize that these academic goals are intrinsically interrelated. The skills listed in Part I spill over into each other and the separations suggested by our enumeration, though convenient, are admittedly somewhat artificial. We expect that the parts--the skills and the body of knowledge--will be taught and achieved concurrently. Indeed, we understand the parts as enjoying a reciprocal relationship, each enhancing the others. For example, a familiarity with important reference points in our Western heritage provides the cultural context for literacy; at the same time, the skills in Part I are the indispensable means by which students master any knowledge about their culture.

We expect, too, that in the pursuit of these basic academic goals, students will achieve an appropriate level of proficiency in certain collateral skills, such as the use of the library and computing technology. We also anticipate that as a result of their academic work, students will achieve a deeper level of self-understanding and maturity, and that they will learn how to learn so that they can pursue knowledge throughout their lives and assist those who follow them in the same quest.

I. Students should acquire the following intellectual skills and modes of thinking:

- A. Inquiry, abstract logical thinking, critical analysis, decision making and other aspects of the rational process;
- B. Literacy--writing, reading, speaking, listening;
- C. Understanding numerical data;
- D. Historical consciousness;
- E. Scientific inquiry;
- F. Values (Ethical mode of thinking or the application of ethical perception);
- G. Aesthetic mode of thinking.

II. Students should acquire a body of knowledge or understanding essential to an educated person:

Because our society is primarily the product and we the inheritors of Western Civilization, students need an understanding of its origins and development, from its roots in antiquity to the present. This understanding should include a grasp of the major trends in society, religion, philosophy, the arts, literature, politics and law, economics, and science and technology, as well as a knowledge of basic chronology and geography.

Because our society is not exclusively a product of Western Civilization but has benefited and been shaped by its interaction with other cultures, because we live in a world where contact between cultures has been and is regular, because there are things even about our own culture which we learn best through the effort to understand another, and because our world is growing progressively smaller, we also believe that students should be familiar with at least one non-Western culture or civilization.

III. Students should acquire an understanding of the physical, as well as the intellectual, nature of human beings:

Because we need to be healthy to operate efficiently and because "wellness" demands an understanding of the methods by which it may be achieved, students should have not only a knowledge of these latter, but ought to demonstrate that they can practice them.

CURRICULUM OUTLINE

I.	Basic Skills	
	English composition.....	6 sh
	Mathematics.....	3 sh
II.	Knowledge and Skill Enhancement	
	A. Core courses in broad disciplinary areas	
	Humanities.....	9 sh
	Fine Arts.....	3 sh
	Natural Sciences.....	7-8 sh
	Social Sciences.....	9 sh
	Human Health and Wellness.....	3 sh
	B. Electives for exploration and study in depth.	9 sh
III.	Synthesis.....	3 sh
	TOTAL.....	52-53 sh

BASIC SKILLS -- ENGLISH COMPOSITION

I. English I - 3 sh

- A. Should be taken in the first semester of the freshman year.
- B. Should emphasize composition, as well as some emphasis on reading, listening, and speaking skills.
- C. Composition skills should reach beyond the paragraph to the larger unit in order to demonstrate coherence, unity, and other organizational skills. Students should be able to write to the standard of edited American English.
- D. Students should be able to demonstrate their ability to comprehend college-level or sophisticated prose, and to respond to it critically in writing and orally.
- E. The department should design and administer a common exit exam which will demonstrate that the individual student can display the skills for which the course has been designed to develop.

II. English II - 3 sh

- A. Should be taken no earlier than the 4th semester and no later than the 6th semester.
- B. Should, in a general sense, act as an extension of English I, except that both reading and composition ought to be designed to emphasize both critical thinking or analytical ability and synthetic operations at an upper-class level.
- C. The composition element of the course should include sufficient work in research in order to teach the student how to:
 - 1. develop and refine a topic
 - 2. locate and utilize primary and secondary sources and deal with them appropriately and accurately, and
 - 3. organize his/her information into a paper which utilizes one of the standard documentary forms.
- D. The work of the course should also familiarize the student with the resources of the library.

BASIC SKILLS -- MATHEMATICS (3 sh)

Students will complete a mathematics course appropriate to their level of preparation and their degree program. It is recommended that this occur in the freshman year.

All general education courses in mathematics should:

1. enable the student to use the language of mathematics,
2. introduce the student to logical, deductive reasoning,
3. enable the student to develop facility in the use of symbols and their manipulation,
4. introduce the student to the use of mathematical modeling to study and solve problems,
5. develop in the student problem-solving techniques appropriate to the course,
6. enable the student to understand the conceptual underpinnings of formulas rather than only memorize them to apply them technically or routinely,
7. enable the student to use and interpret numerical information.

HUMANITIES -- 9 sh

The Humanities Core consists of three required courses, one each in History, Philosophy and Literature.

Each of these courses should acquaint students with the common heritage of Western Civilization, and, where appropriate, with its relationship to non-western cultures.

There should be discussions among the three disciplines in order to coordinate efforts; since we cannot cover everything, we will likely gain by shared responsibilities--one group of faculty ought to be freer to deal less thoroughly or even to omit certain cultural dimensions or chronological periods with the assurance that they will be considered elsewhere.

These courses should interpret the work of these disciplines to educated non-professionals, rather than being the first step in a major.

HISTORY - 3 sh

--Should cover a significant chronological span--should start as early as possible while still allowing the course to (1) reach the present and (2) treat material with the subtlety and sophistication expected of a college course.

--Should develop in the students a historical consciousness; for instance, an understanding of change over time, of the interrelationship of various aspects of culture at a given time, etc.

--Should give the students a clear understanding of how things got to be the way they are, of the points of reference necessary to function in today's world.

PHILOSOPHY - 3 sh

-- Should introduce students to "great" thinkers of Western civilization, and to their writings.

--Should introduce students to the various forms of philosophical thinking such as ethics, epistemology, logic, etc.

LITERATURE - 3 sh

--Should cover a significant chronological span.

--Should treat each of the major genres of literature.

--Should emphasize major writers and enduring classics.

FINE ARTS -- 3 sh

1. Each student will be required to complete a one-hour course in each of the following areas: theater, art, music.
2. Each course will require students to attend theatrical productions, exhibits, performances, and other related and approved artistic events. These requirements will be distributed over a full semester to provide students with sufficient opportunity to schedule the events.
3. Students will be provided with an opportunity for artistic expression. This will occur through class experiences which may include such things as theatrical improvisations, choral singing, sketching and other forms of artistic expression suitable for students in an introductory course.
4. Each fine arts course will emphasize the aesthetic aspect of beauty--how beauty is expressed and its inherent value.
5. Upon completion of the fine arts courses, students will be able to make certain artistic judgments about the quality of particular art forms. The courses will enable students to discriminate among various art forms and to enjoy the choices of art that they make.

THE NATURAL SCIENCES -- 7-8 sh

Students will complete either Option I or Option II, depending upon the requirements of their degree program or their interest.

Option I - A two semester sequence in one science, with a laboratory course each semester (8sh)

Option II- A one-semester course with laboratory (4 sh) followed by a one-semester, non-laboratory course addressing great ideas and issues in science (3 sh)

The General Education program in the natural sciences should promote the following skills and understandings:

1. Examination of data-gathering techniques.
2. Development of skills in making accurate observations, in formulating concise descriptions of natural phenomena, and in producing meaningful systems of classification of natural objects.
3. Formulation and testing of hypotheses.
4. Development of theories and their modification.
5. Application of theories to practice in the working-world of science.
6. Development of an inquiring attitude that seeks evidence for proposed answers and common beliefs, and contributes to the elimination of fallacy.
7. Exposure to some of the "great moments" in the history of science and the individuals who were involved.
8. Acquisition of a body of knowledge of science that will contribute to an understanding of the natural world.
9. Appreciation for the complex interrelationship of science with the life of the individual.
10. Development of abilities necessary to enable the individual to cope with science in the modern world.

SOCIAL SCIENCES -- 9 sh

General education courses in the social sciences should introduce students to the major modes of understanding social institutions and processes. Since the social science disciplines each approach this task differently, no single course in the social sciences would be appropriate. Ideally, one would wish that all students might experience the variety of the social sciences by taking a course in each of the disciplines--anthropology, sociology, economics, political science, psychology, geography, and criminology. But choices must inevitably be made.

Courses developed by the social science departments for inclusion in the general education package should have the common intention of interpreting the work of that discipline to educated non-professionals, rather than being the initial course in a sequence for majors. Students should come to understand the major ideas and thoughts of the discipline, and they should be able to understand the methodologies of data collection and interpretation and the problems encountered in that process.

Students will complete in nine hours from a list of courses in the following social sciences, with no two courses chosen from the same discipline:

- Anthropology
- Criminology
- Economics
- Geography
- Political Science
- Psychology
- Sociology

HUMAN HEALTH AND WELLNESS -- 3 sh

Each student will be required to complete three credit hours in two content areas. Two credit hours will be in Personal Health and Wellness. One credit hour will be in Physical Education laboratory experience.

The Personal Health and Wellness course will emphasize the positive-preventative aspects of health, the benefits of healthful behavior, and the use of health resources. The focus will be on the components of a healthy lifestyle. Opportunities are provided for students to use behavioral modification in developing a health lifestyle.

The Physical Education laboratory experience will emphasize the immediate and future benefits received by the inclusion of physical activity in a personal lifestyle. The focus will be on the development of motor skills, techniques, game procedures, and strategies to insure successful student participation.

A positive correlation between the Physical Education and the Personal Health and Wellness courses will enhance the student's development of a desirable lifestyle that includes an understanding and concern for physical fitness and stress management.

GENERAL EDUCATION ELECTIVES -- 9 sh

Each department in the University may designate, with the approval of the General Education Committee, a number of courses, either newly created or currently offered, which will make up a pool of appropriate courses from which students may elect.

The purpose of this portion of the general education curriculum is to allow the students to explore and deepen their knowledge.

These courses should be consistent with the established goals of general education and not primarily intended for the professional training of majors.

Students must complete nine (9) credits of general education electives:

Students may not fulfill this requirement with any course which has the same course prefix as their major.

Three credits must be in a course devoted to the study of a non-Western culture or civilization, that is, a course which makes an effort to understand another culture on its own terms.

Students may not choose more than one course in any one department, except in the case of foreign language study where six credits may be chosen.

At least one of the courses meeting this requirement must be beyond the survey or introductory level (300 or 400 level).

SYNTHESIS COURSE - 3 sh

Courses approved for this area will reflect the following characteristics and requirements:

1. The course must be taken after the successful completion of 90 sh toward the degree for which the student is enrolled.
2. The course is a culminating course, not taught by a faculty member in the student's major field, in which enrollment is limited to 20 students, if possible.
3. The course will be based on the assumption of knowledge gained and skills acquired in the earlier general education requirements, assuming as well some specialized knowledge in a major field.
4. The section of the course will address a broad theme or question involving such topics as social and/or cultural values or issues, aesthetics, critical analysis of an artistic medium or works within an appropriate cultural/historical context, ethics, the development of science and/or technology (possibly including the history or philosophy of the same) or the interaction of humankind with the natural environment, etc. Obviously this list is intended to be suggestive rather than exclusive. The essential element is that the theme or question should be addressed from the perspective of more than one discipline.
5. This course will require a substantial (typed, double spaced, at least 20 pp. of text) researched paper or an essay that synthesizes one's research and thoughts about a broad interdisciplinary topic. The course will not be experimental in nature, but instead is an opportunity to bring to bear, by study, research, reading, discussion, and writing under the tutelage of a professor, a variety of perspectives on a topic of significance.
6. Course themes or topics shall be approved by a review committee whose purpose is to ensure that the course fulfills the criteria for this experience, with particular emphasis on the requirement to synthesize the knowledge and experience acquired during matriculation as an undergraduate.
7. Synthesis courses should be designated by a special prefix (UN 400, for example) that identifies their special character and does not reflect any departmental or disciplinary relationship.

OPERATIONAL STRUCTURE FOR GENERAL EDUCATION

The General Education Task Force recognizes that this proposal would soon be dated if a mechanism is not in place to facilitate orderly change. For this reason, the following operational structure is proposed.

- A. The administrator responsible for general education could be either an associate or assistant provost who will advocate general education to the university community. Suggested duties are listed below.
 - 1. Chair the General Education Committee.
 - 2. Review the general education course schedule to insure that students can progress in a timely manner.
 - 3. Develop a procedure for reviewing student placement and progress in general education.
 - 4. Be responsible for a testing program at the entry and exit levels. The purposes of these tests would be to check the effectiveness of the program.
 - 5. Develop support systems for the General Education Fellows.
 - 6. Recommend appropriate changes and/or development of general education at IUP.
 - 7. Coordinate all academic support programs with the general education program, as appropriate.
- B. General Education Committee:

The General Education Task Force recommends that three members from each of the undergraduate colleges should be chosen. The terms of office should be three years, renewable twice, and the appointments should be staggered. The General Education Advisory Committee will:

- 1. Review all courses that have been included in the program. It is suggested that each general category be reviewed every five years.
- 2. Evaluate and review course proposals for inclusion in the program.
- 3. Recommend, with the Office of Institutional Research, means to determine deficiencies in the offerings and a process to evaluate general studies courses.
- 4. Be the primary source for any proposed changes in requirements.
- 5. Approve inclusion of experimental courses.
- 6. Provide an annual report to the President, Vice President for Academic Affairs and Faculty Senate, including a list of all general education courses and

a summary of policy actions during the past year, i.e. courses to be added or deleted from the general education program.

C. General Education Associate:

A program of general studies provides for new course development and revised delivery. The creation of Faculty Associate could assist the program in two ways:

1. New course development - A faculty member could be designated a GE Associate and can be assigned to develop new courses.
2. Faculty Development - Certain skills can be developed in established courses by having a GE Associate work with the instructor. Areas identified as appropriate could include English (composition), Library Science (research), Computer Science (technology), etc.