

MINUTES OF THE UNIVERSITY SENATE

The February 7, 1989 meeting of the University Senate was called to order by Chairman Gary Buterbaugh at 3:25 p.m. in Pratt Auditorium.

The minutes of the December 1988 meeting were approved, as moved by Senator Reich and seconded by Senator Duntley, with one correction: Senator Cashdollar was present, not absent.

The following Senators were excused from the meeting: Angello, Blacksmith, Brown-McGowan, Choudhury, Cignetti, Johnston, Katz, Lipscomb, Mills, Norberg, Ojanlatva, Reigle, Shields, Syty, Venus, Wheeler and Woolcock. Also absent were Senators Abrams, Baldauf, Blair, Bright, Camp, Christensen, H. Cunningham, Dakak, Durbin, Grove, Halapin, Heyer, Hynson, Jackson, Kish, Kot, Krise, Krishnan, Kroah, LaRue, March, Miller, Modrak, Moderelli, Paskowski, Pavlosky, Pillion, Reznick, Russell, Schmitt, Simpson, Smits, Staszkiwicz, Storm, Vimalachan and Wonders.

President Welty's report to the Senate is shown as Attachment A.

Chairman Buterbaugh indicated that he was glad to be back and expressed his appreciation to all those, and especially the senate officers, who kept things in the Senate going while he was away in China during the first semester.

As moved by Senator Tackett, and seconded by Senator Barker, a "Resolution of Appreciation" was presented to Senator Marc Brown for his work in the Senate and especially during the first semester when he served as Acting Chairman.

Chairman Buterbaugh reported to the Senate on the following items:

1. The Proposal for a Culinary Arts Program has been referred to the Non-credit Instruction Committee for action and should be presented to the Senate at its March 1989 meeting.
2. The University-Community Council has been working on the development of an Action Plan for the improvement of campus environment for non-ethnic minorities. A copy of their January 1989 Progress Report is shown as Attachment B.
3. Introduced Randall Seiko and Jim Olson, new Chair and Vice-Chair of the Student Senate Association.
4. Anyone interested in serving as a liaison between the SGA and the SSA may contact Chairman Buterbaugh.

The Rules Committee listed the dates for the remainder of the Senate meetings for this semester: March 7, April 4 and May 2, 1989. All meetings will be held in Pratt Auditorium.

As moved by the Rules Committee, the Senate approved the elimination of Item 5, By-Laws, Section V.G., the Committee on Student Affairs, - Sub-committee on Club Sports and Intramurals.

The Research Committee, chaired by Senator Stacy, submitted the following informational items:

1. The Research Committee has completed its revision of the Senate Grants Program and will bring the new program to the March meeting. Proposed guidelines were attached to the February agenda. An open meeting was held on February 9, 1989.

Brief Overview of Revised Program:

In order to offer faculty a flexible grant program which will meet their needs throughout the year, the Senate Research Committee had divided the Senate grant program into two types of awards:

Senate Research Committee Awards: No more than \$45,000 will be earmarked for small grants in six different categories which faculty can apply for throughout the year. The Senate Research Committee will meet once each month to review proposals and make awards.

Senate Research Fellowship Awards: Approximately \$75,000 will go into the standard senate research grant which faculty apply for once each year. Changes in the program include: 1. a point system to help standardize college review; 2. a maximum award level of \$3,000 per investigator; 3. a shift of creative teaching grants to the Research Committee Award Program.

The Committee on University Development and Finance, chaired by Senator Richardson, submitted its Report on Parking, which was attached to the agenda.

The Awards Committee, chaired by Senator Jeff Miller, attached the Guidelines for University Commencement Awards, Nomination Form for University Awards, and Inventory of Supporting Material Form for the 1989 Awards activities to the agenda. Deadline for submission February 27, 1989.

The Curriculum Committee, co-chaired by Senators Richards and Juliette, listed the following for Senate information:

Provisional Approval (Liberal Studies): HI 195 - HISTORY: THE MODERN ERA
(Provisional Approval is extended to Liberal Studies courses that are in the developmental stage. Courses assigned this status may be offered through the Fall 1990 semester, after which they must be approved as permanent courses.)

As moved by the Curriculum Committee, the Senate approved the following adjustments to major programs:

COLLEGE OF EDUCATION:

Routine: B.S. in Ed Vocational-Technical Education

Slight Change: B.S. in Ed. Elementary Education

B.S. in Ed. Early Childhood Education

(Leave all Liberal Studies Electives unrestricted pending revision of major to include academic specialties)

B.S. in Ed. Education of Mentally and/or Physically Handicapped

B.S. in Ed. Speech Pathology and Audiology

B.S. in Ed. Education of Hearing Impaired

(Require Laboratory option in Natural Sciences for these majors)

B.S. in Ed. Rehabilitation

(Require Laboratory option in Natural Sciences; Move BI 150 from General Education to the Major and move PC 321 from major to Liberal Studies Elective; no change in credits.)

COLLEGE OF FINE ARTS:

Routine: B.A. General Fine Arts

B.A. Theater

B.F.A. Theater

COLLEGE OF HUMAN ECOLOGY AND HEALTH SCIENCES:

Routine: B.S. Respiratory Care

B.S. Medical Technology

Slight: B.S. Nursing (Move BI 151, which was previously listed as a LS Elective, to major and replace with PY 151/161.)

B.S. Consumer Affairs

B.S. Consumer Services/Community Service Track

B.S. Fashion Merchandising

B.S. Interior Design/Housing

(No changes in any credits, but some changes in prescriptions of specific courses: For three of the programs, remove BE 111 as the mathematics course and replace with "MA 101 or higher"; for two programs, specify EC 101 instead of EC 121 in Social Sciences; for one program, specify SO 151 as Social Science; for all four programs, specify either physics or chemistry as laboratory science.)

COLLEGE OF NATURAL SCIENCES AND MATHEMATICS:

Routine: B.A. Psychology
 B.A. Psychology (Applied)
 Slight: B.A. Physics
 B.S. Physics (List MA 124 as Liberal Studies Elective)

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES:

Routine: B.A. Criminology
 B.A. Criminology Pre-Law
 B.A. Economics
 B.A. Economics Pre-Law
 B.A. English
 B.A. English Pre-Law
 B.S. in Educ. English Educ.
 B.S. in Educ. Communications Educ.
 B.A. History
 B.A. History Pre-Law
 B.S. in Educ. Social Science/History
 B.S. in Educ. Social Science/Political Science
 B.A. Anthropology
 B.A. Sociology/General Sociology Track
 B.A. Sociology/Clinical Sociology
 B.A. Sociology/Social Research Track
 B.S. in Educ. Social Science/Sociology
 B.A. in Educ. Social Science/Anthropology
 Slight: B.A. Political Science
 B.A. International Studies
 B.A. Political Science Pre-Law (Show PS 101 and PS 111 among major requirements with notation that one may be used to meet Liberal Studies Social Science requirements.)
 B.A. Government and Public Service (Show PS 111 among major requirements with notation that it may be used to meet Liberal Studies Social Science requirements.)

SPECIAL PROGRAMS (TWO-YEAR PROGRAMS)

Routine: A.A. in Business
 Certificate in Vocational-Technical Education
 Certificate as Secondary School Cooperative Education Teacher
 A.A. in Criminology
 A.A. in General Studies

As moved by the Curriculum Committee, the Senate approved the following two new courses:

GS 123 Intensive Physical Geology Laboratory - 0c-3l-lsh

Prerequisite: Taken concurrently with GS 121

Selected problems in rock and mineral identification, topographic and geologic mapping techniques; and geomorphology. Designed to prepare students for upper level geology classes. Includes field trips.

GS 133 Intensive Historical Geology Laboratory - 0c-3l-lsh

Prerequisite: Taken concurrently with GS 131 by all geology/geoscience majors

Selected problems in stratigraphic analysis, paleontology, and structural geology, designed to prepare students for upper level geology classes. Includes field trips.

As moved by the Curriculum Committee, the following courses were approved as meeting Liberal Studies criteria:

PS 111 American Politics	Soc.Sci.
GS 101-104 Earth Science	Natl Sci Lab/Non-Lab
GS 121-133 Phys/Hl Geology	Natl Sci Lab/Non-Lab
GS 110 General Astronomy	Natl Sci Non-Lab, LS Elec
PC 101 General Psychology	Soc.Sci.

SO 151	Principles of Sociology	Soc.Sci.
AN 110	Introduction to Anthropology	Soc.Sci., Non-West
AN 213	World Archaeology	Soc.Sci.
GE 102	Geography of U.S. & Canada	Soc.Sci.
EC 101	Basic Economics	Soc.Sci.
EC 121	Principles of Economics I	Soc.Sci.
BE 111	Business Mathematics	Math
PH 101	General Logic	Hum: PH/RS
PH 120	Introduction to Philosophy	Hum: PH/RS
PH 221	Intro to Symbolic Logic	Hum: Ph/RS
PH 222	Ethics	Hum: PH/RS
PY 111/121-112/122	Physics	Natl Sci Lab/Non-Lab
PY 131/141-132/142	Physics	Natl Sci Lab/Non-Lab
PY 151/161	Medical Physics	Natl Sci Lab/Non-Lab/LS Elective
SC 105-106	Physical Science	Natl Sci Lab
CH 101-102	College Chemistry	Natl Sci Lab
CH 113-114	Concepts Chemistry	Natl Sci Lab

As moved by the Curriculum Committee, the Senate approved the B.S. in General Studies Program as shown in Attachment C. (Prior to approving this new program, the Senate, on a motion by Senator Tackett, seconded by Senator Ali, rescinded the previous action of the Senate on January 21, 1986).

As moved by the Curriculum Committee, the Senate approved the revision of ED 453 - Teaching of Foreign Language in the Elementary/Secondary Schools - 3c-01-3sh
Prerequisites: Successful completion of 351-352 and 321-322 in the student's major language; passage of a language proficiency examination and permission of the instructor. The student will study current theories of language acquisition and methods of language teaching for the elementary and secondary school. Through hands-on practice and peer teaching demonstrations, the student will develop techniques for teaching functional language, planning lessons, setting curricular objectives, testing language skills, and selecting/adapting materials for both elementary and secondary school classrooms. (Course taught fall semester only.)

The Senate also approved two revised programs, as follows:

Department of Consumer Services

The following adjustments in Consumer Affairs, Fashion Merchandising, and Interior Design/Housing reflect a deletion of courses that comprised the former College of Human Ecology requirements and a substitution of courses that better meet the objectives of each major. The number of semester hours required in each program will not change.

B.S. IN CONSUMER AFFAIRS

Delete

HE 218 Child Dev. or
HE 224 Mar. & Fam.Rel.

Shift to "Major Requirements"

CS 303 Visual Merchandising

FN 212 Nutrition or
FN 451 Man and Food

FN 212 Nutrition

B.S. IN FASHION MERCHANDISING

Delete

HE 218 Child Dev. or
HE 224 Mar. & Fam.Rel.

Shift to "Major Electives"

Add 6 sh to the Fashion Merchandising elective requirements to include
CS 465 - Interior Lighting

FN 212 Nutrition or
FN 451 Man and Food

Delete

HE 218 Child Dev. or
HE 224 Mar. & Fam.Rel.

Shift to "Major Requirements"

CS 357 Interior Design Studio
CS 465 Interior Lighting

FN 212 Nutrition or
FN 451 Man and Food

Professional Studies in Education: New Specialty within an Existing Program
Catalog Description: Foreign Languages and International Studies Program for
Elementary Teaching (FLISET)

Elementary Education majors may develop an academic specialty in Spanish and International Studies, which will prepare them to teach in elementary programs where content teaching in the foreign language is the objective. To complete this specialty area, students must: 1) attain a minimum level of Intermediate High speaking proficiency in the target language on the ACTFL/ETS scale; 2) successfully complete SP 290, Intensive Spanish for Elementary Teaching (5-week course taken the summer following sophomore year); and 3) successfully complete a summer study/internship abroad in Jalapa, Mexico (6-8 weeks during the summer following junior year). Students may complete their student teaching experience in a bilingual or multicultural elementary classroom. The minimum required credits are:

6	SP 251-252	Spanish III and IV
6	SP 290	Intensive Language for Elementary Teaching
4	SP 221-222	Conversation III/IV
2	SP 321-322	Adv. Conversation I/II
3	SP 390	Teaching of Elementary Content through the Spanish Language
3	One course from the following list of courses:	
	GE 252	Geography of Latin America
	PS 387	Latin American Political System
	SP 363	Development of Spanish/American Culture and Literature I
	SP 364	Development of Spanish/American Culture and Literature II

24 sh plus summer #2 abroad (summer following junior year; 6-8 weeks)

Note: While the total number of credits required in the foreign language in order to attain the desired proficiency level will vary from student to student depending on the entry level of proficiency, most students can expect to complete between 16 and 25 credits.

(A motion by Senator Cunningham, seconded by Senator Brode, to return the revised program in Professional Studies in Education to the committee was defeated.)

Senator Duntley moved that the Senate adopt the Spring Hill Commission Standards Report and further endorse the Spring Hill Commission standards as ultimately desirable goals. However, the Senate recognized that the standards can be implemented only with additional resources and revised curriculum requirements. Approval of the standards does not imply approval of plans to implement the standards. No such implementation plan should be approved without carefully considering its cost and its impact on other goals of the University.

As moved by the Academic Committee, the Senate approved the awarding of emeritus status to the following individuals effective on Commencement Day, May 20, 1989, or the effective date of the individual's retirement if still in service on May 20, 1989:

Retirement Date	Name	Department	Years Service
May 22, 1987	Robert M. Hermann	Phil. & Relig. Stud.	28
May 20, 1988	Helen B. Hovis	Home Ec. Educ.	27
December 30, 1988	Betty Lanham	Sociology/Anthro.	18.5
June 19, 1987	Francis W. Liegey	Biology	25
December 30, 1988	Margaret L. Minnick	Food & Nutrition	12.5
June 19, 1987	J. Robert Murray	Commun. Media	28.5
June 19, 1987	Everett J. Pesci	Counselor Educ.	19
May 14, 1987	Paul R. Wunz	Chemistry	22
July 27, 1989	David L. Young	Commun. Media	21

The Graduate Committee informed the Senate that the Master of Arts degree in Counselor Education, formerly Student Personnel Services, has changed its name to Student Affairs in Higher Education.

As moved by the Graduate Committee, the Senate approved EP 777 as a new course:
Seminar in Family School Relations - 3 s.h.:

This course will focus on selected aspects of a wide range of issues related to the contemporary American family as they affect the behavior of children and their functioning within the public schools. Parent consultation and training strategies will be emphasized.

As moved by the Graduate Committee, the Senate approved the following Final Examination Policy:

If a graduate course is structured such that it has a final exam or other terminating activity, that activity shall be held during the final exam week of the academic calendar. For graduate courses in which such activity would be inappropriate (an example might be a seminar course), activity during the final exam week is not required.

As all business had been conducted, the meeting was adjourned at 5:08 p.m., as moved by Senator Broad and seconded by Senator Hernandez.

Respectfully submitted,

Robert Sechrist
Secretary of the University Senate

REPORT TO THE UNIVERSITY SENATE
FEBRUARY 9, 1989

There are several items that I wish to report to you today. They include the following:

1. The Long Range Planning study groups for enrollment projections and areas of emphasis have submitted their reports to the Long-Range Planning Committee. I have transmitted those reports to your chair and you may also find a copy of the reports in the University Library.
2. I have received the report from the IUP Spring Hill Commission on the Education of Teachers. That report, as you know, has also been transmitted to the University Senate. I would like to commend the Commission on its outstanding work. I believe they have done a very thorough job and have developed proposals which will guide us in the preparation of teachers for the future.
3. The University Committee on Athletic Policy has reviewed the University's ability and resources to support an intercollegiate wrestling program. This review was called for when action was taken to suspend this intercollegiate sport less than three years ago. The committee has examined the financial commitment required for a coaching staff, student scholarships, and an operating budget; the difficulties in scheduling and competing within the present conference, and finally the availability of space to carry out this sport. The committee believes that we cannot provide student athletes a quality experience in intercollegiate wrestling until we are able to provide dedicated space for the program. They have unanimously recommended that the sport not be reinstated at this time. I have concurred with that recommendation.
4. During the 1986-87 year the Task Force on the Assignment of Classroom Space recommended a series of steps be taken to improve the allocation and utilization of classrooms. The University Senate approved the task force recommendations on March 10, 1987. I wish to report to you on the steps that have been taken to implement those guidelines:
 - a. Based upon data available for the fall, 1988 semester 60.9 percent of our classes were offered on a Monday-Wednesday-Friday sequence and 30.1 percent were offered on a Tuesday-Thursday sequence. It appears that in almost all cases, departments are cooperating with the guidelines which stated that no more than sixty percent of our courses should be offered on Monday-Wednesday-Friday or Tuesday-Thursday.
 - b. The classroom space committee has established a minimum number of starting times for classes which have been incorporated into the call for schedules. These starting times were used initially with the spring, 1989 schedule and are in place for the coming fall. We will review the impact of these times on the enrollment patterns once data for the spring semester are available.
 - c. Discussion has occurred with regard to the formula which was developed for the allocation of classrooms to individual departments. You will recall that the formula called for the total number of hours per week of regularly scheduled instruction to be computed for each of the last

two fall semesters. The total classroom hours calculated was then to be used to determine the number of classrooms each department should be allocated. The total classroom hours divided by three multiplied by sixty percent multiplied by seventeen percent was to equal the captured classroom entitlement for each department. Upon application of this guideline, it was determined that the formula did not create a pool of classrooms for general use and reallocation. Meetings were held with the deans to review areas of critical needs. The deans felt they could make reasonable adjustments during the schedule development process in an attempt to accommodate departmental needs. It is anticipated that this guideline will be followed on an informal basis to achieve the intent of the guideline.

- d. All unallocated classrooms have reverted to a pool which are utilized by the scheduling center.
 - e. The classroom scheduling committee has met and carried out the charge that has been provided to it. They have examined and discussed exceptions to the guidelines and reviewed a number of departmental concerns.
 - f. The acquisition of an automated room inventory has been put on hold until the DEC equipment is in place and we have had an opportunity to review software packages that are available for the machine. We have completed a manual room inventory and data which was obtained through this inventory are being used to carry out the scheduling process.
5. I have received a recommendation from the University Committee on AIDS submitted through the Vice President for Student Affairs. The recommendation is that the University adopt the AIDS guidelines prepared by the American College Health Association. I have approved the adoption of those guidelines and complete copies are available at the University Health Center and in the library.
6. I have received the final report from the Task Force on Outcomes Assessment. I have sent this report to your chair for review and comment.
7. Governor Casey released his budget message today and it contains very good news for Higher Education. Specifically, the Governor has requested a seven percent increase in the educational and general appropriation for the State System of Higher Education. In addition, he proposes a tuition challenge program, in which the State-owned and State-related Universities would receive one hundred dollars per FTE, provided that Universities not increase tuition by more than one-hundred dollars for the 1989-90 academic year. The effect of this action would be to increase the allocation to approximately nine percent. In addition, he proposes funding the following line items: Affirmative Action- \$550,000 (increase of \$350,000); Deferred Maintenance - \$3.952 million (an increase of four percent); full funding of \$935,000 for Chaney Enhancement; \$500,000 for the Academy for the Profession of Teaching (present allocation the same); Library Enhancement \$750,000 (a decrease of \$750,000 from last year).

This budget proposal does reflect a commitment by the Governor to increase support for Higher Education. It should be pointed out that the State System requested 13.4 percent for educational and general appropriations. Assuming a

one-hundred dollar tuition increase and full funding of the Governor's request for the educational and general amount, approximately twelve percent would be received. The budget request is very encouraging news for the initial beginning of the budget cycle.

It is a pleasure to welcome everyone back for the semester and I wish you the best during the spring semester.

JDW6/maa
2/9/89

IMPROVEMENT OF CAMPUS ENVIRONMENT FOR ETHNIC MINORITIES

ACTION PLAN

ATTACHMENT B

1988-89

<u>Proposed Action</u>	<u>Person(s) Responsible</u>	<u>Completion Date</u>	<u>Comments</u>
<u>POLICY DEVELOPMENT</u>			
1. Establish University Affirmative Action Plan for 1988-93 which addresses student, faculty, staff recruitment goals and steps to be taken to improve University environment for ethnic minorities and other equity groups.	Dr. John Welty/ Ms. Karen Deichert	September 28, 1988 (For 1988-89 Plan) January 1, 1989 (For 1989-93 Plan)	Representatives of entire University community to be involved in process. Plan submitted for 1988-89; planning group formed for 1989-93.
2. Develop a racial discrimination policy to parallel the sexual harassment policy. Include sanctions for violations. Develop a clear, effective, and efficient system to investigate incidences of racial discrimination against students, staff, faculty, and administrators.	Dr. John Welty	May 1, 1989	University-wide committee has been appointed to develop proposal to be forwarded through University Senate for action after discussion by bargaining units.
3. Develop an institutional statement about racism to be included in all University documents, including admissions applications and related literature. Endorsement of this statement to be sought from bargaining units.	Dr. John Welty	December 1, 1988	University-wide committee will develop.
4. The President, Provost, Vice Presidents, Deans, and Department Chairpersons will communicate the value and importance of racial and cultural diversity and encourage all community members to participate in experiences and engage in dialogues which increases understanding among blacks and whites. Of equal importance, they will forthrightly communicate the unacceptability of racism and racial intolerance.	Dr. John Welty	October 1, 1988	Done
5. Develop appropriate criteria for the admissions of students.	Dr. John Welty Dr. Hilda Richards Dr. David DeCoster Director, Minority Affairs	October 1, 1988	Criteria to be included as part of total affirmative action plan. Criteria has been reviewed and strengthened based on experience with previous students.

<u>Proposed Action</u>	<u>Person(s) Responsible</u>	<u>Completion Date</u>	<u>Comments</u>
6. Increase black faculty and staff and review hiring practices.	Dr. Hilda Richards Dr. David DeCoster Ms. Karen Deichert	On-going	
<u>CURRICULUM</u>			
1. Immediate implementation of new criteria within the liberal studies program to incorporate scholarship by and about ethnic minorities.	Dr. Charles Cashdollar/Liberal Studies Committee	July 1, 1989	Dr. Cashdollar presently working with departments.
2. Provide external and internal consultants to work with departments to identify resources appropriate for the inclusion of the above in liberal studies courses.	Dr. Charles Cashdollar	May 1, 1989	Consultants have been identified. Provost's Symposium to be held in the spring.
3. Increase support for specialized courses focusing on ethnic minority issues.	Dr. Hilda Richards	May 1, 1989	Issue needs to be reviewed with deans and curriculum committee.
4. Provide training for faculty regarding the different learning styles of college students.	Dr. Hilda Richards/ Faculty Professional Development Committee	May 1, 1989	Workshop to be held in spring, 1989.
<u>TRAINING</u>			
1. Provide on-campus consultants to serve as trainers in race relations for all University professionals (administrators, faculty, all staff, including Campus Police). Such efforts may be effectively coordinated through the various professional development committees.	Dr. Hilda Richards Dr. David DeCoster Ms. Karen Deichert Director, Minority Affairs	May 1, 1989	Team of campus professionals to be identified in January, 1989. Outside trainer(s) will work with campus professionals.
2. Provide race relations training for all IUP professional and student media personnel (The PENN, campus radio and TV, Media Relations staffs).	Dr. David DeCoster	December 15, 1988	Student Affairs team will complete in spring, 1989.
3. Begin efforts toward racial relations training for faculty through incorporating the videotape "Minorities	Dr. Hilda Richards/ Faculty Professional Development Committee	May 1, 1989	Training sessions have begun and will continue.

<u>Proposed Action</u>	<u>Person(s) Responsible</u>	<u>Completion Date</u>	<u>Comments</u>
in the Classroom." Follow-up discussion to be planned by Dr. Richards and Faculty Professional Development Committee.			
4. Initiate race relations workshops for students through orientation programs, programs in the residence halls, and programs to recognized student organizations.	Dr. David DeCoster and student affairs staff	May 1, 1989	Workshops are occurring using "Racism 101" film.
5. Provide race relations training for members of President's Student Cabinet.	Dr. David DeCoster	November 1, 1988	Completed 11/88.
6. Mays Academy conference "The Vision of a New Society: The Quest of Dr. Benjamin E. Mays" action.	Dr. James Anderson	October 14-15, 1988	Completed 11/88.
7. Provost Mini-Symposium titled, "Perspectives on our National Experience: Race, Class and Gender."	Dr. Hilda Richards	April 19, 1989	
<u>PROGRAMS AND SERVICES</u>			
1. Establish a Minority Affairs office to coordinate activities and to provide general direction and support. Provide sufficient financial and human resources to this office.	Dr. John Welty	September 1, 1988	National search to be initiated in 1988-89 to fill permanent position. Positions will be reallocated within the University. Interim Director appointed in 9/88.
2. Appoint a Minority Affairs Council to include administrators, faculty, student affairs professionals, and other staff. This council will be chaired by the Director, Minority Affairs.	Director, Minority Affairs	October 1, 1988	Completed. Council is meeting.
<u>INFORMATION DISSEMINATION</u>			
1. Insure that appropriate and timely marketing is provided to the campus and local communities for social/cultural programming. This should include articles that provide background for the events and follow-up articles.	Director, Black Cultural Center and Ms. Connie Howard	October 1, 1988	Marketing has occurred. Black History Month will be featured in February.

<u>Proposed Action</u>	<u>Person(s) Responsible</u>	<u>Completion Date</u>	<u>Comments</u>
2. Insure that all faculty, staff, and administrators are given accurate information regarding the diversity of black students.	Dr. Peter Smits Ms. Connie Howard	November 1, 1988	
3. Insure that all faculty, staff, and administrators are given accurate information regarding the retention rates of black students.	Dr. Peter Smits Ms. Connie Howard	November 1, 1988	
<u>COMMUNITY RELATIONS</u>			
1. Establish a campus-community commission to provide race relations programs for the local business and residential communities, to identify and take steps to rectify practices of all types, to explore the development of appropriate support structures for ethnic minorities affiliated with IUP (faculty and staff), and to insure the accessibility of appropriate community services for ethnic minority students.	Dr. John Welty Dr. Peter Smits	June 1, 1989	A liaison committee has been formed with downtown Indiana organizations. Director for Minority Affairs serves on the group.
<u>MINORITY STUDENT REPRESENTATION</u>			
1. Insure greater representation of black students in student organizations.	Dr. David DeCoster and leaders of student organizations	October 15, 1988	Letter from President to major student organizations has already been sent. Organizations are carrying out affirmative action efforts.
2. Insure that ethnic minorities are well represented in positions responsible for student support services (hall counselors, peer advisors, peer tutors, campus guides, etc.)	Dr. David DeCoster	On-going	
3. Distribute press releases on a regular basis featuring the accomplishments of individual black students and black student groups.	Dr. Peter Smits Ms. Connie Howard	May 1, 1989	Is occurring on an on-going basis.
4. Involve black upperclassmen in the orientation process of incoming black freshmen and transfer students.	Dr. David DeCoster	December 1, 1988	Plan in progress to accomplish this objective.

<u>Proposed Action</u>	<u>Person(s) Responsible</u>	<u>Completion Date</u>	<u>Comments</u>
<u>FACULTY DEVELOPMENT</u>			
1. Develop a system of recognition for faculty and others for their involvement in the out-of-class activities which assist students and serve to enhance race and ethnic relations. Significant contribution, including providing leadership, advising, or mentoring, should be afforded due recognition in the faculty evaluation, tenure, and promotion processes and evaluation processes for other staff and administrators.	Dr. Hilda Richards/ Dr. David DeCoster	May 1, 1989	Proposal to be studied.

NOTE: Other specific plans will be included in the 1988-89 affirmative action plan which will be implemented during this current year.

JDW11/jab
1/26/89

PROGRAM PROPOSAL
IUP SCHOOL OF CONTINUING EDUCATION
BACHELOR OF SCIENCE IN GENERAL STUDIES

Indiana University of Pennsylvania proposes to establish a Bachelor of Science in General Studies degree which will appeal to students who wish to pursue a degree that has a broad liberal studies orientation rather than one with a discipline-specific focus.

The proposed program provides the student with an opportunity to develop, with the assistance of a faculty advisor, a course of study to meet particular educational and career goals. In addition to fulfilling the Liberal Studies and General Area of Study requirements, the student will select a theme or statement of academic interest, then propose a course of study of interrelated academic work that supports his or her specific educational objectives but does not duplicate majors offered through established academic departments. Students will draw upon courses offered by various departments in order to develop such interdisciplinary themes as American Studies, Environmental Issues, and Women's Studies. This Special Interest Area will consist of 21 semester hours, of which 12 must be 300-level or above. Recognizing that an important goal of this program will be to promote the development of research and writing skills, a discipline-oriented research course will be required.

The primary goal of the degree program is to broaden the student's opportunities for learning and permit the fulfillment of his/her unique intellectual interests. Students who complete this program will have developed the capacity to analyze and creatively respond to contemporary social and cultural problems and issues. They will have acquired a broad knowledge and understanding of how developments in various segments of society come together to change the character of our existence and affect the future. Consequently, students will be better prepared to effectively participate in the life of the community and to meet the changing demands of society.

This program is intended primarily for adults, many of whom have been out of school for some years and are seeking change and growth in their lives. Although they may not feel the need to earn a degree in a specialized field, they may wish to acquire a broad education so that they may advance in their current professions, enter second careers, or become more knowledgeable in an increasingly complex world. The availability of the B.S. in General Studies with an interdisciplinary perspective would enable IUP to provide for the liberal education of adults in the community. This program, therefore, will not be available to full-time traditional students unless they have completed 45 semester hours of college courses. The purpose of this restriction is to ensure

that the full-time student has gained sufficient academic experience and maturity to make the decision to follow the general studies degree rather than a more traditional degree program within a specialized field.

Appropriateness to Mission

The proposed Bachelor of General Studies complies with the mission and strategic direction statements of the State System of Higher Education. Two major components of the SSHE System statement are:

1. To strengthen the Commonwealth through its ongoing commitment to excellence in education at the lowest possible cost to students in a broad range of baccalaureate and selected graduate programs consistent with student aspirations and regional, state, national, and international needs.
5. To provide continuing education and community and public services in accord with the needs and aspirations of citizens and the social, cultural, economic, and technical needs of the Commonwealth.

The broad applicability of the proposed program to many areas helps to promote accessibility for those whose interests differ from those who follow the courses of study normally provided by academic departments. Therefore, the program would support the following strategic direction statement:

4. Accessibility - openness, convenience, and availability of a range of programs - - to all able Pennsylvanians desirous of studying college-level subjects, shall be a hallmark of these state-owned universities. Therefore, internal efficiency must combine with strong state and other available support to assure high quality education at the lowest possible cost to students. Each shall offer programs accessible to working people, and foster admissions and support services which reduce the disadvantages emanating from inadequate preparation, handicaps, economic or social deprivations.

The proposed B.S. in General Studies degree program is in keeping with the mission of IUP in that it would provide an opportunity for students to develop a broad liberal education and to develop one specific area of interest. The Liberal Studies Requirements for the proposed degree are the same as those of other degree programs at IUP. Moreover, students would select courses from several academic areas that would relate to a theme.

The students who enroll in the B.S. in General Studies degree program will have an opportunity to develop a strong liberal arts background that is in keeping with the mission of the State System of Higher Education.

Programs similar to the Bachelor of Science in General Studies are available to students on numerous campuses. Such programs exist at the University of Nebraska, Harvard University, Johns Hopkins University, Bloomsburg University of Pennsylvania, and Indiana University, to name a few. These programs were all reviewed in the development of the IUP program.

Need

The National Center for Education Statistics reports that more than five million adults currently are enrolled in degree programs. By 1992, one-third of the nation's population will be in the 25 to 45 age group, which represents the primary adult learning years. It is expected that the proportion of college students over the age of 25 will increase to 50 percent nationwide as will the percentage of part-time college students.

This program would fill a need for adults in the community to round out their educational experience. Many adults have attended college previously and have reached a state in their lives where they wish to take care of the unfinished business of completing a degree. A general studies program would enable them to effectively use previous college credits while they choose courses that are most appropriate to their particular interests.

Degree Requirements

This program will provide an opportunity for students to develop a broad background in a general area as well as an opportunity to focus study in a specific area of interest. The standard Liberal Studies Requirements for other IUP degree programs would apply to the B.S. in General Studies as well.

For the General Area of Study, each student would be required to select, in cooperation with his or her advisor, 24 sh of courses and would include at least six sh from each of three of the content areas listed. The student may choose from departments listed under a) Human Behavior and Development Area, b) Social and Political Systems Area, c) Arts, Letters and Culture Area, and d) Science, Mathematics and Technology Area. The courses should relate in some way to the theme developed for the Special Interest Area, and at least 12 sh must be 300-level or above. In order to facilitate the advising process, the theme must be developed in cooperation with the faculty advisor prior to the completion of 30 sh in the program.

The Special Interest Area will be fulfilled by completing 21 sh of courses which focus on a particular theme of academic interest. At least 12 sh of the courses must be 300-level or above and must include an upper-level research course or an independent study project which provides opportunities for extensive writing. The courses may be selected from any academic department available to non-majors, provided that prerequisites and any other requirements have been met. Please see pages 6 & 7 for curriculum.

Academic Integrity

Academic integrity would be assured for the B.S. in General Studies through the processes and policies that pertain to other IUP degree programs. The standard policies governing transfer credit, academic standing, graduation requirements, etc. would also apply to the B.S. in General Studies. The regular open admissions policy for part-time students would be followed for the proposed program. Accordingly, students would be accepted for enrollment in courses, but could not declare degree candidacy until 15 credits of C or above had been completed with a minimum overall 2.0 cumulative average.

At the time of application for degree candidacy, the student would submit a plan of study, which contains the proposed theme, rationale, and courses needed to satisfy the Special Interest Area (21 semester hours). Upon receipt of the plan of study, the School of Continuing Education will contact the appropriate department and ask that a faculty member be assigned as an advisor. Once the plan of work is accepted by the faculty member, it will be submitted to the dean of the School of Continuing Education for final approval.

Student progress would be monitored each semester to assure compliance with academic standards. Those who are not able to meet the standards will be dismissed from IUP. The Director of Credit Programs for the School of Continuing Education will assume responsibility for the coordination of admissions, registration and transfer credit matters through the appropriate offices at IUP.

Academic integrity is also related to the faculty involved in the program as well as the level of courses required. To this end, all courses will be taught on-load by regular IUP faculty, and at least 30 semester hours of upper-level courses must be included in the program. At least four of these upper-level courses must fulfill the Special Area of Interest category.

Coordination with Other Programs

A committee of five faculty members representing the Colleges of Education, Fine Arts, Humanities and Social Sciences, Human Ecology and Health Sciences, and Natural Sciences and Mathematics will be formed to meet bi-monthly and advise the dean of the School of Continuing Education on policy matters. The committee will review the types of themes that have been approved, the types of courses available, and other aspects that relate to the quality and purpose of the program. In addition to providing an important linkage with their respective colleges it is anticipated that several committee members will also serve as advisors to students in the program.

Periodic Assessment

Each program at IUP is evaluated by a faculty committee every five years. This program will be included in the evaluation cycle. Given the fact that all courses are taught on-load by full-time faculty, the quality of instruction is evaluated regularly.

Resources Sufficiency

The degree program is designed around courses that currently exist at IUP. Therefore, there is no need to develop new courses, hire new faculty members, or purchase additional materials for the library in support of the B.S. in General Studies. There are no special purchases of learning resources or instructional equipment required.

Impact on Educational Opportunity

The Bachelor of Science in General Studies is offered throughout the United States by many fine colleges and universities. It appeals to adults who wish to return to campus to seek learning that will enhance their careers, gain a better understanding of the world in which they live, or simply enjoy the personal satisfaction of earning a degree. It is anticipated that sufficient courses will be available during evening hours so that adults who are employed full-time will be able to develop coherent themes which will enable them to complete the requirements of the program. IUP should provide this opportunity for the adults in the community.

Approved by Council of Deans

February 16, 1988

Approved by the University Senate

February 7, 1989

Attachment A

B. S. in General Studies

<u>Liberal Studies Requirements</u>	54 sh
as defined for all bachelor's degree programs at IUP	
<u>General Area of Study</u>	24 sh
Choose at least 6 sh from each of three areas.	
At least 12 sh must be 300-level or above.	
Courses should relate to theme developed in Special Interest Area	
Human Behavior and Development Area	
Anthropology Psychology	
Health Sociology	
Home Economics	
Social and Political Systems Area	
Economics Industrial and Labor Relations	
Geography and Political Science	
Regional Planning Social Sciences	
History	
Arts, Letters and Culture Area	
Art Music	
Communications Media Philosophy	
English Religious Studies	
French Spanish	
German Theatre	
Journalism	
Science, Mathematics and Technology Area	
Biology Geoscience	
Chemistry Mathematics	
Computer Science Physics	
<u>Special Interest Area</u>	21 sh
With approval of advisor, student may select from any department, courses which focus on a particular need or interest. At least 12 sh must be 300-level or above. Some courses will not be available to General Studies majors. One research course or independent study project must be included.	
<u>Electives</u>	25 sh
At least 6 sh must be 300-level or above	
Total	124 sh

February 16, 1988

Operational Guidelines

1. The General Area of Study consists of a total of 24 semester hours, with courses selected from at least three areas. A minimum of 12 semester hours in the General Area of Study must be 300-level or above.
2. The Special Interest Area consists of a total of 21 semester hours of an individually planned program which relate to a theme or objective. A minimum of 12 semester hours in the Special Interest Area must be 300-level or above. One independent study project or upper-level research course, which provides opportunities for extensive writing, must be included.
3. At the time of application for degree candidacy (minimum of 15 sh completed at IUP - maximum of 30 sh), students must submit a plan of study, which contains the proposed theme, rationale, and courses needed to satisfy the Special Interest Area.
4. An individually planned theme must be developed with assistance from the faculty advisor prior to the completion of 30 sh at IUP.
5. The program designed to fulfill the Special Interest Area must be approved by the student's advisor and the Dean of the School of Continuing Education. Subsequent changes require both signatures as well.
6. Individually planned themes may not duplicate any existing degree programs which are otherwise available at IUP, nor may they be used to circumvent specific requirements within an existing major.
7. No more than 30 semester hours taken in any one department will count toward graduation.
8. In order to graduate, students must attain a 2.00 grade point average in the Special Interest Area as well as a 2.00 cumulative average.