

Univ Senate  
general  
K.100-10

MINUTES OF THE UNIVERSITY SENATE

The April 4, 1989 meeting of the University Senate was called to order by Chairman Gary Buterbaugh at 3:30 p.m. in Pratt Auditorium.

The following corrections were made to the minutes of the March 21 meeting:

1. Senator Brode was present; not absent.
  2. On page 1, under Course Title and Number Changes, third one down should read:  
EN 102 English II TO EN 202 Research Writing
  3. Several editorial changes were made to Attachment A (Revised Senate Grant Programs) by Senator Goodrich (these have been forwarded to Senator Stacy)
  4. On page 5 of Attachment B, under "D", it should read: January 1990 40 students
- The minutes were then APPROVED as corrected, as moved by Senator Connelly and seconded by Senator Tackett.

The following Senators were excused from the meeting: Angello, Bright, Brown-McGowan, Cignetti, Costa, Curey, Decoster, Elliot, Ender, Hernandez, Lipsky, Lynn, McCauley, Mitchell, Neal, Nee, Ojanlatva, Reich, Richardson, Saxton, Siko, Smits and Welty.

In addition, the following Senators were absent from the meeting: Abrams, Ali, Bahn, Baldauf, Bamberg, Barker, Begg, Bianco, Brode, Caldwell, Camp, Choudhury, Christensen, Coppaway, Coughlin, Craig, Cunningham, Dakak, Freeman, Gates, Geibel, Green, Halapin, Heyer, Johnston, Kirkpatrick, Kish, Krise, Krishnan, Kroah, LaRue, Lauer, LeBlanc, Lipscomb, Mak, March, Miller, Mitchell, Moderelli, Modrak, Neal, Nise, Olson, Pavlosky, Richards, Russell, Schmitt, Shields, Storm, Syty, Venus, Vamalachan, Walker, Walz, Wheeler, Wonders, Woolcock and Zorich.

The Rules Committee listed the following for Senate information:

1. The last scheduled meeting of the University Senate is May 2, 1989 and will be held in Pratt Auditorium.
2. Please reserve May 9, 1989 for a special University Senate meeting in the event that one is necessary.
3. The Rules Committee is pleased to report the results of the March 22, 1989 election (See Attachment A).

As moved by the Rules Committee, the University Senate PASSED the following By-law change: "Change the appointed members for the Committee on University Development to the Vice President for Finance and Director of Campus Planning instead of the present Vice President for Administration and the Dean of Admissions."

The Curriculum Committee, co-chaired by Senators Richards and Juliette, listed the following course name and number changes for information:

AN 222	Physical Anthropology	TO	AN 222	Biological Anthropology
AN 233	Cultural Symbolism	TO	AN 233	Language and Culture
AN 314	Ethnology of North American Indians	TO	AN 314	Native Americans
AN 317	Quantitative and Instrumental Archaeology	TO	AN 317	Archaeology
				Research Design and Analysis
AN/SO 371	Cultural Area Studies: China	TO	AN/SO 272	Cultural Area
				Studies: China
				(prerequisite removed)

The following revised courses in the Sociology/Anthropology Department were APPROVED by the Senate, to be effective SUMMER I, 1990:

- AN 110 Contemporary Anthropology - 3c-01-3sh (previously listed as Introduction to Anthropology) - An introduction to the nature of anthropological inquiry. By using the anthropological perspective current relevant topics will be discussed. Topics could include but are not limited to changing myths and rituals, legal anthropology, cross-cultural aspects of aging, gender roles, evolutionism and creationism, cultural extinction and world hunger.

AN 213 World Archaeology - 3c-01-3sh Survey of the prehistory of western and non-western cultures with emphasis on the development of technology and on the evolution of adaptive strategies with particular attention to the origins of agriculture. This course exposes the students to the diversity of past cultural systems and to the methodological and theoretical questions of concern to archaeologists.

AN 480 Anthropology Seminar - var 1-3 sh. Prerequisite: 9 sh in Anthropology or permission. A seminar approach to the integration of the fields of anthropology. Designed to assist the advanced student in understanding the nature of anthropology, the major theoretical issues, and the history of intellectual development.

The following six new Sociology-Anthropology courses were APPROVED by the Senate:

AN 271/SO 271 - Cultural Area Studies: Africa 3c-01-3 sh. This course will explore the cultural diversity of the continent of Africa. The first unit will examine the historical processes which shape modern society, including the formation of indigenous African empires, the evidence for trade routes, slave trading, and colonialism. The second unit will examine the nature of African traditional societies, including analyses of forager and agricultural groups. The last unit will cover issues of contemporary development in Africa such as famine and agricultural policy, the status of women in economic development, and apartheid. Reading will include ethnographic and historical accounts of African society as well as selections by African writers on the issues of contemporary society.

AN 350 - Anthropology of Women 3c-01-3 sh. This course is designed for any student with an interest in the lives of women around the world, regardless of whether they have a strong background in anthropology. The course will examine the social roles, rights, and responsibilities of women cross-culturally, viewing both women's productive (economic) functions as well as reproductive functions. Reading will expose you to the position of women in technologically simple societies as well as address the comparative position of women in the industrialized socialist and capitalist countries. The central theme of the course will be an examination of how the position of women has changed in the 20th century.

AN 360 - Applied Anthropology 3c-01-3sh. Applied anthropology focuses on the anthropologist as an agent of social change, and bridges the gap between theories of cultural behavior and the policies which affect contemporary cultures. The course first examines the historical role of anthropologists in early public administration, and then examines at length the work of contemporary applied anthropologists in programs of international economic development (health, agriculture, and education), in domestic human service planning and delivery in cultural resource preservation, and their role as advocates for unempowered minorities.

AN 415 - Cultural Resource Management 3c-01-3sh. Prerequisites: AN 244 or permission. Provides an understanding of how cultural resources are being preserved and managed under American laws and regulations with particular emphasis on historic properties, such as historic buildings and archaeological sites. Case studies and field trips are incorporated so that students gain a thorough understanding of key problems and issues in historic preservation and cultural resource management.

AN 420 - Cultural Ecology 3c-01-3 sh. Prerequisites: AN 110 or AN 211. Introduces the student to the field of ecological anthropology by exploring the concept of the ecosystem in relationship to varying human adaptive strategies. Illustrates the importance of understanding human-environment interactions both in studying the developing world and in investigating the past.

AN 340 - Anthropology of Aging 3c-01-3sh. Introduces the student to various experiences faced by elderly people in numerous world's societies. Explores the impact of such factors as ethnicity, nationality, race, and class and the processes of cultural change on the lives of people growing older. Comparative, cross-cultural perspectives will be stressed. (Part of IUP's interdisciplinary gerontology program).

The following two new courses in Food and Nutrition were APPROVED by the Senate:

FN 110 - Introduction to Nutrition and Dietetics - 1c-01-1sh. Career possibilities for nutrition majors are explored. Students will be guided in clarifying their professional goals. They will become acquainted with the educational and experiential requirements necessary to obtain these goals.

FN 145 - Introduction to Nutrition - 3c-01-3 sh. Provides students with an understanding of essential nutrients and their roles in the body, as well as the changing nutritional needs of an individual throughout the lifespan. Includes the impact of exercise and food choices on metabolism, body composition, and weight control; nutrition misinformation; consumer issues; commercially prepared foods; and major diseases that are affected by eating behaviors.

The following new course in the Finance/MIS Department was APPROVED by the Senate:

QB 401 - Forecasting Methods for Business - 3c-01-3sh. Prerequisite: QB 215. This course is designed to train the students to understand the nature of forecasting problems and the techniques of forecasting methods and their business applications. Computer statistical packages are incorporated into the course so that forecasting methods and models can be applied to real world problems, and the relationships that exist between variables can be examined.

(A motion by Senator Cunningham, seconded by Senator Connelly, to return this course to the Committee because of a concern with getting write-off approvals from the Mathematics and Computer Science Departments was DEFEATED)

<sup>Economics</sup>  
The following new course in the French/Spanish Departments was APPROVED by the Senate, with the notation that the course number will have to be changed due to conflict:

FR/SP 121 - Introduction to Literature - 3c-01-3sh. ~~Introduces the student to works,~~ authors, and genres of general literary significance in the Western tradition. Not historically organized but trains the student in the critical reading and appreciation of literature from the present and other historical periods. Authors, works, and themes are studied with respect to cultural context, esthetic form, and thematic significance. (Liberal Studies Knowledge area).

The Proposed Revised B.S. in Education in Marketing/Distributive Education was returned to the Committee, as moved by Senators Connelly/Cunningham.

The motion to add FN 110, Introduction to Nutrition and Dietetics, 1 sh, to the list of required courses for the B.S. in Dietetics was APPROVED.

The Senate APPROVED the Revised B. S. in Anthropology (See Attachment B.) <sup>(u.s. Exhibit)</sup>

The Senate APPROVED the following Liberal Studies Adjustments to Requirements in Majors, as moved by the Curriculum Committee:

1. College of Business:

Slight Change: BS Accounting  
BS Office Administration  
BS Management  
BS Human Resource Management  
BS Marketing  
BS Finance  
BS Management Information Systems  
BS Business/Pre-Law

Move EC 122, Principles of Economics, from the Business Core to Liberal Studies Electives and increase free electives by 3 sh.

2. College of Education:

Routine: BS Communications Media

3. College of Humanities:

Routine:

- ✓ BA German
- ✓ BA German for International Trade
- ✓ BS in Ed Secondary German Education
- ✓ BA Geography
- ✓ BS Regional Planning
- ✓ BS in Ed Social Science/Geography concentration

4. College of Human Ecology and Health Sciences:

Slight:

- ✓ BS Physical Education and Sport
- ✓ BS in Ed. in Health and Physical Education

The following course revisions to meet Liberal Studies Criteria were APPROVED by the Senate:

FR 251/252	French III-IV	Elective
SP 251/252	Spanish III-IV	Elective
GM 251/252	German III-IV	Elective
FN 145	Introduction to Nutrition	Elective

The Academic Committee, chaired by Senator Duntley, listed the following for information:

1. The Committee revised the Final Report (Jan. 25, 1989) of the Student Outcomes Assessment Task Force on behalf of the Senate and submitted its response in an attachment to the Agenda (C).
2. The Committee has conducted discussion on the concerns related to developing a consensus for a standards-type document concerning course syllabi. The material presented in Attachment D of the agenda was offered for discussion in other constituencies. Comments, questions, or suggestions on it may be forwarded to members of the Academic Committee.

As moved by the Graduate Committee, chaired by Senator Nastase, the Senate APPROVED the following:

1. New Course: EP 770 - Vocational Assessment; Applications in Education Psychology 3 s.h. Provides an intensive and systematic study of vocational assessment strategies which can be utilized with various populations in a variety of educational settings. Course will provide students with the skills necessary to plan and implement vocational assessments, and to interpret and utilize assessment results in educational and vocational programming.
2. Revision of M.A. Degree in English (as shown in Attachment C of these minutes.
3. Revision of D.Ed. Degree in Elementary Education (Professional Studies in Education Department), as shown as Attachment D of these minutes.

As all business had been conducted, the meeting was adjourned at 4:50 p.m., as moved by Senators Butzow and Connolly.

Respectfully submitted,

Robert Sechrist  
Secretary, University Senate



RESULTS OF THE IUP SENATE ELECTION  
March 22, 1989

FACULTY AT LARGE:Elected (2-Year Term)

<u>Name</u>	<u>Votes</u>	<u>Name</u>	<u>Votes</u>
Stan Tackett	110	Richard Lamberski	49
Ron Juliette	88	Terry Ray	49
Bob Curey	82	Mary Micco	49
Carolyn Wilkie	78	Frances Stineman	46
Kay Stratton	69	George Mitchell	45
Foster Jones	63	Sally Lipsky	44
Mia Moore-Armitage	56	Jodell Kuzneski	44
Sandra Newell	55	Elizabeth Overton-	
Maureen McHugh	53	Parker	37
Robert Sechrist	50	Mario Sussman	36
Herlinda Hernandez	50	Russell Peterson	34
		Harold Grau	29

Alternates

David Foltz	24	Ataollah Nahourai	15
Jay Start	21	Ken Victor	13

(Candidates Tom Cunningham, Kurt Duddt, and Diane Duntley were removed from the ballot since they each have one more year left on their current Senate term.)

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IUP FOUNDATION:

Elected( 6-Year Term): Connie Sutton, 32 votes

## Other Candidates:

Allan Andrew	28	Paul Kornfeld	9
Herlinda Hernandez	17	John Matolyak	8
Dominic Intili	14	Sherwood Zimmerman	1
Harry Holt	14		

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IMPRINT SERIES:

Elected (3-Year Term): Peter Broad, 37 votes

## Other Candidates:

George Radakovic	30	Patrick Murphy	29
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**DEPARTMENT OF SOCIOLOGY-ANTHROPOLOGY**

**UNDERGRADUATE ANTHROPOLOGY**  
**CURRICULUM REVISION**

**PROPOSAL**

**PREPARED BY**  
**ANTHROPOLOGY UNDERGRADUATE**  
**CURRICULUM SUB-COMMITTEE**

**Dr. Miriam Chaiken**  
**Dr. Laurence Kruckman**  
**Dr. Betty Lanham**  
**Dr. Sarah Neusius**  
**Dr. Anja Olin-Fahle**

**Contact Person**  
**Dr. Sarah Neusius**  
**357-2733/2730**

**January 1989**

## Part I. Introduction

The proposed anthropology curriculum revision is modest. We are suggesting the addition of six new courses and the modification of several course titles, numbers and catalog descriptions.

The key to our revision is the construction of three concentrations or "tracks:" general anthropology, archaeology, and applied anthropology. Only one option currently exists for students. In the proposed plan students are able to select one "track" and thereby focus their field of study. This plan will provide additional options and flexibility for students concerning their potential career goals. Also, the plan will better utilize the resources of a small faculty (five individuals) in a major where the number of students is increasing.

A quick examination of the new "tracks" in the following proposal (see Part IV for explicit details) might imply that an applied focus is strongly emphasized. However, we feel that the recommended program retains the essence of traditional anthropology. This is reflected by our efforts to require students in all three "tracks" to enroll in four "core" courses covering the traditional subfields in the disciplines; cultural anthropology, language and culture, archaeology, and biological anthropology. The General Track is similar to the current program, but has been revised for those students who aspire to graduate training and have post-secondary teaching as a career goal.

The proposed revisions have evolved over time after lengthy internal discussion, an appraisal of national trends and patterns within the SSHE system, and recommendations by external evaluators. We also believe that the following proposed changes parallel recent revisions in the I.U.P. Liberal Studies Program and President Welty's Long Range Plans.

**NEW COURSES:** AN 271 Cultural Area Studies: Africa; AN 350 Anthropology of Women; AN 360 Applied Anthropology; AN 415 Cultural Resource Management; AN 420 Cultural Ecology; AN 425 Anthropology of Aging.

**CATALOG DESCRIPTION CHANGES:** AN 110 Contemporary Anthropology; AN 213 World Archaeology; AN 480 Anthropology Seminar.

**COURSE TITLE CHANGES:** AN 222 Physical Anthropology to Biological Anthropology; AN 233 Cultural Symbolism to Language and Culture; AN 314 Ethnology of N. American Indians to Native Americans; AN 317 Quantitative and Instrumental Archaeology to Archeological Research Design and Analysis

**COURSE NUMBER CHANGES:** All AN 371 Cultural Area Studies courses changed to 200 level, each with its own number, e.g. Africa AN 271, Japan AN 272.

## GENERAL ANTHROPOLOGY

### BACHELOR OF ARTS IN ANTHROPOLOGY (B.A.)

124 sh

This program in General Anthropology provides the student with a broad background in the four traditional fields of anthropology, coupled with opportunity for specialization, dependent upon individual student interest. The program has been designed for students who intend to seek graduate studies or desire more control over their own curriculum.

As a way of introduction, anthropologists (and this "track") are committed to achieving an in-depth and holistic understanding of human activities, behaviors, and values. To accomplish this they seek training in both socio-cultural theory and observational research methods. Because of their focus on social and cultural theory they have often excelled as critics of grand theories and explanations of the human condition which discount both the diversity and depth of our being and the concept of holism which is central to anthropological understanding.

Anthropologists also believe that human events must be viewed in the larger contexts in which they naturally occur, and that much of meaning which people attribute to their lives is specific to their cultural surroundings. Consequently, they consider themselves comparativists, having a long standing interest in the diversity of human culture, ritual, custom, and form.

This "track" promotes the above goals by offering the student core courses in cultural anthropology, language and culture, biological anthropology, and, archaeology. Further, the "track" requires a strong background in field methods and theory. In addition, a foreign language is required and computer science skills are highly recommended. This "track" offers more flexibility than the others in the program in order to accommodate particular student needs. It is assumed that most students who select this track will seek graduate training.

#### A. LIBERAL STUDIES:

53 - 54 sh

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

Foreign Language III and IV required;  
Math 217 (Probability and Statistics),  
Computer Science 200(Intro to Computers) and  
Sociology 151 (Principles of Sociology) strongly  
recommended



## B. FREE ELECTIVES

37 - 38 sh

## C. MAJOR IN ANTHROPOLOGY:

## CORE COURSES:

Cultural Anthropology	AN 211	3 sh
Biological Anthropology	AN 222	3 sh
Language and Culture	AN 233	3 sh
Basic Archaeology	AN 244	<u>3 sh</u>
		12 sh

## ADDITIONAL REQUIREMENTS IN ANTHROPOLOGY MAJOR:

I. One methods course relevant to student's interest

Methods of Cross-cultural analysis AN 321

or

Field Research Methods AN 456 3 shII. One theory course:

Anthropology Seminar AN 480

or

Modern Sociological Theory SO 447 3 sh  
(with permission of advisor)III. Three topical area ethnography course:

AN 271, 272, Culture Area Study

and

AN 314 Native Americans 9 shIV. Two additional courses in anthropology, numbered  
300 or above, reflecting the student's interest6 sh

MAJOR TOTAL

33 sh

## ARCHAEOLOGY TRACK

### BACHELOR OF ARTS IN ANTHROPOLOGY (B.A.)

124 sh

Archaeology, the study of culture through material remains, provides an excellent avenue for the student to pursue an interest in anthropology. Archaeological investigations, because they are not dependent on written records, may focus on any portion of the millions of years humans and related hominids have inhabited the earth, including historic and modern times. This fact gives archaeologists an important perspective on cultural diversity and change.

In addition, archaeologists have an important role to play in the preservation of cultural heritage. This is particularly true for those archaeologists working in the United States because of the federal and state mandate for preservation obtained over the last few decades.

A wide range of career paths may be chosen by anthropological archaeologists, in traditional academic spheres, in museums, in federal and state agencies, in private businesses, or in a combination of these areas. Currently there are some job opportunities available to individuals with B.A. degrees particularly in government and in the private sector. The archaeology track is intended to provide specific preparation for students wishing to pursue state, federal, or private opportunities in archaeology and/or cultural resource management. However, an effort is made to provide sufficient breadth within the discipline to prepare students for the graduate programs in archaeology in which they may wish to enroll either immediately upon graduation or eventually.

#### A. LIBERAL STUDIES

53 - 54 sh

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

Foreign Language III and IV and  
 Math 217 (Probability and Statistics) required;  
 Geoscience 121/122 and 131/132 (General Geology I + Lab,  
 II + Lab),  
 Sociology 151 (Principles of Sociology) and  
 Computer Science 200 (Intro to Computers) -  
 strongly recommended

## B. FREE ELECTIVES

34-35 sh

## C. MAJOR IN ANTHROPOLOGY

## CORE COURSES:

Cultural Anthropology	AN 211	3 sh
Biological Anthropology	AN 222	3 sh
Language and Culture	AN 233	3 sh
Basic Archaeology	AN 244	<u>3 sh</u>
		12 sh

## ADDITIONAL REQUIREMENTS IN ANTHROPOLOGY MAJOR:

## I. Three methods courses:

Archaeological Research Design and Analysis	AN 317	3 sh
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Archaeological Field School (or equivalent field school at another University with lab component. THIS MUST BE APPROVED BY THE STUDENT'S ADVISOR)	AN 320	6 sh
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Cultural Resource Management	AN 415	3 sh
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## II. One theory course

Anthropology Seminar	AN 480	
or		3 sh
Modern Social Theory	SO 447	

## III. Two area courses

North American Archaeology	AN 315	
or		3 sh
World Archaeology	AN 213	

Native Americans	AN 314	
or		3 sh
Culture Area Study	e.g. AN 271, 272	

## IV. One topical course

Sociocultural Change	AN 401	
or		3 sh
Cultural Ecology	-AN 420	

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 MAJOR TOTAL 36 sh

#### **D. OTHER RECOMMENDATIONS**

**A minor in Geoscience, Geography, History, or other approved field is recommended.**

**An internship (AN 493) also is recommended. Your advisor should be consulted concerning internship possibilities.**

## APPLIED ANTHROPOLOGY TRACK

### BACHELOR OF ARTS IN ANTHROPOLOGY (B.A.)

124 sh

The proposed program in Applied Anthropology is a practically oriented track leading to a B.A. Degree. This track combines the quantitative methodological strengths of Sociology with the qualitative methodological strengths of Cultural Anthropology. The objective is to provide students with a background in anthropological method and theory, a cross-cultural perspective, and an avenue to translate this knowledge into action through internships and research. By gaining this unique combination of skills they can pursue employment outside of academic institutions, but possess the knowledge necessary to pursue an academic career.

Examples of career options for applied anthropologists include program design, implementation and evaluation, policy analysis, administrative and managerial development, assessment of current and future human needs and creation strategies for social intervention and advocacy. In consultation with their advisor, each student will develop his/her own curriculum in applied anthropology in order to build expertise in a specific topical area. Such individualized programs can be designed to emphasize topics such as gerontology, medical anthropology, natural resource management, environmental and social impact assessment, economic development, or program evaluation and monitoring.

#### A. LIBERAL STUDIES

53 - 54 sh

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

Foreign Languages III and IV,  
Math 217 (Probability and Statistics) and  
Computer Science 200 (Intro to Computers)  
required;  
Sociology 151 (Principles of Sociology) strongly  
recommended.

#### B. FREE ELECTIVES

34 - 35 sh

English 322 (Technical Writing)  
Sociology 231 (Contemporary Social Problems) and  
Sociology 457 (Computer Use in Sociology) are strongly  
recommended.



## C. MAJOR IN ANTHROPOLOGY

## CORE COURSES:

Cultural Anthropology	AN 211	3 sh
Biological Anthropology	AN 222	3 sh
Language and Culture	AN 233	3 sh
Basic Archaeology	AN 244	<u>3 sh</u>
		12 sh

## ADDITIONAL REQUIRED COURSES:

12 sh

## I. Two Methods Courses:

Applied Anthropology	AN 360	3 sh
and		
Field Research Methods	AN 456	3 sh

## II. One Theory Course

3 sh

Anthropology Seminar

AN 480

or

Modern Social Theory  
(with permission of advisor)

SO 447

## III. One Area Course:

3 sh

Culture Area Study

AN 271,272

or

Native Americans

AN 314

IV. Six Additional Semester Hours Selected from  
Anthropology courses numbered 300 or above

6 sh

V. Internship in Anthropology

6 sh

(highly recommend but may be replaced by 6 sh. of pragmatic  
skill courses upon approval of advisor)MAJOR TOTAL 36 shAPPROVED BY THE UNIVERSITY SENATE  
4/4/89

## REVISIONS TO THE MASTER OF ARTS DEGREE IN ENGLISH

The proposed revision to the Master of Arts Degree in English separates the degree into four distinct tracks: Literature (LIT), Generalist (GEN), Teaching English to Speakers of Other Languages (TESOL), and Teaching English (TE). Each of these tracks is designed to serve the needs of four different populations of students currently enrolling in the degree program. The four tracks are described below.

## 1) Literature (LIT)

The Master of Arts/Literature (M.A./LIT) consists of two main groups: active professionals who wish to further their expertise in literature, and students who wish to prepare for work on a Ph.D. in British and American literature and criticism. This track, M.A./LIT, is an academic reading degree that addresses these needs by offering students the opportunity to gain historical breadth through intense study of traditional works, authors, periods, and genres.

## 2) Generalist (GEN)

The Master of Arts/Generalist (M.A./GEN) track is designed to suit the needs of students who wish to experience course work in several areas of English, attaining a balanced background in the discipline. This track provides preparation either for more advanced doctoral work, for teaching at the community-college level, or for careers in professional fields such as publishing or translation. The proposed track incorporates tighter course requirements than most generalist M.A. degrees in English, in order to ensure that students are able to build upon a carefully balanced core of the most appropriate courses.

## 3) Teaching English to Speakers of Other Languages (TESOL)

The Master of Arts/Teaching English to Speakers of Other Languages (M.A./TESOL) is a response to the recent proliferation of English as an international language. The proliferation of programs of study in English for native speakers of other languages in academic, business, and government settings in America and abroad has created a burgeoning demand for teachers trained according to the standards established in the Statement of Core Standards for Languages and Professional Preparation Programs, Guidelines for the Certification of Teachers of English to Speakers of Other Languages in the United States developed by TESOL, the international professional organization for teachers of English to speakers of other languages. The proposed MA/TESOL track is designed to prepare students within these guidelines for employment in a variety of settings both within and outside of the United States.

#### 4) Teaching English (TE)

The Master of Arts/Teaching English (M.A./TE) responds directly to the charges of recent national studies of teacher training (Carnegie Forum, 1986; Holmes Group, 1985; Spring Hill, 1987). The Carnegie Forum concluded that many secondary English teachers do not have sufficient preparation for teaching the subjects in which they have majored and, therefore, calls for graduate programs that prepare teachers to take maximum advantage of the research on teaching. The proposed M.A./TE track involves the study of the research on teaching literature, composition, and language, through both academic course work and supervised internship experiences. This track in the M.A. in English is for in-service secondary English teachers who wish advanced in-depth study in the teaching and learning of English and for students with the equivalent of the bachelor's degree in English who wish to pursue initial certification.

#### Requirements

In addition to fulfilling all Graduate School requirements for admission to and continuance in the program, students in each track must complete a minimum of 36 hours of course work beyond the bachelor's degree. This represents an increase of six hours beyond the 30 hours required in the current Master of Arts degree in English.

The course requirements for each track follow.

M.A./Literature

## A. CORE COURSES 6 S.H.

EN 674 Bibliographic Methods  
 EN 676 Critical Approaches to Literature

## B. PERIOD COURSES 12 S.H.

EN 761 Topics in American Literature Before 1870  
 EN 762 Topics in American Literature Since 1870  
 EN 763 Topics in British Literature Before 1660  
 EN 764 Topics in British Literature Since 1660

## C. COURSES IN APPROACHES TO THE LITERARY CANON 3 S.H.

(One course in approaches to literary canon,  
 chosen from among the following offerings):

EN 766 Topics in Comparative Literature  
 EN 771 Topics in Postmodern Literature  
 EN 772 Topics in Women's Literature  
 EN 773 Topics in American or British Minority  
 Literatures

## D. LITERATURE ELECTIVES 9 S.H.

Nine semester hours of literature electives chosen from among the following offerings. International students are required to take EN 675 as one of these unless exempted by the Director of Graduate Studies in Literature.

EN 675 Literature and the International Student  
 EN 761 Topics in American Literature Before 1870  
 EN 762 Topics in American Literature Since 1870  
 EN 763 Topics in British Literature Before 1660  
 EN 764 Topics in British Literature Since 1660  
 EN 765 Topics in Literature as Genre  
 EN 766 Topics in Comparative Literature  
 EN 771 Topics in Postmodern Literature  
 EN 772 Topics in Women's Literature  
 EN 773 Topics in American or British  
 Minority Literature

## E. OPEN ELECTIVES 6 S.H.

Six semester hours approved by the Director of Graduate Studies in Literature.

TOTAL CREDIT HOURS 36 S.H.

M.A./Generalist**A. CORE COURSES****15 S.H.**

- EN 674 Bibliographic Methods
- EN 676 Critical Approaches to Literature
- EN 630 Research in Teaching Literacy and Literature
- EN 692 American English Grammar
- or
- EN 529 History of English Language
- EN 740 TESL/TEFL Methodology

**B. LITERATURE/LINGUISTICS ELECTIVES****12 S.H.**

Twelve additional semester hours, selected from the following list and approved by the Director of Graduate Studies in Rhetoric and Linguistics and the Director of Graduate Studies in Literature:

- EN 675 Literature and the International Student
- EN 720 Linguistics and the English Teacher
- EN 721 Psycholinguistics (Prerequisite: EN 720)
- EN 722 Sociolinguistics (Prerequisite: EN 720)
- EN 761 Topics in American Literature Before 1870
- EN 762 Topics in American Literature After 1870
- EN 763 Topics in British Literature Before 1660
- EN 764 Topics in British Literature After 1660
- EN 765 Topics in Literature as Genre
- EN 766 Topics in Comparative Literature
- EN 771 Topics in Postmodern Literature
- EN 772 Topics in Women's Literature
- EN 773 Topics in American or British Minority Literature

International students are required to take EN 675 as part of the twelve semester hours unless it is waived by the Director of Graduate Studies in Literature and the Director of Graduate Studies in Rhetoric and Linguistics.

**C. OPEN ELECTIVES****9 S.H.**

Nine additional semester hours of electives approved by the Director of Graduate Studies in Rhetoric and the Director of Graduate Studies in Literature. Up to six of these semester hours may be taken outside of the English Department.

**TOTAL CREDIT HOURS****36 S.H.**



M.A./Teaching English to Speakers of Other Languages (TESOL)

## A. CORE COURSES 15 S.H.

EN 641 Topics in ESL Pedagogy  
 EN 692 American English Grammar  
 EN 694 Observation of English Teaching  
 EN 740 TESL/TEFL Methodology  
 EN 742 Cross-Cultural Communication

## B. INTERNSHIP 3 S.H.

EN 696 Internship in ESL/EFL

## C. PROGRAM ELECTIVES 9 S.H.

Nine semester hours approved by the Director of Graduate Studies in Rhetoric and Linguistics from the following list:

EN 720 Linguistics and the English Teacher  
 EN 721 Psycholinguistics  
 EN 722 Sociolinguistics  
 EN 730 Teaching Basic Writing  
 EN 736 Reading Theory and the College English Teacher  
 EN 741 ESL Materials and Media  
 EN 743 Second Language Acquisition

## D. OPEN ELECTIVES 9 S.H.

Nine additional semester hours of electives approved by the Director of Graduate Studies in Rhetoric and Linguistics. Six of these semester hours may be taken outside of the English Department.

TOTAL CREDIT HOURS 36 S.H.

M.A./Teaching English**A. CORE COURSES 18 S.H.**

- EN 693 Seminar in Teaching English in the Secondary School
- EN 730 Teaching Basic Writing
- EN 692 American English Grammar
- EN 630 Research on the Teaching of Literacy and Literature
- EN 676 Critical Approaches to Literature

One additional course from the following, approved by the Director of Graduate Studies in Rhetoric and Linguistics:

- EN 762 Topics in American Literature Since 1870
- EN 763 Topics in British Literature Before 1660
- EN 772 Topics in Women's Literature
- EN 773 Topics in American or British Minority Literature

**B. ELECTIVES IN TEACHING, LEARNING AND SCHOOLS 6 S.H.**

- EL 644 Recent Trends in Language Arts
- EP 604 Advanced Educational Psychology
- EP 618 Interpretation of Educational and Psychological Tests
- EX 631 Psychology of Exceptional Children and Youth
- EX 524 Language Disabilities and Language Processes
- FE 611 Historical Foundations of Education
- FE 612 Philosophical Foundations of Education
- FE 613 Sociological Foundations of Education

**C. PROFESSIONAL ELECTIVES 6 S.H.**

Six semester hours to be chosen from graduate courses in the English Department or the College of Education approved by the Director of Graduate Studies in Rhetoric and Linguistics after discussion with advisor.

**D. PROFESSIONAL PRACTICE 6 S.H.**

- EN 694 Observation of English Teaching
- EN 697 Internship in ESL/EFL

**TOTAL CREDIT HOURS 36 S.H.**

## Summary of Revisions in Master of Arts Degree in English

A. Separation of degree into four tracks.

Literature (LIT)

Generalist (GEN)

Teaching English to Speakers of Other Languages (TESOL)

Teaching English (TE)

B. Addition of four newly proposed courses.

C. Increase in number of semester hours required from 30 to 36 for each of the four tracks in the M.A. degree.

### New Course Descriptions

EN 630 Research on the Teaching of Literacy and Literature 3 s.h.

Examines theory and research in literacy, reading and responding to literature and other forms of writing, and the teaching of young adult and other relevant works of literature. Includes application of theory and research to classroom practices.

EN 641 Topics in English as a Second Language Pedagogy 3 s.h.

Explores a single topic in depth. Topics, announced in advance, include such areas as ESL Testing, Teaching Listening Comprehension for ESL Students, Teaching English for Specific Purposes, and Teaching Writing for ESL Students.

EN 676 Critical Approaches to Literature 3 s.h.

Focuses on theoretical and applied approaches to literary criticism. Introduces such approaches as they have been historically developed and are currently practiced and considers how familiarity with a variety of critical methods enhances the appreciation and teaching of literature.

EN 694 Observation of English Teaching 3 s.h.

Surveys instruments to observe English classroom teaching behavior and provides practice in the use of English classroom observation instruments. Surveys research on classroom teaching and design. Emphasizes awareness of teaching behaviors and their consequences in English classrooms for native and non-native speakers of English.

APPROVED BY THE UNIVERSITY SENATE

4/4/89

PROPOSED PROGRAM REVISION  
DOCTOR OF EDUCATION DEGREE IN ELEMENTARY EDUCATION

The proposed revisions reflect changes in the discipline of Elementary Education that have occurred over the past twenty years that the doctoral program has been in existence.

The Doctor of Education degree in Elementary Education is a professional degree conferred on individuals who have demonstrated distinguished achievement in an area of elementary education, who have demonstrated ability in independent research, and who have made a significant contribution to knowledge or practice in the field of elementary education as evidenced by a dissertation. The program prepares educators for professional roles in elementary education.

ACADEMIC ASPECTS OF THE DEGREE PROGRAM

Type of Doctoral Degree - Doctor of Education (Ed.D.) in Elementary Education.

Credit Requirements - The program is defined as a minimum of sixty-two semester-hour credits beyond the Master's Degree.

Admission - All applicants to the doctoral program in Elementary Education must meet the requirements and adhere to the policies established by the Graduate School, and which are published in The Graduate School Catalog. In addition to the Graduate School Requirements, applicants to the doctoral program in Elementary Education must also meet the following requirements.

1. Applicants must have a Master's degree from a college or university accredited by the Middle States Association of Colleges and Secondary Schools or an equivalent regional accrediting agency.
2. The applicant's graduate transcript (or transcripts collectively) will normally show a minimum cumulative quality-point average of 3.5 on a 4.0 maximum scale.
3. The applicant must successfully complete the Initial Screening process, which consists of the "writing screening" and the "initial screening interview."

Residency Requirement - The residency requirement remains unchanged and continues to be consistent with Graduate School policy.

Degree Candidacy - After completing no less than nine semester hours and no more than fifteen semester hours of course work in the doctoral program, a student's progress is reviewed for degree candidacy. The student must have a minimum quality point average of 3.0, must satisfactorily pass the candidacy examination, and have Graduate Record Examination scores on file with the Graduate School.

Comprehensive Examination - This examination is given upon the candidate's completion of course work to determine the student's progress in the Elementary Education Core, the chosen Elementary Education Concentration, and fields related to them as well as the student's likelihood of success in his/her research-dissertation phase. This examination consists of both written and oral components, and is prepared by the Dissertation Advisory Committee based on, but not necessarily limited to, the specific sequence of courses that have been completed by the student.

Curriculum - The curriculum will consist of the following components:

**Elementary Education Core (17 semester hours)**



**Elementary Education Concentration (18 semester hours)**

Student chooses one of the following concentrations

- A. Elementary Reading and Language Arts
- B. Early Childhood Education
- C. Elementary Curriculum

**Professional Skills (12 semester hours)****Internship (6 semester hours)****Dissertation (9 semester hours)****Elementary Education Core**

The Elementary Education core courses are required of all students.

EL 710	Critical Analysis of Issues and Innovations in Education	3 s.h.
EL 715	Advanced Topics in Human Development and Learning	3 s.h.
EL 720	Curriculum Analysis	3 s.h.
EL 725	Analysis of Effective Instruction Techniques	3 s.h.
EL 735	Elementary Education Doctoral Seminar (Note: Taken for 1 credit in two different terms)	2 s.h.
EL 740	Pluralism, Culture, and the Elementary School Child	2 s.h.
<b>Elect one:</b>		
EL 741	Elementary Education in Urban Environments	1 s.h.
EL 742	Elementary Education in Rural Environments	1 s.h.
EL 743	Elementary Education in Bilingual/Multilingual Settings	1 s.h.

CORE TOTAL 17 s.h.

**Elementary Education Concentration**

The Elementary Education Concentrations provide a degree of specialization by allowing doctoral students to focus their studies in one of the following: Elementary Reading and Language Arts, Early Childhood Education, or Elementary Curriculum.

**A. Elementary Reading and Language Arts Concentration****Required:**

ED 604	Remediation of Severe Reading Disability Cases	3 s.h.
ED 605	Organization and Administration of Reading Programs	3 s.h.
EL 755	Reading Theory and the Elementary School Reading Teacher	3 s.h.
EL 770	Seminar in Special Problems in Reading	3 s.h.

**Elect Two:**

EN 773	Topics in American or British Minority Literature	3 s.h.
EN 721	Psycholinguistics	3 s.h.
EN 722	Sociolinguistics	3 s.h.
ED 620	Reading Instruction for the Culturally Disadvantaged	3 s.h.
EL 644	Recent Trends in Language Arts	3 s.h.
EL 750	The Acquisition of Literacy	3 s.h.
EX 666	Education of Children with Learning Disabilities	3 s.h.

CONCENTRATION TOTAL 18 s.h.

**B. Early Childhood Education Concentration****Required:**

EE 762	Early Childhood Field Study Experiences	3 s.h.
EE 766	Evaluation Programs for Young Children	3 s.h.
EE 665	Issues in Early Childhood Education	3 s.h.
EE 660	Early Childhood Study Techniques and Assessment Tools	3 s.h.

**Elect two:**

PC 554	Developmental Psychology	3 s.h.
EP 604	Advanced Educational Psychology	3 s.h.
EP 578	Learning	3 s.h.
EP 576	Behavior Problems	3 s.h.
PC 660	Child Clinical Psychology	3 s.h.
EL 750	The Acquisition of Literacy	3 s.h.

CONCENTRATION TOTAL 18 s.h.

**C. Elementary Curriculum Concentration****Required:**

EL 750	The Acquisition of Literacy	3 s.h.
EL 760	Issues and Processes in Curricular Change	3 s.h.
EM 650	Curriculum and Instruction in Elementary School Mathematics	3 s.h.
EL 643	Resource Materials in Elementary Science Education	3 s.h.

**Elect two:**

EE 665	Issues in Early Childhood Education	3 s.h.
EL 641	Recent Trends in Social Studies	3 s.h.
EL 644	Recent Trends in Language Arts	3 s.h.
EL 647	Resource Materials in Children's Literature	3 s.h.
EX 623	Curriculum and Methods	3 s.h.
EX 664	Curriculum Planning for the Gifted/Talented	3 s.h.

CONCENTRATION TOTAL 18 s.h.

**Professional Skills**

EP 616	Applied Educational Research Methods	3 s.h.
EP 715	Doctoral Seminar in Applied Research	3 s.h.
EL 700	Writing for Publication	3 s.h.
EL 780	Seminar in Advanced Research Methods	3 s.h.

PROFESSIONAL SKILLS TOTAL 12 s.h.

**Internship**

EL 798	Supervised Doctoral Internship	6 s.h.
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**Dissertation**

EL 950	Dissertation	9 s.h.
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TOTAL CREDITS IN DEGREE PROGRAM 62 s.h.

### Revised Course Descriptions and Course Number Changes

EL 715 Recent Trends in Human Development and Learning  
(currently EL 655)

3 s.h.

Students synthesize, analyze, and evaluate developmental theory, participate in research project dealing with human development, and author a publishable quality manuscript in which developmental theory/research is used to address an educational issue.

EL 725 Analysis of Effective Instructional and Supervisory Techniques  
(currently EL 653)

3 s.h.

Emphasizes critical review and analyses of relevant theory and research. Topics include theory and research on learning styles, observation of classroom behavior, analysis of teaching strategies, and knowledge of content.

EL 770 Seminar in Special Problems in Reading  
(currently ED 697)

3 s.h.

Students explore such topics as reading disabilities, preschool reading instruction, adult literacy, evaluation of compensatory programs, implications of current reading research findings, reading in-service programs, whole language and reading and the reading/writing connection. Prerequisites: ED 600 and ED 601, or the equivalents.

EL 780 Seminar in Advanced Research Methods

3 s.h.

Doctoral students refine and apply advanced research knowledge and skills toward the design of the doctoral dissertation. Emphasizes the application of quantitative and qualitative research approaches within school or educational settings. Prerequisites: EP 616 and EP 715.

### New Course Descriptions

EL 710 Critical Analysis of Issues and Innovations in Education

3 s.h.

Students analyze and evaluate current issues and innovations in the field of education. Reformers and their critics are analyzed in terms of their role as change agents. Programmatic and systematic reforms in education are studied and relationships drawn between research, policy making and implementation. Prerequisites: Two of FE 611, FE 612, or FE 613, or the equivalents.

EL 720 Curriculum Analysis

3 s.h.

Provides students with a framework for systematic analysis of curriculum from the context of social, historical, and philosophical foundations and theory and research in the field. Emphasis will be on curricular evaluation in the context of the theoretical foundations of curriculum. Prerequisite: EL 631 or equivalent.

EL 735 Elementary Education Doctoral Seminar

3 s.h.

A forum for discussion of student/faculty research and contemporary issues in education. Students assume responsibility for presenting and critiquing research and facilitating a research-based discussion of contemporary issues in education. Prerequisite: Candidacy for the degree.

**EL 740 Pluralism, Culture and the Elementary School Child****2 s.h.**

Provides students with a philosophical and sociological understanding of a pluralistic society and how pluralism and the phenomenon of culture affect the education of elementary school children.

**EL 741 Elementary Education in Urban Environments****1 s.h.**

Develops understanding of particular social and cultural systems of urban settings and provides systematic way of using knowledge to address educational problems unique to urban environments. Prerequisite or corequisite: EL 740.

**EL 742 Elementary Education in Rural Environments****1 s.h.**

Provides students with opportunity to analyze ethnocentrism, cultural isolation, and belief systems typical of rural education. Focus will be on implications for curriculum and instruction in rural settings. Prerequisite or corequisite: EL 740.

**EL 743 Elementary Education in Bilingual/Multilingual Settings****1 s.h.**

Examines educational models and research on bilingual and multilingual education. Students will formulate a theoretical framework for bilingual or multilingual education in a designated school or district. Prerequisite or corequisite: EL 740.

**EL 750 The Acquisition of Literacy****3 s.h.**

Examines the concept of literacy and how it is acquired. Evaluation of research and theory regarding strategies used to support a developmental view of literacy. Emphasis given to whole language processes of literacy acquisition. Prerequisites: ED 600 and ED 601 or equivalent.

**EL 755 Reading Theory and the Elementary School Reading Teacher****3 s.h.**

Study of the psychological bases that affect and influence the process of reading. Cognitive processes in reading are analyzed along with their applications at various stages of learning. Prerequisite: ED 600 or equivalent.

**EL 760 Issues and Processes in Curriculum Change****3 s.h.**

Provides students with processes to initiate and develop curriculum change. Course focuses on understanding of theory as applied through examination of relevant case studies and examples within particular school settings. Prerequisite: EL 720.

### **Cooperative Doctoral Program Agreement with Edinboro University of Pennsylvania**

The majority of the faculty in the Department of Professional Studies in Education have agreed to a cooperative doctoral program arrangement with Edinboro University whereby the revised doctoral program in Elementary Education would enable students enrolled in IUP's doctoral program to take up to four courses at Edinboro University. The IUP faculty have reviewed certain Edinboro courses for equivalency and found the courses offered and recommended by Edinboro to be equivalent. The Edinboro faculty who wish to teach the recommended Edinboro courses will be required to satisfy all criteria for eligibility to teach graduate level courses that have been agreed to at local (IUP) Meet-and-Discuss. This cooperative agreement is consistent with Graduate School and Senate policy.

APPROVED BY THE UNIVERSITY SENATE  
4/4/89