

MINUTES OF THE UNIVERSITY SENATE

The December 6, 1988 meeting of the University Senate was called to order by Chairman Marc Brown at 3:20 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Begg, Bellak, Blair, Buterbaugh, Camp, Cignetti, Hall, Krishnan, Krise, March, Marx, McCreary, Norberg, Ojanlatva, Storm, Syty and Welty. In addition, the following Senators were absent from the meeting: Abrams, Blacksmith Burns, Carey, Carns, Cashdollar, Coughlin, H. Cunningham, Dakak, DeCoster, Durbin, Freeman, Guerriero, Hyder, Jackson, Johnson, Kerr, Kolb, Lamberski, LeBlanc, Levinson, Millward, Pillio Ross, Russell, Shea, Stacy, Staszkiwicz, Walker, Walz, Whitt and Wingard.

The meeting began with Item J of the November agenda which included the following recommendations of the Curriculum Committee:

1. **Program Revision: Bachelor of Science in Education in Physics**
According to Standard II of the Pennsylvania Standards for Program Approval and Teacher Certification in Physics, a biology course must be required in the Physics Education major.
Therefore, the following program change is being proposed:
BI 103 - GENERAL BIOLOGY - will be added to the list of "Other Requirements" in the program.
This change will eliminate two credits of free electives and will raise the graduation requirements to 126 credits.
APPROVED BY THE UNIVERSITY SENATE

2. **New Course Approval: Department of Mathematics**
 - a. **MA 425 - APPLIED MATHEMATICAL ANALYSIS I - 3 s.h.**
Prerequisites: Calculus sequence, introductory linear algebra, or permission of instructor.
This course provides the necessary background for an understanding of mathematical programming, proofs of convergence of algorithms, convexity and factorable functions. It also develops necessary concepts in matrix theory which are required to develop efficient algorithms to solve linear and nonlinear programming models.

 - b. **MA 477 - SIMULATION MODELS - 3 s.h.**
Prerequisites: Completion of the calculus sequence; background in statistics and probability, and familiarity with concepts of programming (knowledge of a particular programming language not required).
This course considers the types of models that are basic to any simulation and methods for building and using such models. It includes discrete and continuous system simulations, their applications, and an introduction to SLAM II (Simulation Language for Alternative Modeling).
APPROVED BY THE UNIVERSITY SENATE

The Curriculum Committee, co-chaired by Senators Juliette and Richards, moved approval of the CRITERIA--SYNTHESIS AREA of the Liberal Studies Criteria. The document WAS APPROVED by the Senate as shown in Attachment A. Amendments to the original are underlined so that changes can be easily visible.

The following proposed changes WERE NOT APPROVED by the Senate:

1. Under "Implementation and Administration of the Synthesis Course", item #2:
Proposal to add "plus expected off-campus credits" following the word 'completed'

The proposed by-law change which would have eliminated the at-large position in the Academic Procedures, Undergraduate Curriculum, Graduate and University Development Committees and returned the position to the Faculty Segment was DEFEATED by the Senate.

As moved by the Rules Committee, the following revision to the By-Laws, Section V, Standing Committees, B. The Academic Procedures Committee, 2. Membership, was APPROVED and that section will now read:

Appointed: One representative from the Council of Deans, and the Vice President for Student Affairs or his/her designee.

The first reading of another by-laws change was submitted, as follows:

1. Eliminate Item 5, "Sub-committee of Club Sports and Intermurals" from By-laws section V.G. The Committee on Student Affairs.
RATIONALE: The sub-committee has in effect already been deleted since it has not functioned for several years. The committee may at any time use a sub-committee for that or any other purpose as the need arises.

The following recommendations of the Graduate Committee were APPROVED by the Senate:

1. Revised M.A. Degree in Sociology - see ATTACHMENT C.
2. Revised Reading Specialist Certificate - see ATTACHMENT D.
3. New courses, as follows:
 - a. Nursing Department: NU 617, ETHICAL, LEGAL AND POLITICAL DIMENSIONS OF HEALTH CARE - 3 sh.
Study of ethical, legal, and political dimensions of health care. Current social issues are addressed as they pertain to professional nurses and their constituency. Field trips are included.
 - b. Industrial and Labor Relations Department: LR 642 - CONCERTED ACTIVITY - 3 s. h.
Examines the various strategies and tactics that are available to parties in confrontational situations. Emphasizes the statutory limitations set forth in the Labor Management Relations Act relating to topics such as picketing, consumer appeals, and boycotts.
 - c. Industrial and Labor Relations Department: LR 651 - CONFLICT RESOLUTION - 3 s. h.
An applied course focusing on the resolution of conflict between groups by a third party. Specifically examined are the techniques of negotiation, mediation, and conciliation. Simulation and role play are utilized as well as readings in theory and case study.

The University Development and Finance Committee listed officer elections, as follows:

Chairperson: Darlene Richardson
Vice Chairperson: James Olson
Representative to Classroom Scheduling Committee: Fred Anderson

The Curriculum Committee listed the following course title changes in the Administrative Services and Business Education Department:

1. BE 131 - Principles of Typewriting TO Keyboarding and Document Formatting
2. BE 132 - Intermediate Typewriting TO Advanced Keyboarding and Document Formatting
3. BE 262 - Shorthand Dictation TO Shorthand Dictation and Transcription

The Curriculum Committee moved approval of the following amendment to the last paragraph on page ten of the Liberal Studies Program, May 1987, to read:

'Students may not fulfill the requirements of the Liberal Studies electives with any course bearing their major prefix.'

This revision was APPROVED by the Senate.

The following "Routine" Adjustments to requirements for majors in the Liberal Studies Program were APPROVED by the Senate:

Implementation of the Liberal Studies Program will compel certain adjustments to the degree requirements for majors. The following adjustments to degree requirements are considered "routine", that is,

- (a) courses prescribed under General Education will continue to be prescribed under Liberal Studies, and
- (b) no changes will occur in free electives beyond the 1-3 credit alteration implied in changing from a 52 credit General Education program to a 53-55 credit Liberal Studies program.

College of Human Ecology and Health Science

- BS in Dietetics
- BS in Food and Nutrition Science
- BS in Hotel, Restaurant & Institutional Management
- BS in Education in Nutrition
- BS in Child Development
- BS in Education in Home Economics
- BS in Safety Science

College of Natural Sciences and Mathematics

- BA in Biology
- BS in Biology
- BS in Environmental Health
- BS in Education in Biology
- BS in Chemistry
- BA in Chemistry
- BS in Education in Chemistry
- BA in Computer Science
- BS in Computer Science
- BS in Geology
- BS in Geoscience
- BS in Education in Earth and Space Science
- BS in Education in General Science
- BS in Natural Science/Pre-Astronomy
- BS in Natural Science/Pre Meteorology or Oceanography
- BS in Natural Science
- BS in Applied Mathematics
- BS in Mathematics
- BS in Education in Mathematics
- BS in Education in Physics

College of Humanities and Social Sciences

- BS in Social Science Education/Economics
- BA in French
- BA in French/ FLIT
- BS in Education in French
- BA in Journalism
- BA in Philosophy
- BA in Philosophy/Pre-Law
- BA in Religious Studies
- BS in Education in Social Science/Anthropology
- BS in Education in Social Science/Sociology
- BS in Spanish

BS in Spanish/FLIT
BS in Education in Spanish

As moved by the Curriculum Committee, the following "Slight" Adjustments to Degree Requirements in Majors in the Liberal Studies Program were APPROVED by the Senate:

These adjustments in requirements call for one of the following:

- (a) deleting a course prescribed under GE because it will not meet criteria for LS and the department does not choose to preserve the requirement in any other way;
- (b) moving a course prescribed under GE to the major because it does not meet the LS regulations; or
- (c) moving a course from a list of courses required by the major to LS because it will be appropriate as an LS course.

College of Business

BS in Education in Business Education
BS in Education in Marketing & Distributive Education

In both programs, BE 335, Business Machines, is currently prescribed as a GE Natural Science/Math elective. ASBED does not believe the course will meet criteria for Liberal Studies electives, nor does ASBED wish to add the course to its major. Therefore, BE 335 will be deleted as a requirement.

College of Human Ecology and Health Sciences

BS in Nursing

Move BI 150, Human Anatomy, from the list of "other requirements for the major" to the elective category. Total degree requirements for this program will change from 126 to 128-129.

The Undergraduate Curriculum Committee moved approval of the following two new courses, which were APPROVED by the Senate:

PC 376 - Psychology of Health Behavior - 3 s.h.

Prerequisite: PC 101. An examination of the role of behavioral factors in health status with a strong focus on preventive health behaviors and the role of the psychologist in promotion of health-related behavioral changes.

BE 260 - Alphabetic Shorthand Theory - 3 s.h.

Basic principles of alphabetic shorthand with emphasis on mastery of shorthand theory, punctuation, grammar, and spelling. "New matter" dictation will be introduced during the last few weeks of class. The alphabetic system taught will vary.

The Senate also APPROVED the following course deletion, as moved by the Curriculum Committee Administrative Services and Business Education Department: BE 363 - Transcription

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

'The Academic Committee concurs in the interpretation that the existing Grade Appeals Policy encompasses appeals filed as a result of fall semester 1988 grades; the fall semester is the last semester of the original three-year period. The Deadline - 60 days after the start of spring semester classes on January 24, 1989 - for such appeals would be on March 27, 1989.

The Academic Committee moved approval of the Grade Appeals Policy. It was amended and APPROVED by the Senate as shown in ATTACHMENT E.

A motion by Senator Anderson, seconder unknown, and PASSED by the Senate deleted the words "working or" in two places on page 2, item C of the policy where it refers to within five (5) class days.

A motion by Senator Reich, seconded by Senator Mak, and APPROVED by the Senate made the following change in Level III Appeal Review:

- A. Composition: one academic dean or associate dean, four faculty members, and two students to serve in an advisory, non-voting capacity.
- B. Membership: A pool of three deans or associate deans, 12 full-time faculty members and six full-time students of junior or senior status will be maintained.
 Membership: Line 12--Each may eliminate only one dean/associate dean, four faculty and two students.
 Membership: Line 18-- . . . panel will be composed of one dean/associate dean, four faculty and two students.

President Welty distributed a memorandum concerning the incidents of assault which have occurred on and near the campus. It is shown as ATTACHMENT F.

As all material on the agenda had been acted upon, the meeting was adjourned at 5:35 p.m.

Respectfully submitted

Robert Sechrist
Secretary, University Senate

CRITERIA -- SYNTHESIS AREA

SYNTHESIS COURSE -- 3 s.h.

Synthesis is the way in which well understood parts are combined into wholes; it is the capacity to weave many complex strands into a fabric, either recreating a pattern already known or imagining and designing new ones.

The major objectives of the synthesis course are threefold. First, the course ensures that students will have the opportunity to experience a systematic approach to synthetic reasoning, contributing to their ability to think effectively about broad and complex intellectual, social and political issues as seen from multiple perspectives. Second, because the synthesis course is upper level, it will extend the Liberal Studies experience to include all four years of undergraduate study. Finally, individual students are expected to interact to extend their interests across across disciplinary lines. The Liberal Studies Committee should encourage course proposals that are inventive, creative, experimental, and that show a willingness to take risks.

CRITERIA FOR SECTIONS OF THE SYNTHESIS COURSE

All sections of the synthesis course must:

- (1) Nurture and stimulate, either implicitly or explicitly, the student's ability to think synthetically. In their proposals for sections of the course, instructors must identify the procedures by which this will be accomplished.
- (2) Contain challenging intellectual content addressing significant issues. In their proposals for sections of the course, instructors must identify that content and those issues.
- (3) View the content from the perspectives and approaches of a minimum of two discrete disciplines. In their proposals for sections of the course, instructors must explain how this objective will be achieved.
- (4) Incorporate within its procedures for student evaluation specific methods to ensure that students' synthetic reasoning skills will be evaluated. In their proposals for sections of the course, instructors must identify the means by which this evaluation will be accomplished.
- (5) Address the concerns of women and minorities whenever possible. In their proposals for sections of the course, instructors must explain how they will do this.

In addition, all sections of the Synthesis course should:

- (1) Include a variety of assignments, some of which should require written responses, designed specifically to encourage the student to synthesize new ideas and approaches from the material presented.
- (2) Ensure, if exams are used as a method of student evaluation, that exams will consist primarily of essay or discussion questions that will evaluate the student's ability to reason by synthesis, rather than by merely recalling content.
- (3) Require readings from an assigned list comprised largely of original/primary materials (as opposed to general surveys or conventional texts from a discipline) and representing at least two discrete disciplinary perspectives.
- (4) Assure the use of the most appropriate resources; these could include books and periodicals, guest lectures, films, audio and video tapes, field trips, and the experiences and perspectives of the students themselves.
- (5) Keep course prerequisites to a minimum.

IMPLEMENTATION AND ADMINISTRATION OF THE SYNTHESIS COURSE

- (1) Because teaching methods and other factors which affect optimal class size may vary considerably among synthesis sections, the university should establish and maintain appropriate enrollments for individual synthesis sections in a manner sensitive to these needs.
- (2) Students will not be permitted to take the synthesis course prior to the second semester of their junior year (standing determined by semester hours completed).
- (3) In order to broaden their experiences, students should be encouraged to enroll in synthesis course sections taught by instructors outside of the students' major fields.
- (4) When and if the Liberal Studies Committee is confident that sufficient resources are available, it should consider identifying the synthesis course as a "repeatable" multiple enrollment course. Thereby, students would be permitted to register for additional sections as free electives, but not to fulfill credit requirements in any other part of the Liberal Studies program.
- (5) Students shall be permitted to register for any section of the synthesis course in order to complete a D/F repeat. The Liberal Studies Committee should take actions to ensure that students are aware of this provision.
- (6) Because this course is unlike any other in the Liberal Studies program, the Liberal Studies Committee should develop a policy for the periodic review of approved discrete sections of the synthesis course.
- (7) Proposals for sections of the synthesis course will be considered professor(s)-specific, and any change or addition of professor(s) should be approved by the Liberal Studies Committee.

WRITING ACROSS THE CURRICULUM

Criteria for Writing-Intensive Courses

IUP is committed to the improvement of student writing skills; therefore, the responsibility for writing must be university wide. This means that writing must be practiced and reinforced throughout the curriculum. Students need to be educated to recognize that writing is a necessary and frequently used skill. Writing assignments must be designed to increase learning by encouraging students to integrate new knowledge with previous knowledge and to teach discipline specific uses of writing.

Courses which develop writing skills are of two types: (1) Writing courses--those that provide direct instruction in writing skills and the process of writing (the two required English composition courses) and (2) Writing-intensive courses--those that have content as their primary focus but also reinforce writing skills by using writing as an integral part of the learning experience. Writing-intensive courses are addressed in criteria which follow.

GOALS FOR WRITING ACROSS THE CURRICULUM:

- (1) Encourage and reinforce student learning by using writing as a learning tool;
- (2) Help students write more effectively;
- (3) Prepare students for writing in their careers and in their personal and community lives;
- (4) Encourage literacy across the university;
- (5) Demonstrate IUP's commitment to effective writing skills.

CRITERIA FOR WRITING-INTENSIVE COURSES

In designing writing-intensive courses, departments are urged to be creative and to modify/design courses which are both faithful to the university-wide criteria and reflective of the differences among fields of study. Faculty are urged to determine the number of papers or words (specific number and kinds of writing assignments), grading scales, and teaching strategies appropriate for individual writing-intensive courses.

The following practices are characteristics of writing intensive courses to be encouraged:

- (1) Reinforcing good writing habits by means of carefully planned writing assignments with clearly defined stages of preparation and regular progress reviews.

- (2) Distributing specific written instructions for major assignments.
- (3) Emphasizing both the process and the product of writing. Writing, both in and out of class, should be used as a tool for learning; this should involve peer input and revision.
- (4) Providing ample opportunities for students to improve their writing skills and to have at least 5000 words (approximately 20 typed pages) comprising two or more separate assignments evaluated by an instructor; depending on the nature of the course, appropriate writing assignments may include such formats as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth.
- (5) Providing opportunities for students to consult with instructors and perhaps tutors or one another as they prepare drafts of assignments or revisions.
- (6) Encouraging student-teacher conferences.
- (7) Instructing students how to conceive, organize, and present material in ways appropriate to the subject being studied.
- (8) Including ungraded writing.
- (9) Providing rationales based on course objectives for all writing assignments.
- (10) Considering the quality of written assignments as a major part of the final grade. In most cases this should be 50% or more.

The following practices are deemed contrary to the spirit of writing-intensive courses.

- (1) Offering a proficiency exam (such as CLEP) or a thesis in lieu of a writing-intensive course.
- (2) Offering only short answer or multiple choice exams.
- (3) Requiring a single writing assignment (such as a term paper), particularly where the writing process has not been carefully monitored throughout the semester.
- (4) Requiring only in-class or only out-of-class writing.
- (5) Requiring that instructors grade/respond to all writing assignments.
- (6) Requiring writing of only one specific type.

THE IMPLEMENTATION OF WRITING-INTENSIVE COURSES

- (1) Students must complete two writing-intensive courses, at least one of which must be in their major.

(Note: "major" need not be interpreted in the narrow sense of "major program" nor need it mean "major department"; closely allied departments, programs or disciplines might wish to present such a course collaboratively or to make arrangements for their majors to schedule a writing-intensive course in an allied department, program or discipline.)

- (2) Courses numbered 101 through 499 may be writing-intensive courses.
- (3) Some sections of multiple-section courses may be designated as writing-intensive without all sections being so designated.
- (4) Writing-intensive courses/sections will be designated with a "W" on scheduling information, transcripts, and other appropriate materials.

RESOURCE GOALS FOR WRITING-INTENSIVE COURSES

- (1) Sufficient sections of the first English composition course must be offered so that it can be completed during the students' first year.
- (2) Class size is a critical factor for a successful writing-intensive course; the university must take particular care in maintaining small enrollments in writing-intensive courses or sections.
- (3) All three campuses must have adequate writing centers.
- (4) Workshops must be conducted on a continuing basis for faculty members preparing and teaching writing-intensive courses.

Revisions to the Master of Arts Degree in Sociology

The proposed revision to the Master of Arts Degree in Sociology adds a second track, Applied Sociology in Human Services as an alternative to the existing track, General Sociology. It is proposed that the Master of Arts Degree in Sociology be obtained with a concentration in one of two tracks: 1) General Sociology; and 2) Applied Sociology in Human Services. These two tracks are described below.

1. General Sociology Track

Students in the General Sociology curriculum will complete thirty (30) (Thesis) or thirty-six (36) credit hours in Sociology. Students will be required to complete three required core courses and will be given a thesis or non-thesis option. Thesis students will complete twenty-four (24) credit hours of courses and six (6) credit hours for a thesis. Non-thesis students will complete thirty-six (36) credit hours of courses and comprehensive exams.

2. Applied Sociology in Human Services

Requirements: The Applied Sociology in Human Services Track is a thirty-six (36) credit hour program with a thesis or non-thesis option including five (5) required courses. Those students electing to do a thesis will complete twenty-four (24) credit hours of graduate courses, six (6) credit hours of internship, and six (6) credit hours of thesis. Students electing a non-thesis option will be required to complete thirty (30) credit hours of graduate courses, six (6) credit hours of an internship, and successful completion of comprehensive examinations.

Students in the Human Services track will be able to select cognate areas in order to provide a specialization of choice. These cognate areas are:

- A) Administration and Evaluation of Human Services
- B) Community and Social Policy
- C) Individual and Family Services
- D) Alcohol and Drug Abuse Studies

The courses in the cognate area are as follows:

A. Administration and Evaluation of Human Services

Suggested Courses:

- SO 621 Sociology of Health Care*#
- SO 656 Social Change
- SO 676 Comparative Macrosociology
- MG 633 Organizational Analysis
- CE 730 Professional, Ethical and Legal Considerations
- CE 743 Planning Human Services
- EC 560 Economics of Health Services
- EC 573 Economics of Human Resources
- PS 631 Human Resource Management in Public Sector
- PC 603 Evaluation Research

B. Community and Social Policy

Suggested Courses:

SO 640 Community Development and Social Policy*#
 SO 654 Social Inequality
 SO 660 Sociology of Power
 SO 663 Issues in Racial Inequality
 SO 674 Comparative Urban Studies
 CE 620 Community Counseling
 CE 645 Human Relations and Communications
 PS 666 Public Policy Analysis
 PC 650 Community Psychology

C. Individual and Family Services

Suggested Courses:

SO 527 Spouse Abuse*#
 SO 528 Child Abuse*#
 SO 657 Aging and Society*#
 SO 662 Sociology of Deviance
 CE 635 Individual Analysis
 CE 639 Group Procedures
 HE 620 Problems in Family Living
 PC 558 Social Psychology
 PC 574 Adult Development and Aging
 PC 578 Psychology of Death and Dying
 PC 634 Family Therapy

D. Alcohol and Drug Abuse Studies

Suggested Courses:

SO 630 Seminar in Alcohol and Drug Abuse*#
 SO 632 Addiction and the Family*#
 SO 698 Internship*#
 PC 634 Family Therapy*
 PC 646 Drugs and Behavior*

* Courses required for cognate area

Newly proposed courses

3. Comprehensive Examinations

All non-thesis students, in either track, will be required to successfully pass comprehensive examinations (0 credit) for the master's degree. Exams will be taken after completion of required courses in each area.

4. The Internship

The internship (6 credits) is required for those students who choose the Applied Sociology in Human Services track.

5. The Plan of Study in the General Sociology Track is as follows:Thesis Option

Required Courses	SO 667	Contemporary Sociology Theory	3 cr.
	SO 664	Research Seminar in Sociology	3 cr.
	#SO 665	Microcomputing Application in Sociology	3 cr.
Thesis	SO 850		6 cr.
Electives			15 cr.
		Thesis option students will select an additional fifteen (15) credit hours of which a maximum of nine (9) credits may be outside of Sociology.	
			<u>30 cr.</u>

Non-Thesis Option

Required Courses	SO 667	Contemporary Sociological Theory	3 cr.
	SO 664	Research Seminar in Sociology	3 cr.
	#SO 665	Microcomputing Applications in Sociology	3 cr.
Comprehensive Examination			0 cr.
Electives			27 cr.
		Non-thesis option students will elect an additional twenty-seven (27) credit hours of which nine (9) credits may be taken outside of Sociology.	
			<u>36 cr.</u>

indicated newly proposed courses

6. The Plan of Study in the Applied Sociology in Human Services Track is as follows:

Thesis Option

Required Courses	SO 667	Contemporary Sociological Theory	3 cr.
	SO 664	Research Seminar in Sociology	3 cr.
	#SO 610	Sociology of Human Services	3 cr.
	#SO 611	Human Services Administration and Evaluation	3 cr.
	#SO 665	Microcomputing Applications in Sociology	3 cr.
Internship	#SO 698		6 cr.
Thesis	SO 850		6 cr.
Electives			9 cr.
		Thesis students will elect an additional nine (9) credit hours which may be a combination of sociology courses or outside electives.	
			36 cr.

Non-Thesis Option

Required Courses	SO 667	Contemporary Sociological Theory	3 cr.
	SO 664	Research Seminar in Sociology	3 cr.
	#SO 610	Sociology of Human Services	3 cr.
	#SO 611	Human Services Administration and Evaluation	3 cr.
	#SO 665	Microcomputing Applications in Sociology	3 cr.
Internship	#SO 698		6 cr.
Comprehensive Examination			0 cr.
Electives			15 cr.
		Non-thesis option students will elect an additional fifteen (15) credits of courses of which no more than nine (9) hours may be outside the department.	
			36 cr.

indicates newly proposed courses

7. Alcohol and Drug Abuse Certificate

The cognate area in alcohol and drug abuse studies is open to students in either track, although students in the Applied Sociology and Human Services track may find this cognate area more applicable. The purpose of the alcohol and drug abuse studies cognate area is to offer academic and practical (internship) experience for students who may work in the substance abuse field. Students completing course work in this cognate area will be given a university (IUP) certificate certifying a student has completed advanced graduate studies in the area of alcohol and drug abuse. This does not constitute a proposal for a new certification program at IUP. The purposes of the certificate are:

- a) to enable students to apply for substance abuse certification to independent certification boards maintained in most states;
- b) to prepare students who may remain in Pennsylvania to have appropriate credentials for the time when Pennsylvania does adopt a uniform statewide system of alcohol and drug abuse certification.

8. Courses to be Deleted from Curriculum

The following courses currently approved are now proposed for deletion.

SO 557 Sociology of Aging
SO 559 The Development of Social Services

9. New Courses to be Added to Curriculum

The following new courses are proposed to be added to revised curriculum.

SO 527 Spouse Abuse
SO 528 Child Abuse
SO 610 Sociology of Human Services
SO 611 Human Services Administration and Evaluation
SO 621 Sociology of Health Care
SO 630 Seminar in Alcohol and Drug Abuse
SO 632 Addiction and the Family
SO 640 Community Development and Social Policy
SO 642 Industrial Sociology
SO 657 Aging and Society
SO 665 Microcomputing Applications in Sociology
SO 698 Internship

Course descriptions follow at end of text.

10. Summary of Revised Portions of the M.A. in Sociology

- a) Addition of a second track, Applied Sociology in Human Services.
- b) Addition of SO 665, Microcomputing Application in Sociology, as a requirement in both tracks.
- c) Addition of 6 credit hours of internship as a requirement for students in the Applied Sociology in Human Services track.
- d) Addition of twelve newly proposed courses.
- e) Deletion of two currently approved courses.
- f) Addition of a 0 credit comprehensive examination as a requirement for students selecting the non-thesis option in both tracks.
- g) Thirty-six (36) credit hours are required in both thesis and non-thesis options for the Applied Sociology in Human Services track.

New Course Descriptions

- SO 527 Spouse Abuse 3 s.h.
Considers the range of theoretical explanations for the pervasive violence between husband and wife, cohabitating partners, or dating couples. Research on spouse abuse and its implications for treatment programs, criminal justice intervention, and social policy is discussed.
- SO 528 Child Abuse 3 s.h.
The prevalence, etiology and social implications of physical, sexual, and emotional abuse and child neglect are examined. Intervention strategies for individual perpetrator and victim, and the family unit, and prevention strategies for the community are also presented and critiqued.
- SO 610 Sociology of Human Services 3 s.h.
Introduction to the theoretical and applied roles of human services in our society. Organizational theories, delivery systems models, and implementation issues are discussed.
- SO 611 Human Services Administration and Evaluation
Examines the management of human service agencies, including personnel supervision, financial planning, public relations, and social policy issues. Evaluation design, program monitoring, and social impact measurement are also discussed.
- SO 621 Sociology of Health Care 3 s.h.
Examines the contrasting perspectives in the field of medical sociology, the structure of health care institutions, and the operation of health care providers. The social, environmental, and occupational factors in health and disease are considered as well.
- SO 630 Seminar in Alcohol and Drug Abuse 3 s.h.
The social and personal problems associated with alcohol and drug abuse are considered. Attention will be given to the etiology, social factors, and economics of abuse, as well as prevention and intervention issues.
- SO 632 Addiction and the Family 3 s.h.
Assessing the impact of alcohol or drug addiction on individuals and their families will be discussed. Research on addiction patterns, codependency, and family treatment are discussed. Special attention is given to gender and racial difference in addiction and its impact on the family.

SO 640 Community Development and Social Policy 3 s.h.
Considers strategies to improve communities economically and socially. Social policy implementation, technical assistance, and community organizing are examined, along with conflict resolution.

SO 642 Industrial Sociology 3 s.h.
Examines structure and exercise of corporate power. Attention is given to relationships between industry, government and communities and the transformation of the workplace in the 20th century.

SO 657 Aging and Society 3 s.h.
Focuses on the social problems encountered by aging individuals in various societies. The impact of sociological factors, such as social class, ethnicity, and technological change, on the lives of the elderly are studied. The institutional structures and services designed to cope with changing demographics are also discussed.

SO 665 Microcomputing Applications in Sociology 3 s.h.
The main focus of this course is how to analyze data for human services management and research. Students develop data base management systems for client information and spreadsheets for program budgeting, evaluation, and forecasting. The use of computed statistics for program decision-making are also discussed. Prerequisite: CO 200 or equivalent.

SO 698 Internship 3-6 s.h.
Supervised experience in public or private organizations that extends and complements classroom instruction. Students apply their analysis and skills to human service agencies and gain practical experience. Prerequisite: By permission.

Proposed Revision of Reading Specialist Certification Program

Based upon National Council for Accreditation of Teacher Education's (NCATE) last evaluation and Pennsylvania Department of Education's (PDE) forthcoming evaluation, the following changes in the Reading Specialist Certificate are proposed.

Students seeking certification as a Reading Specialist must complete a minimum of twenty-seven (27) semester hours or its equivalence.

A. Reading Required (21 s.h.)

ED 508	Reading in the Content Areas	3 s.h.
*ED 600	Basic Foundations of Reading	3 s.h.
ED 601	Diagnosis and Remediation of Reading Disabilities	3 s.h.
ED 605	Organization & Administration of A Reading Program	3 s.h.
ED 702	Reading Practicum: Diagnostic Case Studies	3 s.h.
ED 703	Reading Practicum: Remedial Case Studies	3 s.h.
EL 644	Recent Trends in Elementary Language Arts	3 s.h.

B. Research - Required (3 s.h.)

ED 698	Research Seminar in Reading	3 s.h.
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C. Related Area - (3 s.h.)

EP 573	Psychology of Adolescent Education	3 s.h.
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*Students who have educational experiences teaching reading and completed undergraduate reading methods courses within the past five years and achieved a minimum grade of B may have ED 600 waived. If ED 600 is waived and students wish to pursue a M.Ed. Degree, students must take an approved elective in order to fulfill the 33 or 36 semester hours thesis or non-thesis requirements.

Comparison of Current and Proposed Requirements for Reading Specialist

**Current Requirements for
Reading Specialist Certificate**

A. Required (15 s.h.)

ED 510 Teaching Reading Sec. Schools
 ED 600 Basic Foundations of Reading
 Instruction
 ED 601 Diagnosis and Remediation of
 Reading Disabilities
 ED 702 Rdg. Prac.: Diagnostic Case Studies
 ED 703 Rdg. Prac.: Remedial Case Studies

B. Research Required (3 s.h.)

ED 698 Research Seminar in Reading
 OR
 EL 680 Seminar in Advanced Research

C. Related Area - Select One (3 s.h.)

EP 604 Advanced Educational Psychology
 EP 573 Psychology of Adolescent Education
 EP 576 Behavior Problems
 EP 578 Learning
 EP 580 Pupil Adjustment
 CE 629 Group Procedures (Elem.)
 CE 639 Group Procedures
 EX 631 Psychology of the Exceptional Child

D. Electives - (3 s.h.)

Select one.

Total for Certification = 24 s.h.

**Proposed Requirements for
Reading Specialist Certificate**

A. Required (21 s.h.)

Delete 510
 ED 600
 ED 601
 ED 605 Organization and Admin. of
 Reading Programs
 ED 702
 ED 703
 ED 508 Content Reading
 EL 644 Recent Trends in Language Arts

B. Research Required (3 s.h.)

ED 698 Research Seminar in Reading

C. Related Area Required (3 s.h.)

EP 573 Psychology of Adolescent
 Education

D. Electives

**No electives for Reading
 Specialist Certificate.**

Total for Certification = 27 s.h.

Summary of Changes in Proposed
Reading Specialist Certificate

1. Change ED 510, Teaching of Reading in the Secondary School, from a requirement to an elective.
2. Require ED 605, Organization and Administration of Reading Programs, and EL 644, Recent Trends in Language Arts.
3. Require ED 698, Research Seminar in Reading, and remove option of selecting EL 680, Seminar in Advanced Research.
4. Remove all options under RELATED AREA and require EP 573, Psychology of Adolescent Education.

Section 7202.1 - Grade Appeal Policy

If a student disagrees with the evaluation of his/her work by the instructor, but has no basis for a charge of "discrimination" or "capricious evaluation," the student should discuss the matter directly with the instructor, and if unsatisfied, with the department chairperson, and if still unsatisfied, with the Dean of the College in which the course was offered. In such cases, the decision of the instructor shall be final.

If a student believes that an improper grade has been assigned, an appeal may be filed on the following grounds:

1. Discrimination: On the basis of race, religion, national origin, sex, age, ancestry, handicapped status, affectional or lifestyle preference, or political affiliation.
2. Capricious Evaluation: Significant and unwarranted deviation from grading procedures and course outlines set at the beginning of the course (ordinarily in a written statement during the first week of the course) or grade assigned arbitrarily on the basis of whim or impulse. The student may not claim capriciousness if he disagrees with the subjective professional evaluation of the instructor.

PROCEDURES OF APPEAL

LEVEL I: INFORMAL RESOLUTION

Every effort should be made to resolve the disagreement at Level I. The student must first seek a resolution to the disagreement with the instructor either in person or in writing. If the student is not satisfied with the results, the student must then speak with the chairperson of the department that offers the course. If still unsatisfied, the student must discuss the matter with the Dean of the College in which the course is offered. A Student Government Association (SGA) member may accompany and advise the student during the Level I procedures. Only after all attempts for resolution at Level I have been exhausted may the student initiate Level II.

LEVEL II: APPEAL SCREENING

- A. Composition: Each year there shall be appointed a Grade Appeals Committee to determine the existence of the substantive basis for appeal. The Committee will be composed of seven voting members: three faculty members appointed by APSCUF, three members elected by and from the Senate Academic Committee (one faculty, one administrator, one student), and one student appointed by the SGA Congress. A quorum consists of a majority of the committee. To take action, a majority of those present must be faculty.
- B. Procedure to Initiate Appeal: To initiate Level II of the appeal, the student must file an appeal form with the Provost's Office. This form must be filed within sixty (60) calendar days of the

beginning of the semester immediately following the semester in which the grade was received. The Provost's Office may extend the sixty day limit only in unusual circumstances when equity demands it and when the student's own procrastination or misunderstanding did not substantially contribute to the delay. (Note: Grade appeals will not generally be processed during the summer. Therefore, the appeal of any grade received in the spring or summer sessions normally will be processed in the fall. A review will be scheduled in the summer only when the student's academic eligibility is jeopardized by the grade in question or when the student is a graduating senior.) The Provost's Office will notify the appropriate dean, department chairperson, faculty member, and the SGA President of the student's initiation of the Level II process.

- C. Procedure to Process Appeal: The student will be expected to submit written documentation of his/her complaint and the faculty member will be expected to submit in writing the course grading procedure and any other pertinent information. Appeals based on discrimination will be reviewed according to current standards of non-discriminatory action. Appeals based on capriciousness will be reviewed in light of the faculty member's announced evaluation and grading system. The Committee will review the materials to deny or confirm appeal continuance. Denial of appeal continuance must be by a negative vote of four members of the Committee. This Committee will inform the Provost's Office of its findings. Within five (5) class days of the receipt of the committee's report, the Provost or designee will notify the student and the faculty member of the findings. If the basis for appeal is determined to be substantive, the Provost or designee will schedule a Grade Review Panel within fifteen (15) class days to be convened prior to the conclusion of the semester.

LEVEL III: APPEAL REVIEW

- A. Composition: The Grade Review Panel will consist of five voting members: one academic dean or associate dean and four faculty members. Additionally, two students of junior or senior standing approved by the Congress of the SGA will sit on the panel as advisory, non-voting members. Four-fifths of the voting members will be a quorum. The SGA Academic Affairs Committee chairperson may advise as requested by the student. The Affirmative Action Officer will advise in appeals based on discrimination. The Panel will be constituted from the Grade Review Pool by random selection. The Panel chairperson will be elected by and from the panel before each review.
- B. Membership: The Grade Review Pool will be established in the spring term to serve for the following academic year. The Pool and rotational order within the pool will be established by the Provost's Office. A pool of three deans or associate deans, twelve full-time faculty members and six full-time students of junior or senior standing will be maintained. In establishing the membership for each review panel, prior to each review the names

of those designated as primary members of the specific panel and available as alternates will be supplied to all parties involved. A panel member may request (to the Provost or designee) disqualification due to a conflict of interest. The student and the faculty member may eliminate names in proportion to the composition of the panel. Each may eliminate only one dean/associate dean, four faculty and two students. The instructor and the student will be supplied a list of all primary and secondary pool members. The opportunity to disqualify Panel members will take place only once. Resulting vacancies will be filled from the appropriate pool of alternates so that the panel will be composed of one dean/associate dean, four faculty and two students. If through self-disqualification and challenges a panel cannot be constituted from the pool, then the Office of the Provost will supplement the pool using appropriate random selection methods.

The student advisory members will be selected in the following manner:

- a) A pool of six students of junior or senior standing are to be selected by the SGA President and approved by the Congress of that body.
- b) Both the student filing the appeal and professor who has had an appeal filed against him/her will be eligible to disqualify two of the prospective advisory members.
- c) In the event of a dual disqualification, the foresaid advisory member shall be considered the second disqualification of the professor and the student will be asked to disqualify the final member.
- d) The SGA President, with the approval of the Congress, retains the right to remove and replace any of the six student advisory members at any time. NOTE: This does not apply, however, to an advisory member already in place on a Level III review board.

C. Procedure:

1. Both the student and the instructor will have the right to appear before the Panel, present witnesses and offer evidence. In addition to those specified in Level III, Section A, each may also bring one observer with whom they may consult, but who may not participate in the review.
2. The Panel shall determine its rules or order for internal operation. After hearing the evidence brought forth, the Panel will privately deliberate and render a decision. If the grade appeal is upheld, the Panel will constitute a Committee of three appropriate faculty (ordinarily faculty from the department in which the course is offered) who will review the student's work and determine the appropriate grade or suitable remedy. The Panel will incorporate this information in the determination which they then forward to the Provost's Office for implementation. (The Panel may

recommend or the department may deem it appropriate that the grades of other students in the class also be reviewed.)

3. The written report sent to the Provost's Office will state whether the student's appeal is upheld or denied; if upheld, the Committee's evaluation and remedy will be included. All documents supporting the report will be sealed and kept only as long as necessary to ensure the appropriate action is taken (normally one year) before being destroyed or returned to the individual presenting the evidence.

IMPLEMENTATION

- A. Faculty Compensation: If a Review Panel (hearing) is scheduled at a time in the summer when any faculty member involved is not under contract, the faculty member will be compensated under terms mutually agreed upon at Meet-and-Discuss.
- B. Continuing Rights: This appeal does not supplant any legal rights afforded by the Commonwealth of Pennsylvania and/or the Government of the United States. Nothing in this policy abrogates or modifies any provisions of or rights under the Collective Bargaining Agreement.
- C. Intended Purpose: The grade appeal procedures are designed simply as a means to resolve differences between students and faculty related to grading. Under no circumstances should the results of a grade appeal be used for disciplinary action or personnel decision.
- D. * Amendment: Amendments may be implemented upon concurrence by University Senate, APSCUF Representative Council and Meet-and-Discuss.

*NOTE: In the Amendment process above, specification of University Senate implies the Council of Trustees' role in approving Senate actions and recognizes the Council of Trustees' final action to change policy.

This policy replaces the policy originally effective at the beginning of the Spring Semester, 1986.

APPROVED: Senate Academic Committee 11/17/88
 Submitted to University Senate 12/6/88
 APPROVED: University Senate 12/13/88



Indiana, Pennsylvania 15705

Date: Dec. 13, 1988

Subject: Incidents of Assault

To: All Members of the University Community

From: John D. Welty 

Late December 8 and early December 9, five incidents of assault occurred on or near the IUP campus. Four of the incidents involved attacks on women who were alone at the time. The fifth incident involved a male student who was attacked by three men. These despicable acts are a source of grave concern to the entire University community and every effort is being made to apprehend the responsible individual or individuals. Steps have been taken to tighten security on and around the University campus.

An around-the-clock investigation into the incidents was initiated immediately by both campus police and Indiana borough police. All leads have been pursued vigorously including the unsubstantiated rumor that some of the incidents were a hazing activity. There has been no information obtained which in any way supports that rumor. Anyone with any information regarding the rumor or the incidents themselves is urged to contact campus police at 357-2141 or Indiana borough police at 349-2121.

In addition to the intensive investigation, steps have been taken to:

--Increase the number of University police on duty during the late evening and early morning hours.

--Increase patrols by Resident Security Assistants (RSAs) during the same period. More than 25 of these specially selected and trained students have been hired to augment University police patrols.

--Distribute additional information to hall directors on safety and security procedures. Brochures and educational programs for residence hall and off-campus students dealing with personal safety and related topics have been in place since the beginning of the fall semester. Residence hall exterior doors are locked daily at 9 p.m. and can only be opened by building residents who are issued card keys.

--Urge students not to walk on or off campus alone and to report any information they have concerning the incidents or any suspicious activity.

I am also announcing these additional actions:

--A reward of \$1,000 is offered to any individual providing information which will lead to the arrest and conviction of an individual or individuals involved in these incidents. Anyone with information is urged to call campus police or Indiana borough police.

--We have requested the immediate assistance of the Pennsylvania State Police to aid in the investigation.

--We have established a 24-hour hotline to provide information regarding the incidents, to provide assistance and advice concerning security issues which may arise, and to control rumors. Members of the University community may call 357-2255 to request further information on the incidents.

--Increased security patrols will continue indefinitely.

--Students should not go out alone and are urged to call campus police for escorts, if needed. This has been an ongoing service of the RSA program through campus police and will be emphasized during this period.

--University administrators will hold meetings in the residence halls beginning this evening (Dec. 13) and will also be available to meet with any other student group requesting discussion on the incidents.

--Two meetings, open to all IUP students, are scheduled for Wednesday (Dec. 14) at 8 p.m. in the Program Lounge of the Hadley Union Building and at the Black Cultural Center in Richards House. These meetings, arranged through the Division of Student Affairs, will deal with "Information on Campus Security and Last Week's Assaults."

Vicious and inhuman acts such as these five assaults are an affront to the University community and our society. IUP has a long and proud tradition of providing a safe and secure University environment. Nothing will be left undone to assure all members of the University community a safe and secure campus at all times.

Finally, I ask that you remain calm, that you take appropriate precautionary steps, and that you provide any information which may assist in the solution of these crimes.