

## MINUTES OF THE UNIVERSITY SENATE

The April 9, 1991 meeting of the University Senate was called to order by Vice-Chair Adam Goldstein at 3:15 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Cahalan, Caraway, Chowdyhury, Costa, Decoster, Juliette, Marx, Novels, Pressly, Staszkievicz, Storm, and Wilkie.

The following Senators were absent from the meeting: Ambrose, Ausel, Baker, Bulkey, Cale, Camp, Cole, H. Cunningham, Dahlheimer, Dakak, Domico, Ender, Gourly, Helfrich, Hernandez, Hiestand, Hill, F. Jones, Kolb, Kroah, Lamberski, McHugh, McKinley, Millward, Mitchell, Moten, G. Moyer, Myers, Olsen, Overton-Parker, O'Hara, Park, Pinno, Raze, L. Roberts, Robinson, Royer, Ruddon, Russell, Seibert, Williams, and Woolcock.

A Fisher-Somers motion to approve the minutes of the January Special Meeting was APPROVED.

Vice-Chair Goldstein made the following corrections to the March 5, 1991 minutes: Senator Brown-McGowan should have been recorded as excused; Senator R. Roberts was present; Senator L. Roberts was absent. The minutes were APPROVED as corrected.

The March agenda items and order were APPROVED.

Dr. Welty's report is shown as **Attachment A**.

Vice-Chair Goldstein made the following announcements on behalf of Chairperson Juliette:

1. At the request of Dr. Richards, I am representing the Academic Union at several articulation meetings in Eastern Pennsylvania and New Jersey.
2. Dr. Welty has asked that I appoint an Administration, faculty and student representative to the Commission on Cost Reduction Alternatives. After consultation with several Senators, I have nominated the following Senators: Senator Larry Kroah, Administration; Senator Robert Stonebraker, faculty (Economics Department); and Senator Adam Hauben, Student Congress.
3. The Ad-Hoc Committee on Parking that was formed last fall by President Welty is seeking information from students, faculty, and staff that will help them arrive at parking recommendations that are fair and equitable. All faculty and staff have already received this survey with their pay checks last Friday. A random group of students will also be surveyed using this same instrument. The last time a parking survey was conducted on campus, nearly 30% of the faculty, students, and staff participated by returning their surveys. On behalf of the Senate, please urge your colleagues to complete and return the parking survey so that the Parking Committee has sufficient data upon which to make the recommendation.

## OLD BUSINESS

### GRADUATE COMMITTEE, CHAIRPERSON NASTASE

The following recommendations from the Graduate Committee were APPROVED:

1. Course deletion: Psychology Department  
PC 510 Historical Trends in Psychology
2. Change in course title, semester hours, and catalog description:

**Old Program**

PC 791 Family and Couples Clinic  
3 credits

Students will be assigned clients of the Family and Couples Clinic. All therapy will be carried out under the close supervision of the instructor. A team training model will be used, wherein students will observe the work of their peers and participate in pre-session and post-session conferences. Prerequisites: course work in family therapy, successful supervised clinical experience, and permission of the instructor.

**New Program**

PC 791 Family Clinic  
Variable credit 1-6

Students enrolled in this course will be assigned clients in the Family Clinic. A team training model is used with close supervision by the instructor. This course is available for variable credit and repeated enrollment. Prerequisites: PC 634 or its equivalent, successful supervised clinical experience, and instructor permission.

## 3. New Courses:

PC 610 Historical Trends in Psychology 3c-0l-3sh

A comprehensive overview of the historical antecedents of contemporary psychology. Emphasis is placed on the late 19th and the 20th centuries and on the development of psychology as a science, an applied discipline, and a social force. Prerequisite: Instructor permission.

PC 638 Racial, Cultural, and Gender Issues in Psychology 3c-0l-3sh

The operation of cultural, racial and gender issues in the theory, research, and practice of psychology is examined. The ways in which a psychologist's own culture, race, and gender may influence professional practice are explored.

PC 670 Therapeutic Techniques Lab 2c-0l-2sh

This course presents didactic and experiential training in tactics of achieving insight, emotional awareness, emotional escalation or reduction, cognitive-perceptual change, and behavior change for use in individual psychotherapy. Prerequisites: PC 630 or equivalent, simultaneous enrollment in PC 631, and instructor permission.

PC 706 Teaching of Psychology 1c-0l-1sh

Basic dimensions of the teaching process are discussed including course planning and structure, developing and presenting lectures, using alternative pedagogical techniques, evaluating student performance, addressing issues of diversity in the classroom, etc. Skill-practice in these areas is emphasized. Prerequisite: instructor permission.

PC 764 Hypnotic Methods in Psychotherapy 2c-0l-2sh

This course involves an in-depth study of theory, research, and the clinical practice of hypnosis. Prerequisites: PC 630, PC 635, or their equivalents, and instructor permission.

PC 792 Stress and Habit Disorders Clinic 3c-0l-1-6sh

This course is a seminar/clinic in the assessment and treatment of stress and habit disorders. Clients are assigned to students from the Stress and Habit Disorders Clinic. This course is available for variable credit and for repeated enrollment. Prerequisites: PC 631, PC 635 or their equivalents, and instructor permission.

## PC 793 Assessment Clinic

3c-01-1-6sh

Students will be assigned clients from the Assessment Clinic. Emphasis is placed on skill development in interviewing, administration and scoring of psychological assessment instruments, writing of reports, consultation with referral sources, and supervision. A team training model is used with close supervision by the instructor. The course is available for variable credit and for repeated enrollment. Prerequisites: PC 641, PC 642 or their equivalent, and instructor permission.

## 4. Minor Program Change: Psychology Department (PsyD Program)

These proposals were initiated by the Psychology Department's training committee and the department faculty in response to the national accreditation review by the American Psychological Association (APA) in 1988 and the departmental review of the doctoral curriculum. These proposed changes will significantly strengthen the program. Many of the proposed changes address the clinical or applied aspects of the doctoral program rather than the academic content.

- \* Proposed name change for PC 791 from Family and Couples Clinic to Family Clinic.
- \* Proposed new required courses: PC 610 Historical Trends in Psychology (replaces PC 510, Historical Trends in Psychology) and PC 638, Racial, Cultural, and Gender Issues in Psychology. The national accreditation site visit team strongly encouraged the requirement of these courses for all doctoral students.
- \* New course proposal PC 670, Therapeutic Techniques Lab, is proposed as a required course for all students who have not completed equivalent training. Those students who have completed equivalent training will be exempt. These 2 credits will no longer be applied toward practicum requirements; rather, this proposed change will increase minimum program requirements by 2 credits for students who are not exempt.
- \* Two elective courses are proposed: PC 706, Teaching of Psychology and PC 764, Clinical Hypnosis. Both courses have been delivered as special topics offerings and have been well received.
- \* PC 792, Stress and Habit Disorders Clinic and PC 793, Assessment Clinic are proposed as new courses.
- \* Practicum requirement for all students to be increased from 18 to 21.
- \* These proposals increase minimum credit requirements in the doctoral curriculum from 93 credits, as follows:

		New Credit Requirements
Add PC 610	3 credits	96
Add PC 638	3 credits	99
Add PC 798	3 credits	102
Add PC 670	0-2 credits	102-104

## 5. Proposed Track: Public History

This proposal is for the addition of a public history track to the existing master's program offered by the Department of History at Indiana University of Pennsylvania. The proposed track would permit students to pursue a course of study combining work in traditional history courses with course work, research, and an internship in public history. Program graduates would have sufficient

preparation for entry-level positions in a number of public history fields as well as for continued study at the doctoral level.

There are special circumstances that make this area of scholarly activity particularly promising for Indiana University of Pennsylvania. For the next several years, southwestern Pennsylvania will be the focus of a major national project pilot program that is expected to generate similar undertakings across the nation. Briefly, America's Industrial Heritage Project (AIHP) will encourage widespread efforts to research, document, and conserve the industrial (including technological, economic, and social) past of this part of Pennsylvania. The project already has begun to stimulate a dramatic expansion of public history activities throughout the region, and IUP has entered into a formal agreement to cooperate with AIHP in certain joint endeavors. The existence of a master's program with a public history emphasis would greatly increase the variety of ways in which the university community could become involved in AIHP, while the project itself will generate significant research, internship, and professional opportunities for students in the graduate program.

Students would complete nearly half their required credit hours in existing history courses, and only two new courses would be created at the inception of the track. The proposed program would result in more effective utilization of existing faculty skills and library resources, and it promises significant returns in the areas of faculty development; indeed, the existence of a public history track can, through its direct and indirect effects, enrich the entire history curriculum for both faculty and students.

No new faculty or staff hiring is required for the implementation of this track. Existing facilities are appropriate for the instructional needs of this program.

<u>Required Courses (21 hours)</u>	<u>Thesis Option</u>	<u>Non-Thesis Option</u>
*HI 605 Introduction to Public History (3)	x	x
*HI 606 Topics in Public History or HI 699 Independent Study (3)	x	x
HI 614 Research Methods (3)	x	x
HI 698 History Internship (6)	x	x
HI 850 Thesis (6)	x	
HI 601 History Seminars (6)		x
<u>Elective Courses (15 hours)</u>	x	x
Selected from departmental graduate courses or appropriate courses in other departments.	- - -	- - -
Total Hours	36	36

\* New Courses

#### 6. New Courses:

##### HI 605 Introduction to Public History

3c-01-3sh

This course introduces students to the wide range of activities in which public historians engage. Students explore the theoretical and practical issues associated with careers in historic preservation, historical editing, oral history, the management of archival and manuscript collections, and a variety of other activities. Broader conceptual issues associated with the concept of public history also are



considered. Readings in professional and historical literature, the preparation of short papers, class discussions, and occasional presentations by practitioners and visits to historical agencies and/or sites located on or near the university campus are incorporated into the course.

#### HI 606 Topics in Public History

3c-01-3sh

The topic of this course varies from semester to semester. Each time it is offered, it is focused on one specific field of public history activity. Students read extensively in the literature of that field and complete an appropriate project or paper. Class sessions are devoted to discussions of readings and reports on the progress of individual activities. Prerequisite: HI 605.

### AD-HOC SENATE ADVISORY COMMITTEE, SENATOR GOODRICH

On behalf of the Committee, Senator Goodrich introduced a draft of the Operating Principles for Campus Governance and Senate Re-Organization (refer to Attachment A, April 9, 1991 Agenda). Vice-Chair Goldstein urged Senators who had any recommendations or suggestions to submit them (in writing) to either Senator Goodrich or Chairperson Juliette.

### NEW BUSINESS

#### COMMITTEE REPORTS

##### RULES COMMITTEE, CHAIRPERSON TACKETT

The Committee's recommendation to amend section II.B.1 of the Senate bylaws to read: "The Vice-Chair shall be from the student segment and shall be elected by the membership to a one-year term." was APPROVED by a vote of 60 in favor, 20 opposed, and 6 abstentions.

A motion to amend section II.B.1 of the bylaws to read: "The Vice-Chair shall be elected by the membership of the Senate for a one-year term" was DEFEATED.

##### ACADEMIC COMMITTEE, CHAIRPERSON DUNTLEY

Upon the Committee's recommendation, the following Additional Requirements for Spanish Education (refer to Attachment B for more details) in the Admission to Teacher Education and Certification Process were APPROVED:

For Junior Standing:

Effective with the entering class of 1990, junior standing will be reviewed in the semester that the 57th semester hour will be earned. At that point students need to meet the following departmental requirements in addition to the university-wide four step requirements:

1. Successfully complete of an English essay. Students read a recent article dealing with innovations in teaching and will be asked to respond to certain issues;
2. Pass a standard exam (MLA - Modern Language Association) in grammar, reading, and writing;
3. Attain intermediate-mid rating or higher in an Individual Oral Proficiency Interview (ACTFL-ETS).
4. Satisfactorily complete an interview in English with the Spanish Department faculty and one cooperating teacher to assess the student's ability to interact with others on a professional level; and
5. Hold at least a 3.0 grade point average in Spanish.

For Admission to Student Teaching:

1. Attain advanced rating or higher on the Individual Oral Proficiency Interview (ACTFL-ETS);
2. Hold at least a 3.0 grade point average in Spanish;
3. Earn a grade of "C" or higher in ED453: Teaching of Foreign Languages in the Elementary/Secondary School;
4. Earn a grade of "C" or high in SP353: Spanish Phonetics and Phonemics.

Approved 3/8/90 by TECC Curriculum Committee

Approved 3/19/91 by the Senate Academic Committee

Approved 4/9/91 by the University Senate

**CURRICULUM COMMITTEE, CO-CHAIRPERSONS RICHARDS AND BUTERBAUGH**

The following recommendations from the Committee were APPROVED:

1. Liberal Studies Approvals:

AN/SO 273, Cultural Area Studies: Southeast Asia (LS Elective)  
 MA 152, Mathematics for Elementary Teachers II (LS Learning Skills: Math)  
 MH 301, Music History I (LS Elective)  
 MH 302, Music History II (LS Elective)  
 PH 321, Symbolic Logic II (LS Elective)  
 PH 326, Phenomenology and Existentialism (LS Elective)  
 PH 330, Philosophy of Science (LS Elective)

2. Liberal Studies: New Course/Liberal Studies Approval

HI 366, African American Women (LS Elective)

3. Course Deletions:

- a. FN 150, Foods, 4cr.
- b. FN 451, Man and Food, 3cr.
- c. MH 303, Music History III

4. New Courses:

AN/SO 273 Cultural Area Studies: Southeast Asia

3c-0l-3sh

An introduction to the peoples and cultures of Southeast (SE) Asia. Prehistory and the development of indigenous states in SE Asia and analysis of impact of world religions, such as Islam, and Western colonialism. Also examines modern hunter-gatherer and farming societies and discusses contemporary issues in social and economic change, including the "Green Revolution", tropical deforestation, the struggle of ethnic minority tribal peoples, and the plight of Indochinese refugees.

FN 150 Foods Lecture

3c-0l-3sh

Prerequisite(or concurrently): CH 102

Basic Principles of foods, to include composition, sanitation, preparation and preservation.

FN 151 Foods Lab

0c-3l-1sh

Prerequisite(or concurrently): FN 150

Application of basic principles of food preparation.

FN 470 Human Food Consumption Patterns

3l-0l-3sh

Prerequisites:One Social Science Course and Junior Standing

Exploration of human food consumption behaviors from food production to individual and societal consumption patterns. Influencing factors which will be discussed include: agronomic, economic, geographic, sociologic, nutritional, political, and psychological factors. The ethics and morality of food distribution will be discussed. Student may not enroll in this course if they have taken the section of LS 499 that corresponds to this course.

HI 366 African American Women

3c-0l-3sh

Major economic, social, and political issues which have affected black women since their introduction into North America to the present.

(This course was previously listed under the Women's Study Program as HI 481 and now should be included as HI 366.)

XX 281 Special Topics (lower division)

var.

(All departments will be able to include this with all their course prefixes.

A department should apply the normal standard for course numbering to specify courses as lower-division or upper-division, as with any new course being proposed:

A department should use 281 when the course:

- has content that is directed primarily to lower division students (freshmen and sophomores); or
- if developed as a regular course will probably have a 100 or 200 number.

A department should use 481 when the course:

- has specialized content which normally calls on prerequisites and which is directed primarily to upper division students (juniors and seniors); or
- if developed as a regular course will probably have a 300 or 400 number.

All procedures and regulations which pertain to 481 also apply to 281.)

At this point, a motion to extend the meeting by 5 minutes was APPROVED.

## 5. Course Revisions:

MH 301 Music History I

3c-0l-3sh

Intensive study of the history and style of Medieval, Renaissance, and Baroque music. Considerable analytic listening required.

MH 302 Music History II

3c-0l-3sh

Prerequisites: HI 195, MH 301 or permission

Intensive study of the history and styles of Classical, Romantic, and 20th-century music to 1950. Considerable analytical listening required.

BC 301 Biochemistry I

3c-0l-3sh

Prerequisites: BI 105 & CH 232

Introduction to biochemistry emphasizing the structure and function relationships of proteins, enzymes, and vitamins, bioenergetics and the metabolism of carbohydrates and lipids.

BC 302 Biochemistry II

3c-0l-3sh

Prerequisites: BC 301

Continuation of BC 301 concerning the metabolism of nitrogen, amino acids, nucleotides, and nucleic acids and the functions of cell membranes, hormones, and certain specialized tissues.

BC 311 Biochemistry Laboratory I

0c-4l-1sh

Prerequisites: BI 105 & CH 232

A companion to BC301 including experiments in photometry, enzyme kinetics and purification, lipid isolation and characterization, electron transport in respiration and photosynthesis, and use of radioisotopes.

BC 312 Biochemistry Laboratory II

0c-4l-1sh

Prerequisites: BC 311

A companion to BC 302 including experiments in membrane characterization, properties of amino acids, isolation and function of nucleic acids, and synthesis of proteins and nucleic acids.

BC 481 Special Topics in Biochemistry

3c-0l-3sh

Prerequisites: BC 302 & BC 312

A lecture-discussion course of recent biochemistry topics or those of unique interest. Topic and instructor to change annually.

BC 482 Independent Research in Biochemistry

var-1-3sh

Prerequisites: BC 302 & BC 312

Student conducts a research project in any field of biochemistry. Work supervised by faculty. Does not involve regular class or lab hours. Enrollment by permission only

BC 480/490 Biochemistry Seminar

1c-0l-1sh

Prerequisites: BC 302 & BC 312

Discussion of recent trends in biochemical thought. Oral and written reports on assigned readings, library or laboratory research. Guest lecturers.

#### 6. Prerequisite Changes:

<u>Course</u>	<u>Present</u>	<u>Proposed</u>
EC241	None	EC101 or EC122
EC283	None	EC101 or EC122
EC325	EC121	EC121, EC122
EC330	EC122	EC121, EC122
EC334	EC121, EC122	EC121, EC122, MA121 or equiv.
EC339	EC121	EC121, EC122
EC340	EC121	EC121, EC339
EC343	None	EC101 or EC121 or EC122
EC350	EC121	EC101 or EC121 or EC122
EC351	None	EC101 or EC121 or EC122
EC360*	None	EC122
EC373	EC121	EC101 or EC122
EC374*	None	EC122
EC422	EC121, EC122	EC121, EC122, MA121 or eqv.

\*Presently inactive.

## 7. Changes in Credits:

For the following Music Ensemble courses, the credits should change from 1sh to var. 0-1sh.

MU 120	Brass Ensemble
MU 121	Chamber Singers
MU 122	University Corale
MU 123	Symphony Band
MU 125	Marching Band
MU 126	Music Theater
MU 127	Precision Ensemble
MU 129	University Symphony Orchestra
MU 130	String Ensemble
MU 131	University Wind Ensemble
MU 133	Woodwind Ensemble
MU 134	University Chorus
MU 135	Jazz Ensemble
MU 136	Mellowmen

## 8. New Minor:

**Minor in Business Administration for Non-Business Majors**

The College of Business offers, as a joint effort of its departments, a 21 credit hour minor for non-business majors. The program is designed to give non-business majors a general background in business with 12 credits of prescribed Liberal Studies courses and 21 credits or required business courses.

**Prescribed Liberal Studies:**

Social Science:	EC121
Mathematics:	MA214 or MA217
Liberal Studies Electives:	BE101/CO101/IM101 EC122

**Required Business Courses**

AG 201	Accounting Principles I	3sh
AG 202	Accounting Principles II	3sh
FI 310	Finance I	3sh
MG 310	Principles of Management	3sh
MK 320	Principles of Marketing	3sh

Two of the following with advisement 6sh

BL 235	Introduction to Business Law
IM 241	Introduction to MIS
AD 321	Business Communications

## 9. Program Changes:

For all BS and BA programs in Music:

Remove MH 303, Music History III as a requirement from all programs; specify MH301, Music History I as a Liberal Studies elective for all tracks except Music/History and Literature; and specify HI305, Renaissance and Reformation as a Liberal Studies Elective for all programs.

## 10. Program Changes for Elementary Education:

**Elementary Education Program**

The elementary education program is designed to provide learning experiences which will assist students in developing into highly competent and effective teachers in grades K-6. Students are able to expand their knowledge of liberal studies, pedagogy, curriculum, human development and learning and a historical and philosophical basis to undergird one's professional behavior. Effective Fall 1991: A 2.5 cumulative QPA

is required to apply for teacher certification, to take major courses in the department, to apply for Junior Standing and to student teach.

Bachelor of Science in Education-Elementary Education (\*)

Liberal Studies:

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

Mathematics: MA 151  
 Natural Science: (new sequence of required courses being developed)  
 Social Science: GE 101-104, PC101  
 L.S. electives: MA 152 (1), no course with EL prefix

College:

29

Professional Education Sequence

CM 301 Instructional Media	3sh
ED 242 Pre-Student Teaching I	1sh
ED 342 Pre-Student Teaching II	1sh
ED 441 Student Teaching	12sh
ED 442 School Law	1sh
EP 302 Educational Psychology	3sh
EP 377 Educational Tests and Measurement	3sh
FE 202 American Education in Theory and Practice	3sh
ED 499 Multicultural Education	2sh

Major:

32

Required Courses:

EL 211 Music for the Elementary Grades	2sh
EL 213 Art for the Elementary Grades	2sh
EL 215 Child Development	3sh
EL 221 Children's Literature	3sh
EL 222 Teaching Reading I	3sh
EL 312 Teaching of Elementary Science	2sh
EL 313 Teaching Mathematics in the Elementary School	3sh
EL 314 Teaching of Health and Physical Education	2sh
EL 356 Pedagogy I	3sh
EL 357 Pedagogy II	3sh
EL 411 Teaching of Social Studies	3sh
EL 425 Language Arts Across the Curriculum	3sh

Electives

11

Total Degree Requirements

125

The meeting was adjourned at 5:15 p.m.

Respectfully submitted,



Yaw A. Asamoah  
 Secretary

## ATTACHMENT A1

**PRESIDENT WELTY'S REPORT TO THE UNIVERSITY SENATE**

I am pleased to report to you that the collective effort designed by the leadership of our bargaining units, the University Senate and the Student Congress to advocate for increased support for higher education in the coming year is moving forward. As of this date the following actions have occurred:

1. An op-ed piece which I have written advocating support for Public Higher Education and the State System of Higher Education has been distributed to all newspapers, radios, and television stations in the Commonwealth of Pennsylvania. This piece has been run in several papers to date.
2. A letter from Shawn Sharbaugh, President of Student Congress, and myself has been sent to all parents of our students urging them to write their legislators.
3. A letter from Ms. Catherine Miller, President of the Alumni Association, and myself has been sent to all of our alumni requesting that they write and contact their legislators concerning this issue.
4. This week Student Congress is sponsoring their "Letters to Harrisburg Campaign" in which they are urging students to write to their legislators indicating the need to increase funding for appropriations in order to eliminate a massive tuition increase.
5. In addition, I will be speaking to numerous groups in Western Pennsylvania and appearing on selected television and radio stations to discuss the impact of the budget.

These activities and others will be undertaken in the coming weeks. I wish to thank all of our constituent leadership for participating in this activity.

In addition, on March 28, 1991 the Chancellor visited the campus and met with area legislators and area media representatives on March 28, 1991 advocating support for the budget. Our advocacy plan is being coordinated with the overall plan for the State System of Higher Education as well as other groups in an effort to impact the outcome of this year's appropriations process. It is important that we continue our activities in the coming weeks.

While this activity is underway, I have completed the appointment of the Commission on Cost Reduction Alternatives which will begin its work very shortly. This Commission which I indicated would be appointed and the responsibilities for which it would have were announced in a recent News and Views. The names of the 25 member Commission are as follows:

Dr. William Cale, Council of Deans; Dr. William Barker, Council of Chairs; Dr. Jerry Buriok, Budget Committee; Mr. Kenneth Shildt, Long-Range Planning Committee; Dr. Kurt Dudd, APSCUF; Dr. Gordon Thornton, APSCUF; Mr. Larry Kroah, University Senate; Dr. Robert Stonebraker, University Senate; Mr. Adam Hauben, University Senate; Ms. Gina Grace, Student Congress; Ms. Mary Ann Buono, Student Congress; Ms. Jeanne Morris, AFSCME; Mr. Bob Mundorf, AFSCME; Ms. Donna Griffith, SCUPA; Mr. Clinton Williams, Graduate Student Assembly; Dr. Mark Staszkiwicz, Chair, Long-Range Planning Steering Committee; Dr. Donald Eisen, At-Large; Dr. Donna Streifthau, At-Large; Dr. Kay Snyder, At-Large; Dr. Donald McPherson, At-Large; Dr. Hilda Richards; Dr. David DeCoster; Mr. Edward J. Norberg; Mr. Edward J. Norbert; Mr. Edward Receski; Dr. Peter Smits; Dr. John Welty, Chair.

I have also distributed to faculty and administrators a copy of Teacher/Scholar Statement that has been prepared by the Faculty Professional Development Committee in response to my comments made at the faculty workshop this past September. This document has been distributed to all the administrators and faculty with a request for



comment. Open hearings on the document will be held on the following two dates: Monday, April 22 at 3:30 p.m. in Gorell Hall and Monday, April 29 at 7:00 p.m. in Room 202 Sutton. I would welcome all members of the University Senate to participate in these open hearings and make comments regarding the statement. A full copy of the statement along with the appendices are available in the University library as well as in offices of department chairs and deans. I believe this is a very important discussion for us to have in the next few weeks.

On December 14, 1990 the Council of Trustees at IUP authorized the president of the University to enter into an agreement to purchase approximately 40 acres of land located west of Wayne Avenue from the Kovalchick Salvage Company over a period of years at a cost not exceeding \$10 million for land, inventory removal and relocation provided that a professional appraisal is completed and that the University receives a thorough environmental analysis which assures there is no liability for any environmental cleanup or correction. The Council further resolved that if a satisfactory agreement cannot be reached, the president was authorized to proceed with plans to locate the College of Business building at the Memorial Field House parking lot and to work with the Office of the Chancellor to seek approval to build a parking structure to replace lost parking or work to relocate Miller Stadium.

Since that meeting the University has hired two firms to complete a professional appraisal. Those appraisals have been completed. The University has been advised that the Environmental Protection Agency has begun the process of completing an environmental analysis. This study will take months to finish. In addition, the state's fiscal condition has deteriorated since December. Unfortunately, the University cannot wait to begin the final design and construction of the new College of Business classroom building which was approved by Governor Robert Casey in September, 1989. After consultation with the Council of Trustees, I have determined that we must move forward and begin the final design of the College of Business classroom building on the Memorial Field House parking lot site.

At the same time this work begins, we will be completing a thorough study to make a determination with regard to whether to construct a parking garage, to relocate Miller Stadium or consider another alternative. This review will take time to complete.

I also plan to pursue the possibility of purchasing a smaller amount of land from the Kovalchick Salvage Company which might be used for parking for the new College of Business building. Mr. Kovalchick has indicated his willingness to explore this alternative. Surveys of the land are now being completed.

Mr. Kovalchick is also committed to continuing negotiations with the University for the purchase of the entire salvage company property which we hope to be able to complete in the future. The Business Building will be sited to fit in with this longer term plan.

Planning will begin for the College of Business building and we hope to be able to begin construction on that building in spring, 1992.

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## ATTACHMENT A2

### President Welty's clarification of the Rules Committee Report of March 1991 (Refer to March 5, 1991, Agenda).

#### Finding of the Rules Committee, Item B:

Dr. Welty assured the Rules Committee that he fully supports the Senate having a strong voice in all matters of University governance and that he endorses the Senate's constitution in principle consistent with Act 188 as amended (Addition).

## Item D:

Dr. Welty had indicated that he is prepared to return the recommendations of the Ad Hoc Committee on Parking to the Senate for review. However, the phrase "would not implement them until the Senate acted on them" should be deleted since he did not make that statement.

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## Attachment B

**ADDITIONAL INFORMATION FOR JUNIOR STANDING REQUIREMENTS  
SECONDARY EDUCATION/SPANISH PROGRAM  
April, 1991**

1. **English Essay.** Students will read an article dealing with innovations in language teaching and will be asked to critique it by:
  - a. describing how the article relates to the coursework in education they've had so far;
  - b. describing how the article relates to their experiences in Pre-Student Teaching I;
  - c. offering their own opinions: would they use the strategies presented in their own teaching (why or why not?); do they perceive any difficulties in implementing the suggested techniques?; etc.

The essay will be evaluated according to the scale that is attached. A passing score of 70 is required. Two professors from the Spanish Dept. and one from the English Dept. will evaluate the essay.

\*If a student scores below 70, s/he may request permission to write a second essay dealing with a different article. Three professors (other than the ones who evaluated the first essay) will again be asked to evaluate.

2. **Written Spanish Exam.** Students will take a standard exam that tests:
  - a. grammar knowledge: multiple choice format;
  - b. reading: multiple choice question-answer format;
  - c. writing: completion of a dialogue that has every other line missing.

At present, the MLA (Modern Language Association) Spanish Exam will be utilized. The exact exam used may change as new exams are developed.

Students must score in the 70th percentile.

\*If a student scores below the passing grade, s/he may take the exam again the following semester.

3. **Oral Proficiency Spanish Interview.** Students will be interviewed individually by one of the certified oral proficiency testers in the Spanish Dept. The interview format is that developed by the American Council on the Teaching of Foreign Languages (ACTFL) and the Educational Testing Service (ETS): it is a face-to-face conversation lasting anywhere between ten and twenty-five minutes, depending on the level of the candidate. Although the interview appears to be an ordinary conversation two people might have, the interview is structured in order to elicit a language sample that is evidence of the candidate's ability to use the language in various contexts, for various purposes, and with a certain level of accuracy.

Students must attain a minimum level of Intermediate Mid on the scale. The interview will be rated by two certified testers. Description of Intermediate Mid speakers:

Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate Mid speaker can generally be understood by sympathetic interlocutors.

\*If a student attains a level below Intermediate Mid, s/he may request a second interview with a different interviewer the following semester.

4. **Interview in English.** The student will be interviewed by three people: the Secondary Education/Spanish advisor, a cooperating teacher, and a Spanish Dept. professor of the student's choice. The student will be asked to respond to the following:
- What special talents do you feel that you bring to the teaching profession?
  - Situation: You are practicing a new grammar point with students and they are apparently very confused about how to use the structure. What would you do?
  - Situation: A student asks you a question and you don't know the answer. What would you do?
  - Situation: You make a mistake in a grammar explanation. A bright student notices it and brings it to your attention. What would you do?
  - Situation: A student asks you a question that doesn't deal with the lesson. What would you do?

The student's overall performance will be judged according to the following scale:

<b>APPEARANCE</b>	[1] [2] Untidy	[3] [4] Generally neat	[5] [6] Meticulous dress
<b>POISE</b>	[1] [2] Ill at ease, tense	[3] [4] Composed	[5] [6] At ease, polished, spontaneous
<b>ABILITY TO COMMUNICATE</b>	[1] [2] Disorganized, evasive	[3] [4] Clear, good grammar	[5] [6] Fluent, excellent grammar
<b>ENTHUSIASM</b>	[1] [2] Low motivation	[3] [4] Drive evident	[5] [6] Well motivated
<b>INITIATIVE</b>	[1] [2] Did not volun- teer	[3] [4] Elaborated on responses	[5] [6] Organized responses
<b>PROBLEM- SOLVING</b>	[1] [2] Inability to perceive problem	[3] [4] Takes minimal steps to solve problem	[5] [6] Suggests a variety of solutions

The student must score a [3] in each category on the scale.

\*If a student fails to attain a [3], s/he may request a second interview and may request that a different cooperating teaching and Spanish Dept. professor conduct the interview.

5. **3.0 Q.P.A. in Spanish.** Students must have at least a 3.0 average in Spanish. Q.P.A.'s below 3.0 are not acceptable.

\*The student can continue taking Spanish courses until the 3.0 Q.P.A. is achieved, at which time the student may re-apply for junior standing.

\*\*\*Note that junior standing will be denied if the student does not meet all criteria above. It will be the responsibility of the Secondary Education/Spanish advisor to suggest a plan of action for the student to follow in order to correct the deficiencies. The student is not removed from the program; s/he can continue to take courses, except for the upper-level education courses, until the deficiencies have been removed. Once the remaining criteria have been met, junior standing will be granted and the student may proceed with all coursework.