

Senate Minutes, March 1, 1994

MINUTES OF THE UNIVERSITY SENATE

The March 1, 1994 meeting of the University Senate was called to order by Chairperson Ender at 3:15 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Baker, Beener, Bellak, Brown G., Chaubey, Heyer, Hulings, Johnson (Ralph), Johnson (Rita), Ray, Start, Morgan, Nowell, O'Hara, Peterson, Reisenman, Sellers, Soni

The following Senators were absent from the meeting: Aquilani, Berry, Bennett, Berlin, Bradley, Camp, Dickinson, Evans, Griffith, Halapin, Hill-Hudson, Howe, Juliette, Lidonnice, Mack, Maracle, Marshall, Rafoth, Roberts, Santelli, Sapienza, Say, Snyder, Sterner, Thibadeau, Woolcock

The March 1, 1994 minutes were amended as follows:

1. Delete Senator Zane Davison from the list of absentees.
2. Under Rules Committee Item 3, the tentative dates for APSCUF/Senate representative elections should read **1994/95** not 1995/96.
3. Under Educational Services Fee Committee, the report was delivered by Senator Cunningham as a **member** of the committee, not chairperson.
4. The Admissions Recruitment Committee Report was delivered by Senator Stonebraker as a **member** of this committee, not its co-chairperson.

The minutes were **APPROVED** as amended.

A correction was made to the March 1, 1994 agenda by distributing an addendum to the published agenda (See **Attachment A**)

Agenda items and order were then **APPROVED**.

President Pettit's report is attached (**Attachment B**).

Interim Provost Staszkievicz made the following remarks:

I have only one item to report on today and it relates to the Honors College. As you should know, Mr. Robert E. Cook, an IUP alumnus, has donated 3.26 million dollars for the Honors College. The money, however, is to be used as the principle in an endowment arrangement. While we have received the gift, we have not held the money long enough to generate any income. Nonetheless, we must begin now if we are to implement the new Honors Program by 1996. I recognize that the Senate passed the honors college proposal with the expectation that honors college specific expenses be funded through means other than the E & G Budget of the University. Therein lies the problem. We have a gift that has yet to generate income; we have an immediate need for capital to initiate the program on schedule; and we have a good faith commitment not to use university funds for some of these capital needs.

I know this issue has been raised by some Senators; I want to assure the Senate that we have no intention of violating this good faith agreement. In order to get the program off the ground, the Budget Committee has recommended and the President has agreed to lend \$75,000 to the program for start-up costs. Once the income from the endowment is available, appropriate expenses will be reimbursed from these funds. If anyone has any concerns, I ask that they please contact me and I will be more than happy to meet with them. I believe the establishment of the Robert E. Cook Honors College is one of the most important and significant contributions to the IUP community and will play a major role in helping to establish a more academic climate. I would hope that we have enough trust among ourselves to allow this to happen.

Vice Chairperson Jacob made the following remarks:

After seeing it for the first time yesterday, and listening to student opinion, I find it necessary to comment on the Draft Attendance Policy, submitted by the Senate Academic Committee. To most students, it seems that there is some kind of unwritten policy floating around IUP right now, implemented by faculty in various forms. There are several issues that need consideration, before redundant policies are made, and unrealistic expectations set up.

1. One needs some definition of the current policy first, before one is educated enough to discuss revising one.
2. I agree that class attendance is an issue, and personally believe strongly in it, but through experience, I as a student must learn that the only way I can pass a course, is to go regularly to class. If I can pass the course without going to class, there is something awry with the way that the course itself is set up.
3. It is my duty as a student to be in a class. It is the duty of the faculty member teaching that class to make me want to be there.
4. What or who is going to monitor "attendance and participation beyond mere physical presence?" Clarification of intent is required here - is attendance the issue, or is learning in the classroom the issue? If classroom learning is the issue, then that raises questions about what exactly is going on inside our classrooms now, with or without attendance policies.

It is the responsibility of Committee Chairs to let Senators know when meetings are being held. Student Senators ask that they not be forgotten when information is sent out, or phone calls made. This will be appreciated very much.

Change is pervading IUP. It is here and rolling. Students are very pleased that the offices of Financial Aid, Accounts Receivable and Pechan Health Center will remain open during 12 noon and 1 p.m. and we wish to express our thanks and satisfaction.

Chairperson Ender made the following announcements:

1. The April meeting will be held on March 29, 1994. Please recall we are rescheduling the April meeting because Monday replaces Tuesday.
2. Gary Buterbaugh is being replaced by Senator Bob Sechrist on the University Middle States Steering Committee. This change has been initiated due to a sabbatical leave on the part of Senator Buterbaugh during the 1994-95 academic year.

3. Today we vote once again on the Senate Constitution and new language regarding curriculum. I believe today's language accurately represents the past and present relationship this University Senate has had with APSCUF and the Administration in regard to the curriculum approval process. With this language the University Senate is not put in the position of attempting to define Collective Bargaining Language within the context of the Senate Constitution. I have always maintained that the proper place for this interpretation to take place is at the Meet-and-Discuss table. I am pleased to report that at the January 19, 1994 Meet-and-Discuss meeting, APSCUF and management agreed with the following statement concerning APSCUF's curricular rights:

"APSCUF understands, on the basis of past operation, that if APSCUF requests management to withdraw a curricular item proposed by the Senate to the Council of Trustees, management will honor that request in order to allow for appropriate discussion to take place."

I am hopeful that this agreement between APSCUF and management provides those concerned faculty the necessary assurances they have insisted upon. I truly believe that our system works, is just and, most importantly provides faculty with control of the IUP curriculum. I would encourage the Senate to pass the Constitutional motion before us today and encourage faculty departmental representatives to the APSCUF REP council to vote against the motion before that body to remove curriculum from the Senate. Finally, I am hopeful that the Senate constitution can be ratified in April. This has been a significant University issue during the past three years. I believe we are a stronger University as a result of the process we have been through.

STANDING COMMITTEE REPORTS

RULES COMMITTEE - CHAIRPERSON STINEMAN

1. The chairperson accepted friendly amendment changes to the language of the motion presented in Attachment C. A motion by Senator Buterbaugh, seconded by Senator Curey, to return the motion to committee until the By-Law changes are made and brought to the Senate for approval was APPROVED. (The friendly amendment changes to the motion can be found in the Agenda and Minutes of the next meeting for March 29, 1994).
2. The next meeting of the Rule's Committee is scheduled for Tuesday, March 15, 1994 because of Spring Break.

as recommended by the CC, the Senate approved the following:

CURRICULUM COMMITTEE - CHAIRPERSON BORMANN

1. The Senate APPROVED the following new courses:

FI 355 Financial Analysis Using Lotus 1-2-3
Prerequisites: BE/CO/IM 101 and FI 310

3c-01-3sh

This course develops the financial students' computer modeling and analysis skills. Students will be taught how to utilize current computing resources, electronic spreadsheet and other computing software, to analyze, model and solve a variety of financial problems.

FI 424 International Financial Management

3c-01-3sh

Prerequisite: FI 310

The financial management concepts, useful in a single-country context, are adapted for the international variables and constraints caused by being international. Provides an insight into unique issues and problems the manager of the multinational enterprise will face such as: working capital management; capital budgeting process; financing and investing abroad; capital and money markets; foreign exchange markets; and risk management.

PC 315 Experimental Development Psychology

3c-21-4sh

Prerequisite: PC 280 or PC 290

The course will study human development from conception to death with emphasis on the physical, cognitive, and emotional domains. Students will be involved in observation and data collection.

PC 335 Experimental Social Psychology

3c-21-4sh

Prerequisite: PC 280 or PC 290

A laboratory course in the effects of the social environment on human behavior. Topics include perception of persons, attitude formation and change, and small group interaction. Includes experience with social psychological research methods. May not be taken for credit by students who have completed PC 330.

PC 345 Introduction to Human Cognition

3c-01-3sh

Prerequisite: PC 101

This course is designed to provide an overview of cognitive psychology. The Information Processing Model is contrasted with its predecessor, Behaviorism and its contemporary challenger, Connectionism.

PC 355 Comparative Psychology

3c-01-3sh

Prerequisite: PC 101

Survey of animal behavior patterns and control mechanisms including learning, development, communication, and social behavior. Emphasis is on the relationship of the animal to its environment and on the relationship of animal models to human behavior.

PC 356 Biopsychology

3c-01-3sh

Prerequisite: PC 101

Study of the relationship between behavior and the anatomy and physiology of the nervous system.

PC 425 Experimental Organizational Psychology

3c-21-4sh

Prerequisite: 12 credits of psychology (including PC 290 beyond PC 101)

Introduces the student to theory, research, and methods in the investigation of human behavior and experience in organizations. Both classical and current literature in the field are discussed. In addition to lecture students will conduct empirical research projects.

(Note was made that with this approval PC 390 should be fully operational)

2. The Senate APPROVED the following course revision:

PC 390 Industrial-Organizational Psychology

3c-01-3sh

Prerequisites: PC 101, MA 214/217

The study of psychological principles in work organizations; application of psychological theory to the understanding and explanation of individual behavior and experience in work organizations. may not be taken for credit by students who have successfully completed PC 425.

(Formerly PC 420)

3. The Senate APPROVED the following program changes:

Bachelor of Science in Education - Elementary Education (See Attachment A)

Bachelor of Science in Education - General Science Education (*)

Liberal Studies: As outlined in Liberal Studies section

55-56

with the following specifications:

Mathematics: MA 121 (1)

Natural Science: CH 111-112

Social Science: PC 101

Liberal Studies electives: BE/CO/IM 101, no courses

with prefix of chosen track in major

College:

30

Professional Education Sequence

CM 301	Technology for Learning and Instruction	3sh
ED 242	Pre-Student Teaching Clinical Experience I	1sh
ED 342	Pre-Student Teaching Clinical Experience II	1sh
ED 441	Student Teaching	12sh
ED 442	School Law	1sh
ED 451	Teaching Science in Secondary Schools	3sh
EP 202	Educational Psychology	3sh
EP 377	Educational Tests and Measurements	3sh
FE 202	American Education in Theory and Practice	3sh

Major:

39-40

Required Courses:

BI 103	General Biology I	4sh
BI 104	General Biology II	4sh
GS 101	Earth Science (GO)	3sh

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GS 102	Earth Science (GO) Lab	1sh
GS 103	Earth Science (MA)	3sh
GS 104	Earth Science (MA) Lab	1sh
PY 111	Physics I Lecture	3sh
PY 112	Physics II Lecture	3sh
PY 121	Physics I Lab	1sh
PY 122	Physics II Lab	1sh

Controlled Electives: 15-16

Biology Track: BI 110, 120, 272, BI elective

Chemistry Track: CH 231, 321, 351, 232, or 340 or 341

Geoscience Track: GS 121, 123, 131, 341 or 342, 361, 371

Physics Track: PY 222, 231, 242, 331, 350 (1)

Other Requirements: 0

Free Electives: 0

Total Degree Requirements: 124-126

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education." (1) Note: If Physics track is elected, MA 123 and MA 124 are required.

B.S. in Geology (all capitals indicate additions/revisions) - (See Attachment C)

Liberal Studies: 56-57

As outlined in Liberal Studies section with the following specifications:

MATH: MA 123

Natural Science: CH 111/112 OR 113/114

LS ELECTIVES: MA 124, no courses with GS prefix

Major: 33

Required Courses:

GS 121	Physical Geology	3sh
GS 123	Intensive Physical Geology Lab	1sh
GS 131	Historical Geology	3sh
GS 133	Intensive Historical Geology Lab	1sh
GS 321	Mineralogy	3sh
GS 322	Igneous and Metamorphic Petrology	3sh
GS 325	Structural Geology	3sh
GS 326	FIELD GEOLOGY	3SH
	OR	
	SUMMER FIELD COURSE (offered by other universities) (1,2)	
GS 330	Paleontology	3sh
GS 362	Plate Tectonics	3sh
GS 411	Sedimentary Petrology	3sh

GS 412	STRATIGRAPHY	
	OR	
GS 327	GEOMORPHOLOGY	3SH
GS 480	Seminar	1sh
Controlled Electives		
GS courses 300 or above		9
Other Requirements:		8-14
PY 111/121		4sh
PY 112/122		4sh
Foreign Language Intermediate Level		0-6sh (3)
OR		
TWO OF THE FOLLOWING:		
CO 220, CO 250, CO 310, OR OTHER HIGHER-LEVEL CO COURSES WITH DEPARTMENTAL PERMISSION IN CONSULTATION WITH THE COMPUTER SCIENCE DEPARTMENT		
Free Electives		11-18
Total degree requirements		124
(1) Summer Field Camp in geology (5-9sh) is strongly recommended.		
(2) A maximum of six credits from approved summer field camp may apply to required core		
(3) and controlled electives (3).(3) Intermediate-level Foreign Language may be included in Liberal Studies.		

B.S. in Environmental Geoscience (all capitals indicate additions, revisions) - (See Attachment C)

Liberal Studies:		56-57
MATH: MA 123		
Natural Science: CH 111/112 OR 113/114		
LS ELECTIVES: MA 124, no course with GS prefix		
Major:		27
Required courses:		
GS 121	Physical Geology	3sh
GS 123	Intensive Physical Geology Lab	1sh
GS 131	Historical Geology	3sh
GS 133	Intensive Historical Geology Lab	1sh
GS 310	Environmental Geology	3sh
GS 321	MINERALOGY	3SH
GS 322	IGNEOUS AND METAMORPHIC PETROLOGY	3SH
GS 325	Structural Geology	3sh
GS 331	Hydrogeology	3sh
GS 332	Geochemistry	3sh
GS 480	Seminar	1sh

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Other requirements:		15
BI 105	Cell Biology	4sh
BI 361	Microbiology	3sh
CH 231	Organic Chemistry	4sh
CH 323	Analytical Methods	4sh

Controlled electives (from list)		8-9
BI 272	Conserv. Plant/Animal Resources	3sh
BI 321	ENVIRONMENTAL PROTECTION I	3SH
BI 362	Ecology	3sh
CH 341	PHYSICAL CHEMISTRY I	4SH
CH 322	INSTRUMENTAL ANALYSIS	4SH
CO 110	Problem Solv. & Struct. Analysis	3sh
CO 220	Applied Computer Programming	3sh
CO 250	Introduction to Numeric Methods	3sh
CO 310	Data Structures	3sh
GE 314	Map and Photo Interpretation	3sh
GE 415	Remote Sensing	3sh
GS 326	Field Geology	3sh
GS 327	GEOMORPHOLOGY	3SH
GS 411	SEDIMENTARY PETROLOGY	3SH
GS 432	Coal Geology	3sh
GS 440	Subsurface Geology	3sh
PY 111/121	Physics I	4sh (1)
PY 112/122	Physics II	4sh (1)

Foreign Language Intermediate Level

OR TWO OF THE FOLLOWING: 0-6 (2)

CO 220, CO 250, CO 310, OR OTHER HIGHER-LEVEL CO COURSES WITH DEPARTMENTAL PERMISSION IN CONSULTATION WITH THE COMPUTER SCIENCE DEPARTMENT

Free electives: 10-18

Total degree requirements 124

- (1) Students who plan to pursue an advanced degree in Environmental Geoscience are strongly advised to take the physics sequence as their controlled electives.
- (2) Intermediate-level foreign language may be included in liberal studies electives.

Bachelor of Arts in Psychology

Liberal Studies: As outlined in Liberal Studies section 54-55

with the following specifications:

Mathematics: MA 217

Natural Science: BI 103-104 recommended

Social Science: PC 101

Liberal Studies electives: BE/CO/IM 101, no courses with PC prefix

Major:

33

Required courses:

PC 290	Research Design and Analysis I	4sh
PC 291	Research Design and Analysis II	4sh

Controlled electives:

One course from each of these six core areas: (1)

A.	Developmental Psychology: PC 310, 311, 312, 315	3sh/4sh
B.	Individual Differences: PC 320, 321, 322	3sh
C.	Social/Environmental: PC 330, 331, 335	3sh/4sh
D.	Cognition/Learning: PC 340, 341, 342, 345	3sh/4sh
E.	Biological Bases of Behavior: PC 350, 352, 355, 356	
F.	Metatheoretical Perspectives in Psychology: PC 410, 411	3sh
	Other PC electives beyond PC 101	5sh

Other Requirements:

0-6

Foreign Language Intermediate Level (2) (1)

Minor/concentration:

15

Free Electives:

15-22

Total Degree Requirements:

124

(1)(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.

(2) At least two must be content-based laboratory courses. (1)

Bachelor of Arts in Psychology/Applied Psychology Track

Liberal Studies: As outlined in Liberal Studies section

54-55

Mathematics: MA 217

Natural Science: BI 103-104 recommended

Social Science: PC 101, EC 121

Liberal Studies electives: BE/CO/IM 101, no courses with PC prefix

Major:

37

Required courses:

PC 290	Research Design and Analysis I	4sh
PC 291	Research Design and Analysis II	4sh
PC 421	Psychology of Work	3sh
PC 425	Experimental Organizational Psychology	4sh
PC 493	Practicum	3sh(2)

Controlled electives:

One course from each of these six core areas (3):

A.	Developmental Psychology: PC 310, 311, 312, 315	3sh/4sh
B.	Individual Differences: PC 320, 321, 322	3sh
C.	Social/Environmental: PC 330, 331, 335	3sh/4sh
D.	Cognition/Learning: PC 340, 341, 342, 345	3sh/4sh

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|----|---|---------|
| E. | Biological Bases of Behavior: PC 350, 352, 355, 356 | 3sh/4sh |
| F. | Metatheoretical Perspectives in Psychology: PC 410, 411 | 3sh |

Other Requirements: 15-21

Outside concentration

- | | | |
|---|---|-------|
| EC 122 | Principles of Economics II | 3sh |
| EC 330 | Labor Economics | 3sh |
| LR 480 | Principles and Practices of Collective Bargaining | 3sh |
| 2 courses, as approved by adviser (4) | | 6sh |
| Foreign Language Intermediate Level (1) | | 0-6sh |

Free Electives: 11-18

Total Degree Requirements: 124

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) Department recommends at least 6 credits of PC 493: Practicum.
- (3) At least two must be content-based laboratory courses.
- (4) Department highly recommends PC 424: Planned Organizational Change and recommends one course from business or another applied area.

is recommended by
GRADUATE COMMITTEE - CHAIRPERSON NASTASE

1. The Senate APPROVED the following new courses:

CE 752	Advanced Practicum (Elementary)	3c-01-3sh
Prerequisites: CE 627 and 740		

Provides a child counseling experience in applying appropriate interventions and consultation practices designed to facilitate the personal, social, and academic growth of children.

GR 951	Extended Dissertation	1c-01-1sh
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Enrollment for one credit is required each fall semester of doctoral students who have completed all program requirements and have enrolled for all required dissertation credits, but who have not yet completed the dissertation.

EN 690	Writing as a Way of Learning	3c-01-3sh
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The workshop examines the theoretical relationship between thought and writing, with specific attention to ways this relationship underlies learning in all disciplines. The course, which functions as part of the Southcentral Pennsylvania Writing Project, involves reading, writing, and demonstration of pedagogical methods.

EN 318/518 Literature for Adolescents

3c-01-3sh

This course offers prospective secondary English teachers a survey of the literature adolescents choose to read, enjoy, and find relevant to their lives. Includes literature that offers psychological and sociological perspectives on adolescents.

2. The Senate APPROVED the following cross-listing of courses:

a. CE 633 as ST 633

ST 633 Evaluation Techniques

3c-01-3sh

Basic statistical and measurement concepts utilized in testing and test interpretations, with emphasis on the administration, scoring, validity and reliability of assessment instruments for student affairs. Methodological principles of survey research and program evaluation are also included. Students can not take both ST 633 and CE 633.

Rational for CE 633 Cross-Listed as ST 633: In the past graduate students in the Student Affairs in Higher Education (SAHE) program have enrolled in CE 633: Evaluation Techniques, a graduate course in the department's Counseling program. The purpose and content of CE 633 has been to expose students to the type and kind of vocational, personality, and intelligence tests they would utilize as guidance counselors in elementary and secondary schools or as counselors in private practice or in community agencies. In contrast, graduate students in the SAHE program work exclusively in colleges and universities and they utilize assessment instruments to measure college students' needs, attitudes, and emotional and behavioral levels of maturity. Therefore, it is important that they have a course where the intent is exactly as it is with CE 633; however, they need to be exposed to different instruments to meet their specific needs. Thus, the only change requested is to cross-list CE 633 with ST 633.

b. CE 741 as ST 741

ST 741 Supervised Practicum

3c-01-3sh

Practicum experience is gained in counseling and consulting techniques including interviews, observations, mentoring relationships, group interaction and developmental workshops. The development of effective helping skills for work with college students is emphasized. Students can not take both ST 741 and CE 741.

Rationale for CE 741 Cross-Listed as ST 741: CE 741 has always been a requirement for SAHE students. In recognition that SAHE graduates work exclusively in colleges and universities as Student Affairs administrators, SAHE practicum sections were created three years ago. By cross-listing CE with ST, the advisement and scheduling process will be simplified. In addition, SAHE students' credentials will be strengthened inasmuch as their transcripts will show dominant coursework in ST rather than CE courses.

3. The Senate APPROVED the following minor program revision:

The graduate program in Student Affairs in Higher Education (SAHE) proposes to add 6 credits of electives to the program, which would increase program requirements from 33 to 39 credits.

Rationale: This increase would bring the program more in line with the credit requirements of other SAHE programs nationwide. For example, over 70% of programs require between 39-48 credits, and the program's primary competitors (IU Bloomington, Ohio State, University of Vermont, Bowling Green, and Maryland) require 42-45 credits. The current 33-credit program includes only one 3-credit elective, and the breadth of the students' preparation is too narrow. Students will be encouraged to enroll in any of several courses within the Department of Counseling, Adult Education and Student Affairs which are currently available.

RESEARCH COMMITTEE - CHAIRPERSON GIBBS

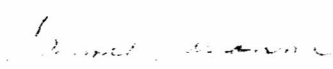
1. The University Senate Research Committee awarded four faculty members approximately \$1,500 each, totalling \$5,954.
2. Proposals for the University Senate Research Committee awards are due in the Grant's Office by March 8, 1994.
3. The University Senate Research Committee will meet March 15, 1994 at 3:15 p.m. in 101B Stright Hall.

ACADEMIC COMMITTEE - CHAIRPERSON DUNTLEY

It was moved to continue debate on the committee's motion to approve a new policy on missing grades.

The meeting was adjourned at 5:00 p.m.

Respectfully submitted,


Carmy Carranza
University Senate

CURRICULUM COMMITTEE ATTACHMENT

Summary of Changes B.S. in Geology

Old Program	New Program
1. Math sequence: MA 121/122	Math sequence: MA 123/124
2. Chem sequence: CH 111/112	Chem sequence: CH 111/112 or 113/114
3. 27 sh of core geology courses	33 sh of core geology courses added: GS 326 Field Geology GS 412 Stratigraphy or GS 327 Geomorphology
4. Intermediate Foreign Language	Intermediate foreign language OR Two upper-level computer courses (CO 220, CO 250, CO 310, other higher-level CO courses with departmental permission in consultation with the Computer Science Department)
5. 14-21 hours of free elective	11-18 hours of free elective

Summary of Changes Environmental Geoscience

Old Program	New Program
1. Math sequence: MA 121/122	Math sequence: MA 123/124
2. Chem sequence: CH 111/112	Chem sequence: CH 111/112 or CH 113/114
3. 21 sh of core geology courses	27 sh of core geology courses Courses added: GS 321 Mineralogy GS 322 Igneous & Metamorphic Petrology
4. 23 sh of bio/chem courses	15 sh of bio/chem courses Courses dropped: BI 321 Environ. Protec. I* (*moved to controlled elective list)

BI 110/120 Plant/Animal Bio.

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Attachment C
page 2

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| <p>5. Courses omitted from elective list:</p> <ul style="list-style-type: none"> BI 110 Plant Biology BI 120 Animal Biology BI 322 Environ. Protec. II CH 232 Organic Chem II CH 340 Physical Chem for
Biological Sciences GS 321 Mineralogy | <p>Courses added to elective list:</p> <ul style="list-style-type: none"> BI 321 Environ. Protec. I CH 341 Physical Chemistry I GS 327 Geomorphology GS 411 Sedimentary Petrology |
| <p>6. Intermediate Foreign Language</p> | <p>Intermediate Foreign Language
OR
Two upper-level computer courses
(CO 220, CO 250, CO 310, other higher-level
CO courses with departmental permission in
consultation with the Computer Science
Department)</p> |
| <p>7. 8-16 hours of free electives</p> | <p>10-18 hours of free electives Department of
Professional Studies in Education</p> |

**Summary of Changes in Degree Requirements for
Bachelor of Science in Education -- Elementary Education**

CHANGE 1

To complete Liberal Studies requirements, the student must have 56-57 semester hours including

Natural Science: SC 101, 102, 103, 104 (1)

Liberal Studies: MA 152 (2), no course with EL prefix

Note:

This amends the existing footnote "(1) This sequence of 10 credits fulfills the Liberal Studies natural science requirement and one Liberal Studies elective (3cr)." The new footnote (1) will omit the phrase "and one Liberal Studies elective (3cr)".

Footnote (2) remains: "(2) For students who test out of MA 152, consult your adviser for suggested math courses."

{The only change is in the footnote, but the intent is changed.}

CHANGE 2

The department wishes to move ED 499 Multicultural Education (2sh) from the category "College

Requirements" Professional Education sequence

to the "**Major Requirements**" category thereby changing the Professional Education Sequence from 29 to 27 credits and changing the "**Major Requirements**" from 32 to 34. The rationale for this is that ED 499 is required by the department but not necessarily in the Professional Education Sequence for the whole college.

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Attachment C

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CHANGE 3

The department wishes students to elect courses that can lead to an area of specialty and that will reveal to prospective employers their interests and strengths. Students are required to select nine credits from approved groupings or alternate programs.

This will be reflected in the catalog as follows:

Other Requirements:

9

Special electives from a defined discipline (3)

Footnote (3) will say:

(3) More than twenty options are available for groupings in specific departments or cross-department areas. This requirement is also fulfilled by completion of an approved specialty such as FLISET, math, or reading. With permission of the chairpersons of Professional Studies in Education and a specific department, a student may be allowed to create an area of specialty other than those listed below. See department office for full listing; check prerequisites carefully. Submit plan to adviser for approval.

Biology: BI 103, 104, 150, 155, 232, 261, 265, 269, 272, 273

Child Development/ Family Relations: HE 220, 224, 317, 321, 324, 418, 422, 424, 426, 463

Criminology: CR 101, 270, 357, 361

Early Childhood: EE 200, 220, 310, 311, 312, 315

Economics: EC 121, 122, 241

Educational Psychology: EP 373, 376, 378

Education of Exceptional Persons: EX 300* or 111 (Prerequisite for all other EX courses), 340*, 415 (most appropriate for Early Childhood majors), 416, 417, 418, 419*, 425 (requires permission of Special Education Department), SH 254 [* = Best choices for regular classroom teachers]

English: EN 220, 310, 312, 324*, 330*, 333, 345, 348 [* = most highly recommended by English department.]

Add English course only at drop/add; see chairperson, English Department.

French: FR 201, 202, (or 203), 221, 222, 321-322, 351-352

Geoscience: GS 121, 123, 131, 133, 221, 336, 342, 361, 371, GE 371

History: HI 308, 311, 320, 321, 322, 326, 331, 340, 341, 342, 343, 360, 365, 369, 373

Mathematics: MA 317, 420, 456, 457, 458, 459, 471, 483

Philosophy: PH 101, 120, 222, 223, 323, 329, 330, 400, 405

Psychology: PC 310, 311, 320, 371, 373

Reading: ED 408, EL 422, EE 220 or 451

Religious Studies: RS 100, 110, 200, 210, 250, 260, 290, 311, 380

Sociology: SO 333, 336, 337, 428

Sociology: (Urban Education) SO 333, 335, 339

Spanish: SP 101, 102, 111, 201, 221, 222, 230, 321 or FLISET program

Students may also select a set of special electives from the list of Liberal Studies electives or non-Western courses that have not been used previously in their program.

SUMMARY OF CHANGES

These changes will provide the following total numbers:

Liberal Studies	56-57
College Requirements	27
Major	34
Other Requirements	9
Free Electives	0
Total Degree Requirements	126-127

Addendum to March 1, 1994 University Senate Agenda

STANDING COMMITTEE REPORTS

RULES COMMITTEE - CHAIRPERSON STINEMAN

The Rules Committee submits the following proposed change to the Senate Constitution:

All curriculum matters shall receive approval of the University Senate before they are implemented. Curriculum matters are forwarded to the full Senate by the Undergraduate and Graduate Curriculum Committees. These committees have been delegated curriculum responsibility by IUP Association of Pennsylvania State College and University Faculties (APSCUF). The membership of these committees must include a minimum of two thirds faculty. ~~Curricula approved by the full Senate are subject to APSCUF review before they are submitted to the Council of Trustees. Actions by the Senate on curriculum shall be reported to the President and IUP APSCUF.~~

**University Senate Remarks
March 1, 1994
Lawrence K. Pettit**

I would like to bring you up to date on the Public Ivy Marketing Campaign. It occurred to me last spring as I was busy diagnosing what was wrong with the University, so that we could begin improving in some areas, that there are also a lot of things that are right. Here is a University that has been receiving accolades for over a decade from a variety of guides, such as Barron's, U.S. News and World Report, Kiplinger's, and Money Magazine. Influential publications have recognized IUP as a place of very high quality and low cost, where a student can receive an Ivy League education at a public university.

It occurred to me that the University should figure out a way to package all those accolades, place them into an IUP context, and market them in this increasingly competitive academic world. We are beginning to turn around the admissions operation, to develop a strategic approach to recruiting that will lead, we hope, to increasing SAT scores. We have also launched a capital campaign to bring in some very needed philanthropic dollars. A marketing campaign could support both efforts very nicely. Therefore, we have put together what we call the "Ivy Team" to start developing a strategy.

In process now is a background "white paper" which will define the concept within the IUP context. This paper will go through several iterations before it's finally adopted, but we feel we must define what we are talking about. The process of putting this together is an opportunity for us to focus on what is best about IUP, and that is a relief after focusing on problems for so long.

One of the reasons this is so necessary is to remedy our admissions situation. What you may not know is how aggressive and strategic our competitors have become in the last four or five years. One cannot look at any of the media in Pittsburgh without seeing advertising from Slippery Rock. You hear about Slippery Rock on television, you read of Slippery Rock in every edition of Pittsburgh magazine, and the new city guide has a center spread from Slippery Rock University. Kutztown, Shippensburg, Millersville, and others have engaged private marketing and design firms to develop recruitment materials. They have been actively seeking students across the state. We discovered last year that Millersville had been recruiting at high schools in our own backyard, even though it is in a very advantageous location itself.

The only way we are going to stay ahead of this competition is to recruit in their areas and take their best students. We need a strategic marketing plan very badly. Michael Toth, who is heading this effort, has talked with the Council of Chairs, the Deans, and others. He will be working to encourage people to understand what we are doing and to buy into it. I hope you will all support this effort and contribute your ideas as we progress.