

MINUTES OF THE UNIVERSITY SENATE

The February 6, 1996 meeting of the University Senate was called to order by Chairperson Rafoth at 3:15 p.m. in Beard Auditorium.

The following Senators were excused from the meeting: Affaneh, Agnew, Ackers, Bellak, Brandenburg, Brown, Bullard, Buterbaugh, Camp, Carranza, Cauffiel, Conrad, Cunningham, Dirk, Ender, Hall, Holt, R. Johnson, Kroah, Mill, Mitchell, Moyer, E. Mutchnick, Numan, Pettit, Riesenman, Steele, Stineman, Thompson, Vold, Willis, N. Wilson, Wingard and Zuraikat.

The following Senators were absent from the meeting: Aguila, Brunner, Cheek, Crocker, Davinsizer, Derenuto, Diamond, Donohan, Dubrovsky, Gillman, Gonzales, Grant, Hutzell, C. Johnson, Joyce, D. Long, Malley, McAddams, Miller, A. Moore, M. Moore, Reese, Rittenberger, Rivosechi, Sassone, Shoop, Wiggins, G. Wilson and Winstead.

The minutes of the December 5, 1995 meeting of the Senate were ACCEPTED.

Agenda items and order were APPROVED.

REPORTS AND ANNOUNCEMENTS

PRESIDENT S REPORT

President Pettit was excused from the meeting.

PROVOST S REPORT

The Provost s report will be included in the next set of minutes.

VICE CHAIR S REPORT

Good Afternoon:

I have been asked to spend some time discussing some of our preliminary results with respect to the work student congress has been doing on faculty evaluations.

On the outset I need to tell you that this may not be what you are thinking or what some of my constituents may be hoping for. Our intent is to

identify the faculty in your departments who are completely capable of reaching an increasingly diverse student population- a population that ranges in ages from 17 to well beyond 60; one that includes students who graduated high school early and those that graduated years before I was born. My constituency includes all of these: graduates, undergraduates, veterans, professionals, teachers, young, old, black, white, male, female - some with special learning disabilities and others who strive on constant challenges.

Each of you is responsible to reach each of them, but admittedly some of you have been blessed with an ability to do that better than your peers and you are the ones I am looking for. I know that we have a tremendously talented team of faculty, but even I didn't expect to read some of the comments that I have.

One of them says "I came here on an exchange program and decided to stay. One of my professors invited me to thanksgiving at her house because she knew I wasn't going home. She helped me at the library one night and when I needed help in a history class, she phoned and asked me if I wanted to borrow one of her old college notebooks on the history of the modern era." It is professors like these that we would like to identify.

Beyond the faculty evaluations, we're also toying with the concept of a student publications review board- one that encompasses both the student campus newspaper among other publications like the oak yearbook.

The idea comes to us from a variety of people, but in conversations with student groups at our sister institutions, we've discovered that this may well be a means by which to ensure both quality and accuracy.

I think asking these publications to come within the jurisdiction of an editorial review board comprised of a representative group of students, faculty, and administrators as well as individual leaders from a variety of our IUP publications, is the right direction in which to head.

To my knowledge, no such group now exists at this institution and these publications should be accountable to the university community they serve and for the student activities fees they expend.

That being said- I welcome your input on this and ask that you talk to me after this meeting if you have other ideas or questions.

And for the good of the order- a reminder to those of you who chair senate committees, I would like to be contacted if some of your student members fail to continually attend your meetings or if you have questions about my current rosters.

Sincerely,

Mike Kovacs

#### CHAIRPERSON S REPORT

As you may recall, in December the Senate passed a motion requesting that the committee bring the final draft of the Sexual Harrassment Policy before the Senate for review and recommendation. Subequently, I sent the attached memo to co-chairs Mutchnick and Bouffard. I have not yet received a reply, but did speak with Dr. Pettit. Apparently, the memo caused some discussion regarding when and how university policies should be brought before the Senate. I am hopeful that some guidelines may be generated for future use. I am still unsure about what action will be taken with the policy in question. I will continue to check with Dr. Pettit for up-dates and pass them along to you.

The text of the memo follows:

DATE: January 18, 1996  
TO: Evelyn Mutchnick, Co-chair, Sexual Harrassment Policy  
Development Committee  
Al Bouffard, Co-chair, Sexual Harrassment Policy  
Development Committee  
FROM: Mary Ann Rafoth, Chair, University Senate  
SUBJECT: Senate action

Thank you for sharing the draft proposal of the Sexual Harrassment Policy with the Senate on December 5, 1995. As you know, on December 5, the Senate approved a motion to request that your committee bring the final draft of the policy before the University Senate for a recommendation prior to its submission to the President and Board of Trustees. I, now, formally make that request to the

committee.

In addition, I have consulted with my two immediate predecessors, Dr. Ron Juliette and Dr. Steve Ender, and with the Senate parliamentarian during the terms of all three chairs, Dr. Terry Ray. While neither Dr. Ender or Dr. Juliette could recall an analagous situation, both felt that Senate review in this case would be appropriate. Dr. Ender recommended that both the Student Affairs and Academic Committees review the policy and provide the Senate with feedback prior to full review. I concur with this recommendation.

Dr. Ray recalled "that the issue of the Senate's right to review all matters of university policy was vehemently debated" during Dr. Juliette's term as chair. Final resolution was that the University Senate has the right to review and and make recommendations on all matters of policy. This is clearly delineated in the Senate constitution approved by the Board of Trustees last year.

I can assure you that the Senate is aware that its role is to make a recommendation to the President, not to exercise veto power. Nor is it the intent of the Senate to delay or impede the progress of the approval process for a policy of great importance. In fact, submission of the final policy to the Senate would make it unnecessary to submit it elsewhere as the Senate is representative of the entire campus. APSCUF routinely reviews all Senate action as well. I believe that Senate leadership would act to prioritize review of the policy in meeting agendas.

I urge you to seriously consider the Senate's request and to submit the final policy to the Senate for review. Again, this particular policy merits the public support of the body which is representative of the entire university. Thank you for your attention.

cc: Dr. Lawrence Pettit, President  
Dr. Mark Staszkiwicz, Provost and Vice-President  
of Academic Affairs  
Dr. Steve Ender  
Dr. Ron Juliette

Dr. Terry Ray  
Dr. Francisco Alarcon  
Dr. Diane Duntley  
Dr. Elizabeth Kincade

OLD BUSINESS (carryover from December 5, 1995 meeting)

STANDING COMMITTEE REPORTS

RULES COMMITTEE - CHAIRPERSON STINEMAN

No report.

NON-CREDIT COMMITTEE - CHAIRPERSON NARDI

Chairperson Nardi informed that the next meeting of the Committee will be Feb. 20 at 3:00 PM in Whitmyre Hall. The following item was presented for information:

For Senate Information  
Tom O'Brien, Director of the Academy for Culinary Arts, reported on progress of the program during the past year. The number of applicants has increased because of a larger recruitment area and the quality of applicants has improved because of better screening procedures. As a result, capacity enrollment last year enabled the Academy to more than cover all costs and many graduates are employed at five-star establishments.

RESEARCH COMMITTEE - CHAIRPERSON NEUSIUS

Chairperson Neusius presented the following item for Senate Information.

Reminder that the last deadline for submitting University Senate Research Committee Award proposals during the current fiscal year is March 6 (\$1500 maximum).

STUDENT AFFAIRS COMMITTEE - CHAIRPERSON KINCADE

Chairperson Kinkade informed the Senate that the Student Affairs Committee would be presenting several items for Senate Action at the March meeting.

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE - CHAIRPERSON

Chairperson Heckroth informed that the next meeting will be Tue. Feb. 13 at 3:15 in the Blue Room of Breezedale.

ACADEMIC COMMITTEE - CHAIRPERSON DUNTLEY

Chairperson Duntley presented the following two items for Senate Information:

1. Nominations for Honorary Degrees -- The Senate Academic Committee reminds all constituencies of the university that nominations for honorary degrees to be awarded in May and December 1997 are welcome.

Please submit biographical information and a nomination statement citing the relevance of this candidate for recognition by IUP. The committee will review new nominations as well as recent nominations continuing in the pool starting in mid-March.

2. Revision of the Grade Appeals Policy -- The Committee has worked for more than two years with many constituencies in the university to bring

forward a revised policy. Most recently we have worked with APSCUF Executive Committee and Representative Council, since their concurrence

is necessary to make revisions. You will find below a "final" draft that we believe meets the substantive concerns of both APSCUF and the Committee. It is submitted for your information -- and for your sharing

with constituents -- as it also goes to the February meeting of APSCUF Representative Council. With their concurrence, we will bring it to the March Senate for final action. Please submit any concerns to Senator Robert Stonebraker (BOBSTONE), chair of the sub-committee, or Senator Duntley (DDUNTLEY), as soon as possible.

IUP Student Grade Appeal Policy  
Senate Academic Committee  
January 16, 1996

[Narrative copy in boldface represents proposed revisions.]

GRADE REVIEW 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" or "error," 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 or she disagrees with the subjective professional evaluation of the instructor.
3. Error: Demonstrable, objective determination that a mathematical or clerical error resulted in the entry of an incorrect grade.

#### 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 Congress 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 Student Congress. A quorum consists of a majority of the committee. To take action, a majority of those present must be available to meet within the designated time limits, the Provost's Office will seek additional members from the appointing bodies. If these bodies are unable to respond in a timely manner, the Provost's Office may select additional members from the appropriate groups.

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 Student Congress 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 nondiscriminatory 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. The Student Congress 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 random pool selection methods, the pool and rotational order within the pool will be established by the Provost's Office. A pool of three deans

or associate deans and twelve full-time faculty members 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 and four faculty. 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 and four faculty. 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.

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 of 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 (knowledgeable in the discipline but excluding the faculty member against whom the complaint was lodged) who will

or  
in  
Office  
may  
grades  
Provost's  
resulting from

review the student's work and recommend the appropriate grade suitable remedy. The panel will incorporate this information in its determination which it then forwards to the Provost's Office for implementation, ordinarily within 30 days. (The panel recommend or the department may deem it appropriate that the grades of other students in the class also be reviewed). The Office will initiate the processing of grade changes resulting from Level III decisions.

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. Both the student and the faculty member have the right to review all documents related to the appeal. All documents supporting the report will be sealed and kept only as long as necessary (normally one year) to ensure the appropriate action is taken before being destroyed or returned to the individual presenting the evidence.

#### ANCILLARY PROVISIONS

A. 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.

B. Discrimination in this policy generally means unlawful discrimination. To the extent that any form of identified in this definition is not unlawful discrimination, this definition shall not be taken to create a cause of appeal against the university. In such cases, the final appeal procedures stated in this policy will be final and binding on the student.

C. Tenure and Promotion Committee Membership on Grade Appeals

promotion  
committees.  
Committees: Members of the university-wide tenure and  
committees may not serve concurrently on grade appeals  
committees.

D. Support Mechanism: The Provost's Office, after consultation  
with  
the Senate Academic Committee and APSCUF, will be responsible  
for  
identifying a pool of at least 10 faculty members well versed  
in  
the preparation of grade appeals who will be available upon  
request  
to help students or faculty prepare documentation for the  
grade  
appeals process.

E. Training/Support: The Provost's Office will offer yearly  
information sessions/workshops to assist deans, chairs, grade  
appeals panel/committee members, and members of Student  
Congress'/Academic Affairs Committee in identifying issues  
and to  
provide guidance for the resolution of grade appeals.

F. Dissemination of Grade Appeal Information: The Provost's  
Office  
will annually report to the university community a  
statistical  
summary of grade appeal data that does not compromise  
confidentiality including 1) the number of appeals filed,  
2) the  
resolutions at levels II and III, and 3) the final  
implementation  
of level III decisions.

G. Appeals on Procedural Grounds: Decisions may not be  
challenged  
merely because the Provost's Office fails to comply with  
Ancillary  
Provisions D, E, or F above.

H. Intentional Misrepresentation: Intentional misrepresentation  
in  
the filing of grade appeals by students will be referred to  
the  
university judicial system for students. Intentional  
misrepresentation by faculty in the grade appeals process  
will be  
referred to the Provost's Office.

I. Confidentiality: Students, faculty, administrators and staff  
involved in processing and hearing grade appeals must respect  
the  
confidentiality of all aspects of these proceedings. Those

breaching confidentiality subject themselves to possible disciplinary action. This shall not abridge the First Amendment rights of the student appellant nor the instructor against whom the appeal has been filed.

J. Intended Purpose: The grade appeal procedures are designed simply as a means to resolve differences between students and faculty related to grading. Unless there is intentional misrepresentation, the results of a grade appeal may not be used for disciplinary action of personnel.

K. 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.

L. Review of Policy: Every five years the Senate Academic Committee will review, in consultation with the campus community, the operation of the Grade Appeals Policy and recommend changes deemed appropriate.

M. \* Amendment: Amendments may be implemented upon concurrence by University Senate, APSCUF Representative Council, and Meet-and-Discuss.

1. \*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.

The Senate then APPROVED the following two grade policies:

1. L GRADES: The Committee moves the adoption of a new letter "grade" of L under the policy outlined below.

#### L GRADES POLICY

1. The grade of L (Late grade, continuing course) is appropriate for

given cases in which student work is expected to extend beyond a semester/session. The grade of L is not to be confused with a grade of I which is only appropriate for individual students unable to complete their course work because of unexpected illness or personal emergency. L grades are appropriate for:

- a. Internships, practicums, field experience courses, workshops and independent studies that, by design, extend beyond the normal end of the grading period.
- b. Others as approved by the department chairperson and the dean of the college in which the course is taught. If a specific course is always eligible for L grades, the Dean may grant standing approval for L grades every time the course is offered.

2. Faculty wanting to use the L option for eligible courses must (normally two weeks prior to the end of classes) so that the grades can be pre- entered on the grade sheet. L grades which are not precoded on the grade sheets may be given only with the permission of the department chairperson and the dean of the college in which the grade is awarded.
3. Instructors will convert L grades to other letter grades at the end of the course. Unless an exemption is obtained from the dean of the college in which the grade was given, L grades unresolved at the end of one year will be converted to an F. If a student withdraws from the university before the year has elapsed, outstanding L grades will be converted to W grades. If, for a graduate student, the maximum number of years allotted to complete the graduate degree runs out before the year has elapsed, outstanding L grades will be converted to W grades.
4. To monitor L grades, the Registrar shall submit to each faculty member routine semester reports of all outstanding L grades awarded by that faculty member. The purpose of these reports is to help inform faculty as they help students complete their coursework.

2. R GRADES: The Committee moves the approval of the following policy for R grades. This alters existing policy by restricting R grades to thesis/dissertation credits. Other graduate practicums currently using R grades are better served by L grades. This also clarifies the conditions under which R grades convert to W grades.

#### R GRADES POLICY

1. The grade of R (Research in Progress) is used only for graduate thesis and dissertation credits when such research is in progress. The grade of R is not to be confused with a grade of I which is only appropriate for individual students unable to complete their course work because of unexpected illness or personal emergency.
2. R grades will be converted to other letter grades upon completion of the research. R grades will be converted to W grades if the student withdraws from the degree program or has not completed the research within the maximum number of years allotted to complete the graduate degree.
3. To monitor R grades, the Registrar shall submit to each faculty member routine semester reports of all outstanding R grades awarded by that faculty member. The purpose of these reports is to help inform faculty as they help students complete their coursework.

The following I Grade Policy was presented for Senate Action:

I GRADES: The Academic Committee moves the adoption of the following policies concerning I grades. The first item sets a longer time limit and meets identified needs and is easier to administer. The second item clarifies expectations for the student and, should the faculty member assigning the I grade leave the university, enables another faculty member to assign the student an appropriate grade.

I GRADES POLICY CHANGE AND ADDITION

1. I grades must be converted no later than the final day of classes in the next regular (fall/spring) semester after the I grade was assigned.
2. A faculty member assigning an I grade must complete a form indicating the work to be completed, deadlines for completion (it is not necessary to allow the maximum allowable time), and guidelines to establish the final grade. Copies of the completed form will be sent to the department chairperson, the dean of the college in which the course is taught, and to the student receiving the I grade.

PROCEDURE: The Registrar will design a form in consultation with the deans and make it available to faculty. Department chairpersons and deans are responsible for seeing that faculty members complete the forms. If the faculty member assigning the I grade is no longer at IUP, department chairpersons should ensure that appropriate Grade Change Forms are submitted before the deadline for conversion.

A motion by senator R. Mutchnick and Nowell to return the policy to committee so they could consider providing for an extension was made. After some discussion the Senate APPROVED to call for question. The motion to return to committee was DEFEATED. The Senate then APPROVED the following ammended I Grade Policy:

I GRADES: The Academic Committee moves the adoption of the following policies concerning I grades. The first item sets a longer time limit and meets identified needs and is easier to administer. The second item clarifies expectations for the student and, should the faculty member assigning the I grade leave the university, enables another faculty member to assign the student an appropriate grade.

I GRADES POLICY CHANGE AND ADDITION



1. I grades must be converted no later than the final day of classes in the next regular (fall/spring) semester after the I grade was assigned. The dean of the college in which the course is offered may approve an extension, provided the faculty member concurs.

2. A faculty member assigning an I grade must complete a form indicating the work to be completed, deadlines for completion (it is not necessary to allow the maximum allowable time), and guidelines to establish the final grade. Copies of the completed form will be sent to the department chairperson, the dean of the college in which the course is taught, and to the student receiving the I grade.

PROCEDURE: The Registrar will design a form in consultation with the deans and make it available to faculty. Department chairpersons and deans are responsible for seeing that faculty members complete the forms. If the faculty member assigning the I grade is no longer at IUP, department chairpersons should ensure that appropriate Grade Change Forms are submitted before the deadline for conversion.

The Senate APPROVED the following Grade Change Policy:

GRADE CHANGES: The Committee moves the approval of the following policy on grade changes. The proposal extends the current deadline for grade changes (thirty days after the start of the next regular semester) which is unrealistically short. The policy also restricts the conditions under which grades may be changed. Students sometimes try to "renegotiate" grades after they have been awarded. This is fundamentally unfair in that some students are given options not available to others.

#### GRADE CHANGE POLICY

Once earned grades have been recorded, they may be changed only in the

case of clerical and/or calculation error or in the event of a successful grade appeal. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students. The deadline for corrections of clerical and/or calculation errors is the end of the next regular (fall/spring) semester after the grade has been awarded.

AWARDS COMMITTEE - CHAIRPERSON WHEAT

Chairperson Wheat informed that materials for awards are to be received by Friday Feb. 9 no later than 4:30 in her office. The committee will meet again Tue. Feb. 13 at 3:15 in Waller Hall.

CURRICULUM COMMITTEE - CHAIRPERSON KUZNESKI

Chairperson Kuzneski presented the following items for Senate Information

Liberal Studies Report

The UWUCC accepted the following Liberal Studies Report:  
The Liberal Studies Committee approved:

Liberal Studies Electives:

SP 122 Spanish for Health Care Professionals II  
SP 132 Spanish for the Hospitality Industry II

Liberal Studies Laboratory Sciences:

GS 101/102 The Dynamic Earth (lecture and lab)  
GS 103/104 Oceans and Atmospheres (lecture and lab)  
GS 105/106 Exploring the Universe (lecture and lab)  
GS 111/112 Earth Science for Educators I (lecture and lab)  
GS 113/114 Earth Science for Educators II (lecture and lab)  
GS 121/122 Physical Geology (lecture and lab)  
GS 131/132 Historical Geology (lecture and lab)

Liberal Studies Non-Lab Sciences:

GS 101 The Dynamic Earth  
GS 103 Oceans and Atmospheres  
GS 105 Exploring the Universe  
GS 111 Earth Science for Educators I  
GS 113 Earth Science for Educators II  
GS 121 Physical Geology  
GS 131 Historical Geology

Deletion of Liberal Studies Non-Lab Science:

GS 110 General Astronomy

The Senate then APPROVED the following items:

## 1. Course Revisions

a. Current: CO 110 Problem Solving and Structured Programming 3c-01-3sh

(For science, mathematics, and computer science majors, and for others who have a sufficiently quantitative orientation.) Basic structure of modern digital computers; batch processing vs. interactive time-shared online computing; problem analysis and computer solution using flowcharting and the FORTRAN language. Exemption or credit by examination possible.

Proposed: CO 110 Problem Solving and Structured Programming 3c-01-3sh

(For science, mathematics, and computer science majors, and for others who have a sufficiently quantitative orientation.) Basic structure of modern digital computers; problem analysis and computer solution using flowcharting and the C++ language. Exemption or credit by examination possible.

b. Current: CO 310 Data Structures 3c-01-3sh

Prerequisites: CO 110 or CO 220  
Basic concepts of data; storage systems and structures; lists, arrays, strings, hashing techniques, searching and sorting techniques; data structures in programming languages; string processing. Programming in a block structured language.

Proposed: CO 310 Data Structures 3c-01-3sh

Prerequisite: CO 110  
Basic concepts of data; storage systems and structures; lists, arrays, strings, hashing techniques, searching and sorting techniques; data structures in programming languages; string processing. Programming in an object-oriented language.

## 2. New Courses

a. MU 337 General Music in Middle Schools 3c-01-3sh

Prerequisite: MU 331  
This course will provide general practices and pedagogy related to recent standards for a comprehensive, sequential middle school general music

curriculum. Specific focus on curriculum development, lesson planning, instructional strategies, adolescent behavioral characteristics, as well as diverse materials and resources.

b. MU 137 Piano Accompanying var-1-1  
or 0 sh

Piano accompanying may be scheduled by qualified pianists from the Department of Music in partial fulfillment of ensemble requirements. The course may be repeated for credit. Pianists registered for this course will provide accompaniments for Department of Music students in solo vocal or instrumental performances in area and departmental recitals and/or in voice and instrumental lessons. Registration for the course must be approved by a designated Department of Music faculty member from the piano area.

c. SP 121 Spanish for Health Care Professionals I 3c-11-3sh

For beginning students in nursing and other health related programs. Primary emphasis is on aural/oral skills. Students will learn to converse and ask questions related to health care settings in simple present time and near future. They will also become acquainted with Hispanic populations and elements of their daily lives. Class and language lab attendance are required. A student may receive credit for only one course from SP 101, 111, 121 or 131.

d. SP 122 Spanish for Health Care Professionals II 3c-11-3sh

Prerequisite: SP 121 or equivalent  
A continuation of SP 121 for students in nursing and other health related programs. Primary emphasis is on aural/oral skills. Students will learn to express past and future time in health care settings. They will read articles about medical issues and short stories which concern health care themes in Hispanic cultures. Class and language lab attendance are required. A student may receive credit for only one course from SP 102, 211, 122 or 132.

e. SP 131 Spanish for the Hospitality Industry I 3c-11-3sh

Similar to SP 101 but with a special emphasis on the vocabulary and structures used in the hospitality industry: hotel and restaurant

management, tourism and marketing. Class and language lab attendance is required. A student may receive credit for only one course from SP 101, 111, 121 or 131.

f. SP 132 Spanish for the Hospitality Industry II 3c-11-3sh  
 Prerequisite: SP 131 or equivalent  
 Similar to SP 102 but with a special emphasis on the vocabulary and structures used in the hospitality industry: hotel and restaurant management, tourism and marketing. Class and language lab attendance is required. A student may receive credit for only one course from SP 102, 211, 122 or 132.

g. CS 310 Human Factors in Interior Design 3c-01-3sh  
 Prerequisite: Junior Standing  
 The study of human and technology systems interface as related to interior design; Emphasis on ergonomic and economic decision making to insure that the user can function with a minimum of stress and a maximum of efficiency.

The Senate the APPROVED the following items:

3. Program Revision B.A. in Theater  
 Catalog Copy for Program Revision:

Bachelor of Arts--Theater

Liberal Studies: As outlined in Liberal Studies section 53-55

with the following specifications:  
 Fine Arts: AH101, MH101 or TH102  
 Liberal Studies electives: no courses with TH prefix

Major:	36	
Required Courses:		
TH 110 Script Analysis	3sh	
TH 116 Fundamentals of Theatrical Design		3sh
TH 201 Theater History I	3sh	
TH 202 Theater History II	3sh	
TH 301/302 Tragic Mask OR Comic Mask		3sh
TH 310 Theater Criticism	3sh	
Any three of the following:		
TH 120 Stagecraft I	3sh	
TH 122 Costume Workshop	3sh	
TH 221 Basic Stage Lighting	3sh	
TH 223 Makeup for the Stage	3sh	
Any three of the following:		

TH 130 Stage Voice	3sh	
TH 131/150 Stage Movement		
OR Fundamentals of Dance		3sh
TH 240 Acting I		3sh
TH 350 Directing		3sh
Other Requirements:		4
TH 486 Practicum in Production		
(minimum of 6 semesters)	4sh	
Free Electives:		29-31
Total Degree Requirements:		124

SUMMARY OF CHANGES:

Old Program:

TH 115 Principles of Theater Design and Architecture (3 sh)  
 (one of six required courses for all majors)

Th 131 Stage Movement (3sh)  
 (one of four choices in the performance core)

New Program:

TH 116 Fundamentals of Theatrical Design (3 sh)  
 (replacing TH 115)

TH 131/TH 150 Stage Movement OR Fundamentals of Dance (3sh)  
 (optional choices which both deal with movement as one of four  
 choices in  
 the performance core)

b. List of all associated course changes: There are none in addition  
 to  
 what is listed in the comparison above.

RATIONALE FOR CHANGE

Re: the change from TH 115 to TH 116 --  
 When the National Association of Schools of Theater (NAST) evaluated  
 the  
 Department of Theater for accreditation last year, their review noted  
 a  
 concern that students were graduating from our program without having  
 been  
 required to take any course in theatrical design. (TH 115 was  
 basically a  
 Theater Architecture course and did not meet NAST design  
 requirements.)

Aware of the NAST recommendation to include a required course in  
 design, the

department decided to rethink TH 115. As a result, TH 116 was developed as an introductory level course for all areas of theatrical design.

Re: adding TH 150 as an option to TH 130 required performance options --

Since 1993 the Department of Theater includes two dance faculty and a dance curriculum component. As any study of theater movement is enriched by a study of dance, the department felt that it was quite appropriate to offer the option of either course as a means of satisfying a basic introduction to theater movement.

New Course: TH 116 Fundamentals of Theatrical Design 3c-01-3sh  
This course introduces the fundamentals of scene, costume, lighting and sound design for theater and dance. It is focused on creative processes used by designers to make choices. Topics include script analysis, director and designer communication and the intergration of the design elements into a unified production.

Course Deletion: TH 115 Principles of Theater Design and Architecture

#### 4. Program Revision Department of Geoscience

New catalog descriptions:

Minor in Geology: The minor in Geology consists of 17 semester hours. Required are GS 121 Physical Geology/GS 122 Physical Geology Lab and GS 131 Historical Geology/GS 132 Historical Geology Lab. Three upper-level (300 or higher) courses in geology (total nine credits) will make up the remaining requirement for the minor in Geology totaling seventeen credits. [changes: omit GS 123 and substitute GS 122 and omit GS 133 and substitute GS 132]

Minor in Geoscience: The requirement for the minor in Geoscience will be 16 semester hours of geoscience taken within the following framework. Students must complete one course in each discipline within the department: Astronomy, 3 semester hours; Geology, 4 semester hours; Meteorology,

semester hours; Oceanography, 3 semester hours, for a total of 13 semester hours. The additional 3 semester hours can be taken in any one of the aforementioned disciplines. Liberal Studies nonlaboratory courses GS 141, 150, 151, and 221 will not be acceptable toward the minor in Geoscience. [changes: eliminate not GS 122 or 132", eliminate GS 110 from list of LS nonlab courses--GS 110 is to be deleted]

Bachelor of Science--Geology

Major:

Required courses:

GS 121 Physical Geology	3 sh
GS 122 Physical Geology Lab	1 sh
GS 131 Historical Geology	3 sh
GS 132 Historical Geology Lab	1 sh

all other elements of the program remain the same

Bachelor of Science--Environmental Geoscience

Major:

Required courses:

GS 121 Physical Geology	3 sh
GS 122 Physical Geology Lab	1 sh
GS 131 Historical Geology	3 sh
GS 132 Historical Geology Lab	1 sh

all other elements of the program remain the same

Bachelor of Science--Earth and Space Science

Major:

Required courses:

GS 121 Physical Geology	3 sh
GS 122 Physical Geology Lab	1 sh
GS 131 Historical Geology	3 sh
GS 132 Historical Geology Lab	1 sh

all other elements of the program remain the same

Bachelor of Science in Education--General Science Education

Major:

Required courses

GS 111 Earth Science for Educators I	3 sh
GS 112 Earth Science for Educators I Lab	1 sh
GS 113 Earth Science for Educators II	3 sh
GS 114 Earth Science for Educators II Lab	1sh

all other elements of the program remain the same



Table summarizing changes:

Current Program

BS Geology, BS Environmental Geoscience, and  
BS in Education--Earth and Space Science:  
required courses in major:  
GS 121 Physical Geo lecture (no prereq)  
GS 123 Intensive Phys. Geo Lab  
GS 131 Historical Geo lecture

GS 133 Intensive Historical Geo lab

BS in Education--General Science Education:  
required courses in major:  
GS 101 Earth Sci: Geo and Oceanography  
GS 102 Earth Sci GO Lab  
GS 103 Earth Sci: Met and Astronomy  
GS 104 Earth Sci MA Lab

Proposed Program

BS Geology, BS Environmental Geoscience,  
and BS in Education--Earth and Space  
Science: required courses in major:  
GS 121 Phy. Geo lecture (change in prereq)  
GS 123 Physical Geo lab  
GS 131 Historical Geo lecture (change in  
prereq)  
GS 132 Historical Geo lab

BS in Education--General Science  
Education:  
required courses in major:  
GS 111 Earth Sci for Educators I  
GS 112 Earth Sci for Educators I lab  
GS 113 Earth Sci for Educators II  
GS 114 Earth Sci for Educators II lab

Please note: these course substitutions do not result in any changes  
in the number of credits of  
required courses, controlled electives, free electives, or total  
degree requirements.

Rationale:

The Geoscience Department has created a new sequence of courses, GS  
101/102,

103/104, 105/106 to serve students who are nonscience majors. The sequence will enable the department to increase the number of sections of non-major Liberal Studies science courses (which face more student demand that the department can currently fulfill) without drawing so heavily on its limited faculty resources in the areas of astronomy and meteorology. The department plans to offer 4-6 sections of GS 101/102 and GS 103/104 each year with 1-2 sections of GS 105/106. The creation of this new Liberal Studies course sequence gives us the opportunity to revise existing introductory courses into major-specific course sequences that will improve the early preparation of department majors. GS 121/122 Physical Geology lecture and lab and GS 131/132 Historical Geology lecture and lab will now be restricted to Geoscience majors/minors, any science or science education majors/minors, Anthropology and Geography/Regional Planning majors. These changes allow the department to introduce majors to their subject in smaller lecture sections, many of which will be writing-intensive.

Course deletions:

a. GS 110 General Astronomy is to be deleted. Justification: The Geoscience Department has revised GS 110 General Astronomy into part of its new sequence of courses GS 101-106 Introduction to Geoscience. The course sequence GS 105-106 Exploring the Universe, taken either as a lab science course, or GS 105 lecture only will permit students to take an introductory course in astronomy.

b. GS 122 Physical Geology Laboratory is to be deleted. Justification: The Geoscience Department has retooled its Physical Geology sequence (GS 121 Physical Geology Lecture, GS 122 Physical Geology Lab, and GS 123 Intensive Physical Geology Lab) to be a course sequence primarily for Geoscience majors/minors although students from other science department, science education majors, and majors from Anthropology and Geography/Regional Planning are welcome. Old GS 123 Intensive Physical Geology Lab is replaced by new GS 122 Physical Geology

Lab.

c. GS 132 Historical Geology Laboratory is to be deleted.  
Justification: The Geoscience Department has retooled its  
Historical  
Geology sequence (GS 131 Historical Geology Lecture, GS 132  
Historical Geology Lab, and GS 133 Intensive Historical Geology  
Lab)  
to be a course sequence primarily for Geoscience majors/minors  
although students from other science department, science education  
majors, and majors from Anthropology and Geography/Regional  
Planning  
are welcome. Old GS 133 Intensive Physical Geology Lab is  
replaced  
by new GS 132 Physical Geology Lab.

Course revisions:

a. Current: GS 101 Earth Science Geology and Oceanography 3c-01-  
3sh  
A nonmathematical treatment of introductory oceanography and  
geology  
designed specifically for nonscience majors.

Proposed: GS 111 Earth Science for Educators I 3c-01-  
3sh  
Prerequisite: Natural Science/Science Education Majors only  
An in-depth treatment of introductory oceanography and geology  
designed specifically for Secondary Science Education majors.  
Focuses on fundamentals of the Earth's physical processes and  
history; and on the ocean's dynamics, chemistry and tectonics.

b. Current: GS 102 Earth Science Geology and Oceanography Lab 0c-21-  
1sh  
Should be taken concurrently with GS 101  
Lab experiences in various aspects of oceanography and geology.  
Includes field trip(s).

Proposed: GS 112 Earth Science for Educators I Lab 0c-31-  
1sh  
Prerequisite: Natural Science/Science Education Majors only  
Corequisite: Enrollment in GS 111  
Lab experiences in various aspects of oceanography and geology,  
designed to provide concepts and skills for future teaching to  
Secondary Education majors. Includes field trip(s).

c. Current: GS 103 Earth Science: Meteorology and Astronomy 3c-01-  
3sh  
The earth's upper environment is studied by focusing on the  
effects  
of the atmosphere and the earth's place in the universe on the  
daily  
lives of humankind.

Proposed: GS 113 Earth Science for Educators II 3c-01-3sh  
Prerequisite: Natural Science/Science Education Majors only  
An in-depth treatment of introductory meteorology and astronomy designed specifically for Secondary Science Education majors. Focuses on atmospheric processes and climate change; and on the earth's place in the solar system and universe.

d. Current: GS 104 Earth Science (MA) lab 0c-21-1sh  
Use of the weather station and planetarium highlight the series of exercises designed to aid students in developing meaningful concepts about their ability to understand and, in the future, control their place in the universe.

Proposed: GS 114 Earth Science for Educators II lab 0c-31-1sh  
Prerequisite: Natural Science/Science Education Majors only  
Corequisite: Enrollment in GS 113  
Use of the weather station and planetarium highlights a series of exercises designed to aid secondary science education majors in developing concepts and laboratory skills for future teaching.

e. Current: GS 121 Physical Geology 3c-01-3sh  
Prerequisites: none  
Introduction to science of the earth; physical properties and processes of the earth's interior and crust and their interaction with surface processes which shape and modify the physical environment.

Proposed: GS 121 Physical Geology 3c-01-3sh  
Prerequisites: Geoscience majors/minors, any science or science education majors/minors; Anthropology, Geography/Regional Planning majors, or permission of instructor  
Introduction to the science of the earth, including physical properties of its interior and crust; its tectonic and surface processes; and the complex geologic interactions which shape and modify our planet. Designed to prepare students for upper-level geology classes.

f. Current: GS 123 Intensive Physical Geology Lab 0c-31-1sh  
Should be taken concurrently with GS 121 by all Geology/Geoscience majors/minors  
Selected problems in rock and mineral identification, topographic and geologic mapping techniques, and geomorphology. Designed to prepare students for upper-level geology classes. Includes field trips.

Proposed: GS 122 Physical Geology Lab 0c-31-1sh  
Prerequisites: Geoscience majors/minors, any science or science education majors/minors; Anthropology, Geography/Regional Planning

majors, or permission of instructor.  
Corequisite: Enrollment in GS 121  
Selected problems in rock and mineral identification, topographic  
and geologic mapping techniques, geologic landforms and deformation  
structures. Designed to prepare students for upper-level  
geology classes. Includes field trips.

g. Current: GS 131 Historical Geology 3c-01-3sh  
Prerequisite: GS 121 or permission of the instructor  
Introduction to the history of the earth and the record of  
physical and biologic evolution.

Proposed: GS 131 Historical Geology 3c-01-3sh  
Prerequisites: Geoscience majors/minors, any science or science  
education majors/minors; Anthropology, Geography/Regional Planning  
majors, or permission of instructor.  
Introduction to history of the earth, including the fossil record  
and the history of biologic evolution; the growth and tectonic  
interactions of oceans and continents; and the physical evolution  
of the earth's atmosphere, lithosphere and hydrosphere. Designed to  
prepare students for upper-level geology classes.

h. Current: GS 133 Intensive Historical Geology Lab 0c-31-1sh  
Should be taken concurrently with GS 131 by all Geology/Geoscience  
majors/minors  
Selected problems in stratigraphic analysis, paleontology, and  
structural geology; designed to prepare students for upper-level  
geology classes. Includes field trips.  
Proposed: GS 132 Historical Geology Laboratory 0c-31-1sh  
Prerequisites: GS 121/122, Geoscience majors/minors, any science  
or science education majors/minors; Anthropology, Geography/Regional  
Planning majors, or permission of instructor.  
Corequisite: Enrollment in GS 131  
Selected problems in stratigraphic analysis, paleontology, and  
structural geology; designed to prepare students for upper-level  
geology classes. Includes field trips.

Rationale for above course revisions: The creation of a new sequence of  
courses for the nonscience major primarily permits the Geoscience  
Department to revise existing introductory level courses into major-  
specific (primarily) course sequences that will improve the early  
preparation of department majors/minors.

New courses:

- a. GS 101 The Dynamic Earth 3c-01-3sh  
Prerequisite: No Geoscience Majors/Minors
- Examines the constant changes that affect the rocky surface of our planet. From volcanic eruptions and catastrophic earthquakes to the slow drift on continents and passage of ice ages, earth processes have shaped the history of life and altered the development of human civilization.
- b. GS 102 The Dynamic Earth Lab 0c-21-1sh  
Prerequisite: No Geoscience Majors/Minors  
Corequisite: Enrollment in GS 101
- Introduces students to the techniques geologists use to study the earth and reconstruct its past. Labs cover minerals, rocks, map interpretation, fossil identification. Includes field trips during the scheduled lab period.
- c. GS 103 Oceans and Atmospheres 3c-01-3sh  
Prerequisite: No Geoscience Majors/Minors
- The Earth's oceans and atmosphere play a crucial role in determining the pace and extent of changes occurring to our global environment. This course will examine the composition and character of these components and their interaction with other major components of the Earth system.
- d. GS 104 Oceans and Atmospheres Lab 0c-21-1sh  
Prerequisite: No Geoscience Majors/Minors  
Corequisite: Enrollment in GS 103
- Introduces students to the techniques oceanographers and meteorologists use to study the earth's oceans and atmospheres and reconstruct their evolution. Labs cover seawater processes, oceanic circulation, marine life, atmospheric structure and weather.
- e. GS 105 Exploring the Universe 3c-01-3sh  
Prerequisite: No Geoscience Majors/Minors
- Examines the history of time, the reasons for the seasons, the characteristics of the planets, moons, stars and galaxies, and the history and future of space exploration.
- f. GS 106 Exploring the Universe Lab 0c-21-1sh  
Prerequisite: No Geoscience Majors/Minors  
Corequisite: Enrollment in GS 105

Introduces students to the techniques astronomers use to study the celestial sphere. Constellations, seasons, motions of Sun, Moon, planets and stars, characteristics of stars and galaxies.

Includes

two observations which will be held at night.

g. GS 380 Research Techniques in Geoscience 2c-01-2sh

Prerequisite: Second-semester junior standing (75 credits or permission of instructor)

For students majoring in some aspect of geoscience. Teaches students

the techniques of geoscience research: defining a project; doing background research; proposing multiple working hypotheses and collecting evidence pertaining to each. Students will then write

up

their research in both abstract and professional manuscript

format.

Cannot be taken subsequent to GS 480.

#### Program Revision Department of Geography and Regional Planning

The Department of Geography and Regional Planning proposes program revisions in the B.A. in Geography, the B.S. in Regional Planning and the

B.S. in Social Science Education/Geography track. As an overview, the changes include a revised core of study, the development of various tracks,

the addition of RP as a new prefix, a number of course revisions, several

courses to be cross listed as GE/RP, one new course and one course deletion.

The proposed catalog copy for all 3 programs is listed first followed by

the new course proposal, the course deletion, course revisions and a separate listing of course revisions where the only change is cross listing.

#### Program Revision B.S. in Regional Planning

##### New Catalog Description

Majors in geography and regional planning each have a specific core

curriculum that presents a structured approach to the field. Appropriate subfields or tracks are available in both

programs to

support different career options for majors. There are four

tracks

for the geography major and four tracks for the regional

planning

major.

Regional Planning/Geographic Information Systems and Cartographer Track

Geography/Geographic Information Systems and Cartographer Track

The Geographic Information Systems and Cartographer Track prepares students for employment as Geographic Information System Specialists,

Facilities Managers, Cartographers, and Remote Sensing professionals.

Course work includes methods for identifying, modeling, and analyzing

the spatial organization of human and environmental systems from both

practical and theoretical perspectives. Data collection, spatial information management, and graphic presentation are integral

skills

taught in track courses. Such skills could be used, for example, for

analysis of wildlife habitat, utility facility management, or transportation system design and maintenance.

Economic Developer Track

Economic Geographer Track

The Economic Track provides a broad framework of ideas and theories in

addition to a task-oriented approach to location analysis. Site planners articulate the needs of the community for economic space,

the

demands for convenient transport, the role of private enterprise, and

the management of growth. This inter-related group of courses is useful to students because economic geographers and developers are expected to analyze the interactions of concepts and variables.

Market

analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu all in a spatial context.

Environmental Planner Track

Environmental Geographer Track

The Environmental Track is designed to prepare majors in geography or

regional planning for careers in environmental fields or graduate study

that leads to a variety of environmental positions. Students who elect

this track will acquire knowledge of the physical and human processes

that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. The skills acquired in this track will

enable



students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, or tropical deforestation.

**Town Manager Track**

The Town Manager Track is designed to prepare planning students for careers in local government and graduate work in public administration.

Students electing this track will become familiar with the structure, operation and actions of municipal government and the political, organizational and institutional basis of municipal management and decision making. Skills acquired with this track will enable students to undertake a variety of analytic activities designed to describe, project and prescribe courses of action for municipal improvement.

**Bachelor of Science--Regional Planning/GIS & Cartographer Track**  
 Liberal Studies: As outlined in Liberal Studies section 54-58

with the following specifications:  
 Mathematics: MA 121 or MA 217  
 Liberal Studies electives: CO/IM/BE 101  
 recommended, no courses with RP prefix

**College:**

Foreign Language Intermediate Level (1)  
 0-6

Major:		39
Required Courses in Planning:		
3sh	RP 213 Cartography I	
	RP 316 Introduction to GIS	3sh
	RP 350 Introduction to Planning	3sh
	RP 352 Planning Methods	3sh
	RP 354 Planning Design	3sh
	RP 412 Research Seminar	3sh
	RP 458 Land Use Law	3sh
	RP 464 Land Use Policy	3sh
	RP 468 Planning Theory	3sh
Track Courses:		
3sh	RP 313 Cartography II	
	RP 314 Map and Photograph Interpretation	3sh

	RP 415 Remote Sensing	
3sh	RP 417 GIS Applications Development	3sh

Other Requirements:

Internship (RP 493) strongly recommended  
3-12

Free Electives: 27-31

Total Degree Requirements 124

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

Bachelor of Science--Regional Planning/Economic Developer Track

Liberal Studies: As outlined in Liberal Studies section  
54-58

with the following specifications:

Mathematics: MA 121 or MA 217

Social Sciences: EC 121

Liberal Studies electives: EC 122, no courses with

RP  
prefix

College:

Foreign Language Intermediate Level (1) 0-6

Major:

39

Required Courses in Planning:

RP 213	Cartography I	3sh
RP 316	Introduction to GIS	3sh
RP 350	Introduction to Planning	3sh
RP 352	Planning Methods	3sh
RP 354	Planning Design	3sh
RP 412	Research Seminar	3sh
RP 458	Land Use Law	3sh
RP 464	Land Use Policy	3sh
RP 468	Planning Theory	3sh

Track Courses:

Four of the following:

GE 231	Economic Geography	3sh
GE 331	Population Geography	3sh
RP 332	Urban Geography	3sh
RP 333	Trade and Transportation	3sh
GE 334	Political Geography	3sh

Other Requirements:

Internship (RP 493) strongly recommended  
3-12

Free Electives:  
27-31

EC 383 Urban/Regional Economics recommended

Total Degree Requirements 124

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

Bachelor of Science--Regional Planning/Environmental Planner Track  
Liberal Studies: As outlined in Liberal Studies section  
54-58

with the following specifications:

Mathematics: MA 121 or MA 217

Liberal Studies electives: CO/IM/BE 101

recommended, no

courses with RP prefix

College:

Foreign Language Intermediate Level (1)  
0-6

Major: 39

Required Courses in Planning:

RP 213	Cartography I	3sh
RP 316	Introduction to GIS	3sh
RP 350	Introduction to Planning	3sh
RP 352	Planning Methods	3sh
RP 354	Planning Design	3sh
RP 412	Research Seminar	3sh
RP 458	Land Use Law	3sh
RP 464	Land Use Policy	3sh
RP 468	Planning Theory	3sh

Track Courses:

Four of the following:

RP 314	Map and Photograph Interpretation	3sh
GE 340	Fresh Water Resources	3sh
GE 341	Climatology	3sh
GE 342	Physiography	3sh
RP 415	Remote Sensing	3sh
GE 440	Conservation: Environmental Analysis	3sh

3sh

Other Requirements:

Internship (RP 493) strongly recommended  
3-12

Free Electives: 27-31

Total Degree Requirements 124

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

Bachelor of Science--Regional Planning/Town Manager Track  
Liberal Studies: As outlined in Liberal Studies section 54-58

with the following specifications:  
Mathematics: MA 121 or MA 217  
Social Science: PS 111 recommended  
Liberal Studies electives: GE 230, CO/IM/BE 101 recommended, no courses with RP prefix

College:

Foreign Language Intermediate Level (1)  
0-6

Major:  
39

Required Courses in Planning:

RP 213	Cartography I	3sh
RP 316	Introduction to GIS	3sh
RP 350	Introduction to Planning	3sh
RP 352	Planning Methods	3sh
RP 354	Planning Design	3sh
RP 412	Research Seminar	3sh
RP 458	Land Use Law	3sh
RP 464	Land Use Policy	3sh
RP 468	Planning Theory	3sh

Track Courses:

GE 231	Economic Geography	3sh
RP 332	Urban Geography	3sh
PS 354	Metropolitan Problems	3sh
PS 355	Intergovernmental Relations	3sh
	or	
PS 370	Introduction to Public Administration	3sh
PS 371	Issues in Public Administration	3sh

Other Requirements:

Internship (RP 493) strongly recommended  
3-12

Free Electives: 27-31  
PS 251 State and Local Political Systems recommended

Total Degree Requirements 124

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

## Summary of Changes

- List of all associated changes for Regional Planning Major
- 1) New department prefix (RP) for all Regional Planning courses.
  - 2) Changing Liberal Studies Specification List for Regional Planning.
  - 3) Addition of three courses to core requirements.
    - a) RP 213 Introduction to Cartography I
    - b) RP 316 Introduction to GIS
    - c) RP 458 Land Use Law
  - 4) Substitution of tracks for Controlled Electives and Required Minor.

## Program Revision B.A. in Geography

### New Catalog Description

Majors in geography and in regional planning each have a specific core curriculum that presents a structured approach to the field. Appropriate subfields or tracks are available in both programs to prepare students for graduate work and to support different career options for majors. There are four tracks for the geography major and four tracks for the regional planning major.

### General Geography Track

The General Geography Track encourages the major to sample courses from different subfields of the discipline. This track prepares the major for graduate work in geography and related fields of employment. Job options include report writing, research analysis, and data gathering. In government employment, the State Department, Department of Commerce, and the Census Bureau are significant places for geography skills.

### Geography/Geographic Information Systems and Cartographer Track

Regional Planning/Geographic Information Systems and Cartographer Track  
The Geographic Information Systems and Cartographer Track prepares students for employment as Geographic Information System Specialists, Facilities Managers,

Cartographers, and Remote Sensing professionals. Course work includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Data collection, spatial information management, and graphic presentation are integral skills taught in track courses. Such skills could be used, for example, for analysis of wildlife habitat, utility facility management, or transportation system design and maintenance.

#### Economic Geographer Track

#### Economic Developer Track

The Economic Track provides a broad framework of ideas and theories in addition to a task-oriented approach to location analysis. Site planners articulate the needs of the community for economic space, the demands for convenient transport, the role of private enterprise, and the management of growth. This inter-related group of courses is useful to students because economic geographers and developers are expected to analyze the interactions of concepts and variables. Market analysis for the location of new shopping centers, for example, requires understanding of economic principles, population characteristics, and the local political milieu all in a spatial context.

#### Environmental Geographer Track

#### Environmental Planner Track

The Environmental Track is designed to prepare majors in geography or regional planning for careers in environmental fields or graduate study that leads to a variety of environmental positions. Students who elect this track will acquire knowledge of the physical and human processes that shape the environment, strategies for analyzing environmental issues, and concepts that underlie strategies for ameliorating environmental problems. The skills acquired in this track will enable students to assess the causes, consequences, and solutions to a wide variety of environmental issues such as water pollution, acid rain, or tropical deforestation.

Bachelor of Arts--Geography/General Geography Track  
 Liberal Studies: As outlined in Liberal Studies section  
 54-58

with the following specifications:  
 Mathematics: MA 121 or MA 217  
 Liberal Studies electives: No courses with GE prefix

College:  
 Foreign Language Intermediate Level (1) 0-6

Major: 36

Required Courses:

GE 213 Cartography I	3sh
GE 230 Cultural Geography	3sh
GE 231 Economic Geography	3sh
GE 241 Physical Geography	3sh
GE 411 History of Geography	3sh
GE 412 Research Seminar	3sh

Controlled Electives:

One course from GE 251-257	3sh
Five courses (15 sh) from any GE courses [only one GE 100 level permitted]	

15sh

Free Electives: 30-  
 34

Total Degree Requirements  
 124

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

Bachelor of Arts--Geography/GIS & Cartographer Track  
 Liberal Studies: As outlined in Liberal Studies section  
 54-58

with the following specifications:  
 Mathematics: MA 121 or MA 217  
 Liberal Studies electives: CO/IM/BE 101 recommended, no  
 courses  
 with GE prefix

College:  
 Foreign Language Intermediate Level (1) 0-6

Major: 36

Required Courses:

GE 213 Cartography I	3sh
GE 230 Cultural Geography	3sh
GE 231 Economic Geography	
3sh	
GE 241 Physical Geography	3sh

3sh	GE 411 History of Geography	
3sh	GE 412 Research Seminar	
	Controlled Elective:	
	One course from GE 251-257	3sh
	Track Courses:	
3sh	GE 313 Cartography II	
3sh	GE 314 Map and Photograph Interpretation	
	GE 316 Introduction to GIS	3sh
	GE 415 Remote Sensing	
3sh	GE 417 GIS Applications Development	
3sh		
34	Free Electives:	25-
	Total Degree Requirements:	124

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

Bachelor of Arts--Geography/Economic Geographer Track  
 Liberal Studies: As outlined in Liberal Studies section  
 54-58

with the following specifications:  
 Mathematics: MA 121 or MA 217  
 Social Sciences: EC 121  
 Liberal Studies electives: EC 122, no courses with GE

prefix

	College:	
	Foreign Language Intermediate Level (1)	0-6
	Major:	36
	Required Courses:	
	GE 213 Cartography I	3sh
	GE 230 Cultural Geography	3sh
	GE 231 Economic Geography	3sh
	GE 241 Physical Geography	3sh
	GE 411 History of Geography	3sh
	GE 412 Research Seminar	3sh
	Controlled Elective:	
	One course from GE 251-257	3sh
	Track Courses:	
	GE 331 Population Geography	3sh
	GE 332 Urban Geography	

3sh



	GE 333 Trade and Transportation	
3sh		
	GE 334 Political Geography	
3sh		
	GE 464 Land Use Policy	
3sh		
	Free Electives:	30-
34	EC 383 Urban/Regional Economics recommended	
	Total Degree Requirements	124

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

Bachelor of Arts--Geography/Environmental Geographer Track  
 Liberal Studies: As outlined in Liberal Studies section  
 54-55

with the following specifications:  
 Mathematics: MA 121 or MA 217  
 Liberal Studies electives: CO/IM/BE 101 recommended, no  
 courses with GE prefix

College:  
 Foreign Language Intermediate Level (1) 0-6

Major: 36

Required Courses:

	GE 213 Cartography I	3sh
	GE 230 Cultural Geography	3sh
	GE 231 Economic Geography	3sh
	GE 241 Physical Geography	3sh
	GE 411 History of Geography	3sh
	GE 412 Research Seminar	3sh

Controlled Elective:  
 One course from GE 251-257 3sh

Track Courses:  
 Five of the following:

	GE 316 Introduction to GIS	3sh
	GE 314 Map and Photograph Interpretation	
3sh		
	GE 340 Fresh Water Resources	3sh
	GE 341 Climatology	3sh
	GE 342 Physiography	3sh
	GE 415 Remote Sensing	3sh
	GE 440 Conservation: Environmental Analysis	

3sh  
 Free Electives: 30-  
 34

Total Degree Requirements:

124

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

- b) List of All Associated Changes for Geography Major
  - 1) New Department Prefix (RP) for all Regional Planning Courses
  - 2) Changing Liberal Studies Specification List for Geography.
  - 3) Addition of two courses to Major Required Courses List:
    - a) GE 213 Cartography I.
    - b) GE 231 Economic Geography.
  - 4) Changes in Controlled Electives.
    - a) Removal of mapping controlled elective GE 313-314.
    - b) Reduction in number of free geography electives.
    - c) Addition of statement that only one GE 100 level course is permitted.

Proposed Program Revision B.S. in Education Social Science Education/Geography Track

Catalog Description.

Bachelor of Science in Education--Social Science Education/Geography Track

Liberal Studies: As outlined in Liberal Studies section 53-55

with the following specifications:

Social Science: GE 102, PC 101, EC 121

Liberal Studies electives: EC 122, SO 337, and one of

the

following AN 271-274 (SO 271-274)

College: 30

Professional Education Sequence

CM 301 Technology for Learning and Instruction	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
ED 455 Teaching of Social Sciences in the Secondary School	3sh
EP 202 Educational Psychology	3sh
EP 377 Educational Tests and Measurement	

3sh

FE 202 American Education in Theory and Practice

3sh

Major: 24

Required courses

	GE 230 Cultural Geography	3sh
	GE 241 Physical Geography	3sh
	Controlled Electives	
	At least one course from each of the following three groups:	
	Environmental Geography:	
3sh	GE 340 Geography of Freshwater Resources	
	GE 341 Climatology	3sh
	GE 342 Physiography	3sh
3sh	GE 440 Conservation: Environmental Analysis	
	Human Geography:	
3sh	GE 231 Economic Geography	
	GE 331 Population Geography	3sh
	GE 332 Urban Geography	3sh
	GE 333 Trade and Transportation	3sh
	GE 334 Political Geography	3sh
	GE 336 Social Geography	3sh
	GE 337 Historical Geography	3sh
3sh	GE 431 Geography of the American Indians	
	History, Tools, and Techniques:	
	GE 213 Cartography	3sh
3sh	GE 314 Map and Photo Interpretation	
	GE 411 History of Geography	3sh
	GE 412 Research Seminar	3sh
	GE 415 Remote Sensing	3sh
	Two of the following regional geography courses:	
6sh	GE 251 Geography of Pennsylvania	3sh
	GE 252 Geography of Latin America	3sh
	GE 253 Geography of Europe	3sh
	GE 254 Geography of Soviet Sphere	3sh
	GE 255 Geography of Africa	3sh
	GE 256 Geography of East Asia	3sh
	GE 257 Geography of South and Southeast Asia	
3sh	Geography Electives	3sh
	Social science distribution requirements:	
15-18	The following courses are required:	
	PS 280 Comparative Government I	3sh
	HI 203 U.S. History for Historians	3sh
	Plus one of the following options:	9-
12sh	1) 6 additional hours in one social science field (history recommended) and three semester hours in another.	
	or	
	2) 9-12 additional hours in one social science field	
(history		

recommended), sufficient to meet the requirements for a minor.

Other Requirements:	0
Free Electives:	0-14
Total Degree Requirements:	124

Summary of Changes.

a. Comparison of old and new.

OLD	NEW
Liberal Studies: As outlined in Liberal Studies outlined in	Liberal Studies: As outlined in
section with the following specifications: following	Liberal Studies section with the following specifications:
Social Science: GE 102, PC 101, EC 121 PC 101,	Social Science: GE 102, EC 121
Liberal Studies electives: EC 122, SO 237, electives: EC	Liberal Studies 122, SO 337, and
and AN 271 or 272 274	one of the following AN 271- 274 (SO 271-274)

b. List of all associated changes.

SO 237 to SO 337  
AN 271 or 272 to AN 271-274 (SO 271-274)

New Course Proposal

RP 458 Land Use Law 3c-  
01-3sh  
Prerequisite: RP 350

Introduces students to principles of land use law. The course focus is on federal constitutional principles and key Supreme Court cases, especially as they relate to actions of local units of government and municipal planning practice. The course deals with the present state of land use law and with current trends and issues.

Course Deletion

GE 103 Introduction to Human Geography

Course Revisions

1. Current: GE 312 Research in Geography and Planning

Catalog Description: Introduction to the basic elements of research in the context of orderly scientific investigation. Emphasizes the application of research methodology to specific geographic and planning problems.

Proposed: GE 412 Research Seminar 3c-01-3sh

Prerequisite: GE 411

This senior seminar and workshop is a capstone course that focuses on recent research in the major field. Students carry out a research project on a topic of local or regional importance. (Also offered as RP 412; may not be taken for duplicate credit.)

RP 412 Research Seminar 3c-01-3sh

This senior seminar and workshop is a capstone course that focuses on recent research in the major field. Students carry out a research project on a topic of local or regional importance. (Also offered as GE 412; may not be taken for duplicate credit.)

2. Current: GE 316 Introduction to Geographic Information Systems 3c-01-3sh

Prerequisites GE 313, or equivalent, or permission of instructor. Automated methods for creating, maintaining, and analyzing spatial data are presented. Topics include 1) specialized GIS hardware and software, 2) vector vs. raster vs. object oriented spatial data structures, 3) creation and manipulation of geographic data files, 4) data base design and management concepts, 5) spatial analysis, and 6) cartographic design.

Proposed: GE 316 Introduction to Geographic Information Systems 3c-01-3sh

Prerequisite: GE 213, or equivalent, or permission of instructor  
Automated methods for creating, maintaining, and analyzing spatial data are

presented. Topics include 1) specialized GIS hardware and software, 2) vector vs. raster vs. object oriented spatial data structures, 3) creation and manipulation of geographic data files, 4) data base design and management concepts, 5) spatial analysis, and 6) cartographic design. (Also offered as RP 316; may not be taken for duplicate credit.)

RP 316 Introduction to Geographic Information Systems  
3c-01-3sh

Prerequisite: RP 213, or equivalent, or permission of instructor  
Automated methods for creating, maintaining, and analyzing spatial data are presented. Topics include 1) specialized GIS hardware and software, 2) vector vs. raster vs. object oriented spatial data structures, 3) creation and manipulation of geographic data files, 4) data base design and management concepts, 5) spatial analysis, and 6) cartographic design. (Also offered as GE 316; may not be taken for duplicate credit.)

3. Current: GE 411 Geography: Thought and Philosophy

3c-01-3sh

Seminar limited to junior and senior majors with at least 12 semester hours in Geography. Deals with history of the discipline, great ideas, leading problems, and unresolved issues.

Proposed: GE 411 History of Geography 3c-01-3sh

Prerequisites: GE 213, GE 230, GE 231, GE 241  
Seminar dealing with history of the discipline, great ideas, leading problems, and unresolved issues.

4. Current: GE 341 Climatology I 3c-01-3sh

Elements of weather and climate and the climatic regions of the earth are studied in relation to other aspects of the physical and biological environment.

Proposed: GE 341 Climatology 3c-01-3sh

Elements of weather and climate and the climatic regions of the earth are studied in relation to other aspects of the physical and biological environment.

5. Current: GE 360 Introduction to Planning 3c-01-3sh  
Introduction to field of planning on city, metropolitan, regional, and county levels. Included are intergovernmental context and legislative basis for planning; the comprehensive plan; plan implementation and the planning agency.
- Proposed: RP 350 Introduction to Planning 3c-01-3sh  
Introduction to the profession and activity of contemporary American urban and regional planning. Course emphasis is placed on land use control, design, growth management and development regulation. The legal and institutional bases of planning practice are covered as well.
6. Current: GE 361 Planning: Basic Studies and Analysis 3c-01-3sh  
Prerequisite: GE 360  
Research, analytical design, and plan-making techniques in urban and regional planning. Examines basic items necessary to prepare urban and regional comprehensive plans.
- Proposed: GE 352 Planning Methods 3c-01-3sh  
Prerequisite: RP 350 or permission of instructor  
Research, analytical design, and plan-making techniques in urban and regional planning. Examines basic items necessary to prepare urban and regional comprehensive plans. (Also offered as RP 352; may not be taken for duplicate credit.)
- RP 352 Planning Methods 3c-01-3sh  
Prerequisite: RP 350  
Research, analytical design, and plan-making techniques in urban and regional planning. Examines basic items necessary to prepare urban and regional comprehensive plans. (Also offered as GE 352; may not be taken for duplicate credit.)
7. Current: GE 462 Planning: Development, Principles, and Theory 3c-01-3sh  
Prerequisite: GE 360  
Seminar on contemporary debates concerning planning traditions, principles and practices. The activity of planning is investigated from several theoretical frames and analytic positions.

Proposed: RP 468 Planning Theory 3c-01-3sh

Prerequisite: RP 350, RP 352, RP 354, or permission of instructor  
Seminar on contemporary debates concerning planning traditions, principles and practices. The activity of planning is investigated from several theoretical frames and analytic positions.

8. Current: GE 463 Planning: Design 3c-01-3sh

Prerequisite: GE 360  
Presents concepts of city, subdivision, and transportation design in relation to topography, natural resources, and other physical elements.

Proposed: RP 354 Planning Design 3c-01-3sh

Prerequisite: RP 350  
Presents concepts of city, subdivision, and transportation design in relation to topography, natural resources, and other physical elements.

9. Current: GE 464 Land Use Policy 3c-01-3sh

Basic concepts of land use policy at the national, regional, county, and local levels are treated. Analysis is made of various land use policies

Proposed: GE 464 Land Use Policy 3c-01-3sh

Introduces students to and provides an overview of land use issues at the regional, state, and federal levels. Emphasis is placed upon the evolution of contemporary policy strategies, constitutional issues, and regional controversies involved in the regulation of metropolitan growth, central city decline and management of public lands. (Also offered as RP 464; may not be taken for duplicate credit.)

RP 464 Land Use Policy 3c-01-3sh

Prerequisite: RP 350  
Introduces students to and provides an overview of land use issues at the regional, state, and federal levels. Emphasis is placed upon the evolution of contemporary policy strategies, constitutional issues, and regional controversies involved in the regulation of metropolitan growth, central city decline and management of public



lands. (Also offered as GE 464; may not be taken for duplicate credit.)

Course Revisions - Cross Listing is the only change

1. Current: GE 213 Cartography I 3c-01-3sh

Introduces students to principles of thematic map construction. Emphasis is on the techniques of choropleth mapping and the production of scientific graphs and charts.

Proposed: GE 213 Cartography I 3c-01-3sh

Introduces students to principles of thematic map construction. Emphasis is on the techniques of choropleth mapping and the production of scientific graphs and charts.

(Also offered as RP 213; may not be taken for duplicate credit.)

RP 213 Cartography I 3c-01-3sh

Introduces students to principles of thematic map construction. Emphasis is on the techniques of choropleth mapping and the production of scientific graphs and charts.

(Also offered as GE 213; may not be taken for duplicate credit.)

2. Current: GE 281 Special Topics 3c-01-3sh

Prerequisite: As appropriate to course content  
Special topics are offered on an experimental or temporary basis to explore topics that are not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times. Special topics numbered 281 are offered primarily for lower-level undergraduate students.

Proposed: GE 281 Special Topics 3c-01-3sh

Prerequisite: As appropriate to course content  
Special topics are offered on an experimental or temporary basis to explore topics that are not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times. Special topics numbered 281 are offered primarily for lower-level undergraduate students. (May also be

offered as RP 281; may not be taken as duplicate credit under same title.)

RP 281 Special Topics 3c-01-3sh

Prerequisite: As appropriate to course content

Special topics are offered on an experimental or temporary basis to explore topics that are not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times. Special topics numbered 281 are offered primarily for lower-level undergraduate students. (May also be offered as GE 281; may not be taken as duplicate credit under same title.)

3. Current: GE 313 Cartography II 3c-01-3sh

Prerequisite: GE 213

Gives an understanding of the compilation and use of maps and quantitative data.

Develops skills essential to the construction of various types of maps.

Proposed: GE 313 Cartography II 3c-01-3sh

Prerequisite: GE 213

Gives an understanding of the compilation and use of maps and quantitative data.

Develops skills essential to the construction of various types of maps. (Also

offered as RP 313; may not be taken for duplicate credit.)

RP 313 Cartography II 3c-01-3sh

Prerequisite: RP 213

Gives an understanding of the compilation and use of maps and quantitative data.

Develops skills essential to the construction of various types of maps. (Also

offered as GE 313; may not be taken for duplicate credit.)

4. Current: GE 314 Map and Photograph Interpretation 3c-01-3sh

Maps and air photographs, along with remote sensing materials, permit inventory and analysis of geologic, land use, urban development, and other landscape phenomena.

The understanding of these materials and associated tools for their use is presented.

Proposed: GE 314 Map and Photograph Interpretation 3c-01-3sh

Maps and air photographs, along with remote sensing materials, permit inventory and analysis of geologic, land use, urban development, and other landscape phenomena.

The understanding of these materials and associated tools for their use is

presented. (Also offered as RP 314; may not be taken for duplicate credit.)

RP 314 Map and Photograph Interpretation 3c-01-3sh

Maps and air photographs, along with remote sensing materials, permit inventory and analysis of geologic, land use, urban development, and other landscape phenomena.

The understanding of these materials and associated tools for their use is

presented. (Also offered as GE 314; may not be taken duplicate credit.)

5. Current: GE 332 Urban Geography 3c-01-3sh

Basic principles of urban geography including site, situation, function, urban land use, urban structure, and urban hierarchy are introduced.

Relationships between urban geography and urban planning are explored.

Proposed: GE 332 Urban Geography 3c-01-3sh

Basic concepts of urban geography including site, situation, function, urban land use, urban structure, and urban hierarchy are introduced.

Relationships between urban geography and urban planning are explored. (Also offered as RP 332; may not be taken for duplicate credit.)

RP 332 Urban Geography 3c-01-3sh

Basic concepts of urban geography including site, situation, function, urban land use, urban structure, and urban hierarchy are introduced.

Relationships between urban geography and urban planning are explored. (Also offered as GE 332; may not be taken for duplicate credit.)

6. Current: GE 333 Trade and Transportation 3c-01-3sh

Deals with the spatial aspects of transportation systems and their use. Circulation, accessibility, time and distance concepts, and trade patterns are discussed.

Proposed: GE 333 Trade and Transportation 3c-01-3sh

Deals with the spatial aspects of transportation systems and their use. Circulation,

accessibility, time and distance concepts, and trade patterns are discussed. (Also offered as RP 333; may not be taken for duplicate credit.)

RP 333 Trade and Transportation 3c-01-3sh  
Deals with the spatial aspects of transportation systems and their use. Circulation, accessibility, time and distance concepts, and trade patterns are discussed. (Also offered as GE 333; may not be taken for duplicate credit.)

7. Current: GE 415 Remote Sensing 3c-01-3sh  
Deals with air photographs, satellite imagery, thermal sensing, and radar imagery and their application to deriving information about the earth's physical and cultural landscapes.

Proposed: GE 415 Remote Sensing 3c-01-3sh  
Deals with air photographs, satellite imagery, thermal sensing, and radar imagery and their application to deriving information about the earth's physical and cultural landscapes. (Also offered as RP 415; may not be taken for duplicate credit.)

RP 415 Remote Sensing 3c-01-3sh  
Deals with air photographs, satellite imagery, thermal sensing, and radar imagery and their application to deriving information about the earth's physical and cultural landscapes. (Also offered as GE 415; may not be taken for duplicate credit.)

8. Current: GE 417 Geographic Information Systems Applications Development 3c-01-3sh  
Prerequisite: GE 316 Introduction to GIS  
A project based class where students learn the skills to develop and maintain a Geographic Information System. Through cooperative learning students will design and implement functional systems. Methods for designing GIS systems to user specification, data collection, data input, project management, and system documentation are covered.

Proposed: GE 417 Geographic Information Systems Applications Development 3c-01-3sh  
Prerequisite: GE 316 Introduction to GIS  
A project based class where students learn the skills to develop and maintain a Geographic Information System. Through cooperative learning students will design and implement functional systems. Methods for designing GIS systems to user specification, data collection, data input, project management, and system documentation are covered. (Also offered as RP 417; may not be taken for duplicate credit.)

RP 417 Geographic Information Systems Applications Development 3c-01-3sh  
Prerequisite: RP 316 Introduction to GIS  
A project based class where students learn the skills to develop and maintain a Geographic Information System. Through cooperative learning students will design and implement functional systems. Methods for designing GIS systems to user specification, data collection, data input, project management, and system documentation are covered. (Also offered as GE 417; may not be taken for duplicate credit.)

9. Current: GE 481 Special Topics 3c-01-3sh  
Prerequisite: As appropriate to course content  
Special topics courses are offered on an experimental or temporary basis to explore topics that are not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times.  
Special topics numbered 481 are primarily for upper-level undergraduate students.

Proposed: GE 481 Special Topics 3c-01-3sh  
Prerequisite: As appropriate to course content  
Special topics courses are offered on an experimental or temporary basis to explore topics that are not included in the established curriculum. A given topic may be offered under any special topic identity no more than three times.

Special topics numbered 481 are primarily for upper-level undergraduate students.

(May also be offered as RP 481; may not be taken for duplicate credit under same title.)

RP 481 Special Topics 3c-01-3sh

Prerequisite: As appropriate to course content

Special topics courses are offered on an experimental or temporary basis to

explore topics that are not included in the established curriculum. A given

topic may be offered under any special topic identity no more than three times.

Special topics numbered 481 are primarily for upper-level undergraduate students.

(May also be offered as GE 481; may not be taken for duplicate credit under same title.)

10. Current: GE 482 Independent Study var-1-3sh

Prerequisite: Prior approval through advisor, faculty member, department

chairperson, dean, and provost's office

Students with interest in independent study of a topic not offered in the

curriculum may propose a plan of study in conjunction with a faculty member.

Approval is based on academic appropriateness and availability of resources.

Proposed: GE 482 Independent Study var-1-3sh

Prerequisite: Prior approval through advisor, faculty member, department

chairperson, dean, and provost's office

Students with interest in independent study of a topic not offered in the

curriculum may propose a plan of study in conjunction with a faculty member.

Approval is based on academic appropriateness and availability of resources.

RP 482 Independent Study var-1-3sh

Prerequisite: Prior approval through advisor, faculty member, department

chairperson, dean, and provost's office

Students with interest in independent study of a topic not offered in the

curriculum may propose a plan of study in conjunction with a faculty member.

Approval is based on academic appropriateness and availability of resources.

11. Current: GE 493 Internship var-1-12sh

Professional learning experience with emphasis on application of academic background. Open to majors and minors in geography with 75 semester hours and 15 hours in the major, respectively. See internship supervisor for additional information.

Proposed: GE 493 Internship var-1-12sh

Professional learning experience with emphasis on application of academic background. Open to majors and minors in geography with a total of 75 semester hours and 15 hours in the major. See internship supervisor for additional information.

RP 493 Internship var-1-12sh

Professional learning experience with emphasis on application of academic background. Open to majors and minors in regional planning with a total of 75 semester hours and 15 hours in the major. See internship supervisor for additional information.

GRADUATE COMMITTEE - CHAIRPERSON NASTASE

Chairperson Nastase presented the following table for Senate Information:

Graduate Committee					
12/95					
Business Log					
AY 1995-96					
	Date	Date	Committee	Senate	
Action	Received	Distributed	Action		
(Pending from AY 1994-95)					
Nurse Anesthesia: New Program	10/7/94	10/11/94	R		
AY 1995-96					
BI 602 Biometry, Catalog Description Change	5/24/95	9/5/95	A		I
BI 645 Behavioral Ecology, New Course	5/24/95	9/5/95	A		A
BI 654 Physiological Ecology of Animals, New Course	5/24/95	9/5/95	A		
Policy on Variability in Delivery of to Graduate Programs, Revision				A	(Forwarded Deans)
Adult Education and Communications Technology, New Track	9/12/95	9/15/95	A		A
Music, Program Revision	8/11/95	9/28/95	R		
Geography and Regional Planning, Program Revision	10/2/95	10/6/95	A		A
EL 715 Advanced Topics in Human Development and Learning, Course Title Change	11/14/95	11/14/95	A		I

(A) Approved; (D) Defeated; (T) Tabled; (W) Withdrawn; (R) Under Review; (I) Information

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE - CHAIRPERSON CUNNINGHAM

No report.

The Meeting was adjourned at 4:52 p.m.



Respectfully submitted,

Francisco Alarcón  
University Senate