

MINUTES OF THE UNIVERSITY SENATE

The December 2, 1997 meeting of the University Senate was called to order by Chairperson Alarcon at 3:15 p.m. in the Alumni Auditorium.

The following Senators were excused from the meeting: Anthony, Bencich, Brown, DeCoster, DiStanislao, Gearhart, Joyce, Lynch, Mancuso, Marx, Maggiore, Moore, R. Mutchnick, E. Mutchnick, Piwinski, Rittenberger, Sadler, Sanchez, Szalontai.

The following Senators were absent from the meeting: Abrams, Ault, Barozzi, Berish, Bevington, Black, Bonikowski, Bukartec, Bynum, Carranza, Carver, Condino, Connell, Eck, S.Ender, Giardullo, Halstead, Harrison, Harvey, Herrle, Hulings, Hurley, Johnson, Jones, Juliette, Kassulke, Kilwein-Guevera, Kosiek, Krofcheck, Laster, Lyons, Mamula, Miller, Minnich, R. Mutchnick, Nardi, Neff, Nowak, Numan, Nunn, Orchard, Raible, Ready, Receski, Riesenman, Ruffner, Ruley, Russel, Seiber, Seimon, Sistruck, K. Smith, Stanley, D. Taiani, V. Taiani, Treaster, Trimble, M. Vella, Villalobos, Vold, Wheatley, Waid, Wyrick.

The minutes of the November 4, 1997 senate meeting were ACCEPTED.

Agenda items were APPROVED.

REPORTS AND ANNOUNCEMENTS

PRESIDENT'S REPORT (Dr. Pettit)

No report.

PROVOST'S REPORT (Dr. Staszkievicz)

No report.

VICE CHAIRPERSON'S REPORT (Mr. Knouse)

Vice Chairperson Knouse made the following remarks:

Today Senator Kosiek is participating in the Chamber of Commerce "Jail Bail" to raise money for Cancer Research. Any one interested in helping bail Senator Kosiek out should see Scott Trump after the meeting.

Student Congress will be volunteering at the Aids quilt on December 3rd.

Student Congress will be holding a holiday diner December 10th for the needy of Indiana.

CHAIRPERSON'S REPORT (Dr. Alarcon)

No report.

OLD BUSINESS (carryover from November 4, 1997 meeting)

There was no old business.

STANDING COMMITTEE REPORTS

RULES COMMITTEE--CHAIRPERSON BROAD

No report.

NON-CREDIT COMMITTEE--CHAIRPERSON GROVE

The following was presented for Senate information:

Thomas O'Brien, Director of the Center for the Preparation of Vocational Personnel, provided an update on the IUP Academy of Culinary Arts. Dr. O'Brien said enrollment is strong and the number of applicants increases every year. The number of inquiries on the Internet has reached 4,200, which is a 27% increase. All students complete their externships at four or five star establishments and receive several job offers.

RESEARCH COMMITTEE--CHAIRPERSON NEUSIUS

No report.

STUDENT AFFAIRS COMMITTEE--CHAIRPERSON BARKER

No report.

UNIVERSITY DEVELOPMENT & FINANCE COMMITTEE--CHAIRPERSON HECKROTH

No report.

ACADEMIC COMMITTEE--CHAIRPERSON DUNTLEY

At the recommendation of the Academic Committee, the Senate **APPROVED** the award of Professor Emeritus to the following persons status effective at the May 16, 1998, commencement:

Name	Department	Years of Service
Dr. James DeGeorge	Journalism	27
Dr. Ernest Fricke	History	29.5
Mr. Robert Hamilton	Art	30
Dr. Gary W. R. Patton	Psychology	28
Dr. Alexander Rich	Psychology	21.5
Mrs. Esther Shane	Special Education	27.5
Mrs. Maxine Smatlak	Nursing	21
Dr. Sharon Steigmann	Office Systems & B. Ed	19
Dr. Raymond L. Thomas	English	28
Dr. Calvin Weber	Music	26

2. The Eberly College of Business Academic Policies

The committee recommended approval of the following academic policies for the Eberly College of Business (ECOB). The college has been working toward accreditation of its programs by the American Assembly of Collegiate Schools of Business (AACSB). The policies proposed are designed to meet AACSB standards. If approved, the policies will be implemented for students entering IUP or the ECOB as of the 1998-99 academic year. (The four sections of the policy were individually voted upon in the Senate)

The Senate **APPROVED** the following section of the Eberly COB Academic Policies:

Junior Standing:

Policy: To be accepted for Junior Standing a business major must have:

- (1) accumulated 57 hours or more of academic credit; and
- (2) achieved a 2.0 or higher cumulative GPA; and
- (3) successfully completed the following courses:

AG 201	Principles of Accounting I
AG 202	Principles of Accounting II
BE/CO/IM 101	Microbased Computer Literacy
BL 235	Introduction to Business Law
EC 121	Principles of Economics I
EC 122	Principles of Economics II
EN 101	College Writing
EN 202	Research Writing
MA 121	Calculus I for Business, Natural, and Social Sciences
MA 214	Probability and Statistics
PC 101	General Psychology
QB 215	Business Statistics

Business majors (except those majoring in Business Education) who have not achieved Junior Standing are normally not permitted to enroll in 300- or 400-level courses in the ECOB. Those who have at least 57 credit hours with a 2.0 or better cumulative GPA, but who have not completed one or more of the required courses listed above, may, with permission, enroll on a one-time-only basis in up to nine (9) hours of 300-level ECOB courses.

Rationale: AACSB standards require accredited schools to focus attention on admitting students who are able to handle the analytical rigor of the discipline. Rather than relying on selective standards for incoming freshmen, most AACSB schools rely on a junior-level admissions policy that requires students to pass a sequential block of prerequisite coursework before gaining access to advanced courses. Students who have not completed the courses listed above, or who do not have a 2.0 GPA, will not gain the desired educational experience in upper-level courses. The ECOB will monitor this policy manually until appropriate degree audit software is in place at IUP.

The Senate **APPROVED** the following section of the Eberly COB Academic Policies:

Distribution Requirement:

Policy: All ECOB majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e. at least 62 credits) in non-business* coursework.

Rationale: This is an AACSB requirement designed to ensure that business majors receive a broadly-based education.

The Senate **APPROVED** the following section of the Eberly COB Academic Policies:

Residency Requirement:

Policy: All ECOB majors (except those majoring in Business Education) must take a minimum of 50 percent of their required business* credit hours in IUP coursework. IUP credits earned by examination such as CLEP are counted toward IUP residency.

Rationale: This is an AACSB requirement. Without this requirement, a student might take the majority of his/her business courses at a non-accredited institution, yet claim successful completion of an accredited program.

The Senate, acting on the motion by Senator Broad, **TABLED** the following section of the policy (64 for/44 against). The policy was returned to the Academic Committee for further analysis to determine the impact of the proposed policy on the Language for international Trade undergraduate programs.

Restriction for non-business majors: [NOT APPROVED]

Policy: Students not majoring in business may count a maximum of 30 credits in business* coursework toward the 124-credit degree minimum. Business* credits in excess of 30 will be permitted only as credits beyond the 124 needed for graduation.

Rationale: The AACSB accredits the university as a whole. All programs requiring or permitting 25 percent or more of their coursework in business are treated as business programs, regardless of the college in which they are offered. All such programs are subject to AACSB standards. The AACSB does not want students graduating in non-accredited majors to represent themselves as having completed the equivalence or near-equivalence of an accredited business degree. The less-than 25 percent AACSB threshold translates into a no-more-than 30 credit hour requirement at IUP. Since very few, if any, non-business majors at IUP take 30 credits of business courses, the practical impact of this policy is minimal.

*For purposes of all policies above, "business" coursework consists of all ECOB courses except IM 101 Microbased Computer Literacy, QB 215 Business Statistics and courses in Business Education (BE). EC 334 Economics of Corporate Decisions is also treated as a "business" course. "Non-business" coursework consists of all BE courses, IM 101 Microbased Computer Literacy, QB 215 Business Statistics, and all non-ECOB courses except EC 334 Economics of Corporate Decision.

AWARDS COMMITTEE--CHAIRPERSON WHEAT

No report.

CURRICULUM COMMITTEE--CHAIRPERSON KUZNESKI

The report from the Liberal Studies Committee that was included in agenda as an item for Senate information only was returned to the committee (motion by Broad/Jackson); the Senate felt that

revisions to the "Criteria and Checklist for Social Science courses in the Liberal Studies Program" must be approved by the whole Senate body.

Hence the following item, presented for Senate information was **NOT ACCEPTED**; To be brought again as an action item)

1. The UWUCC accepted the following report from the **Liberal Studies Committee**:

a. The Liberal Studies Committee approved the change in prerequisites for MA 121 from MA 110 or equivalent high school preparation to MA 105 or MA 110 or equivalent high school preparation.

b. The Liberal Studies Committee accepted the following revisions to the Criteria and Checklist for Social Science courses in the Liberal Studies Program proposed by the Taskforce on Criteria for LS Social Sciences chaired by Herb Hunter. Other members of the Taskforce were David Chambers, David Grover, Sue Forbes, Larry Kruckman, Bob Stonebraker and Brenda Carter. The additions to the former criteria and checklist are underlined; the deletions are indicated by strikethrough.

KNOWLEDGE AREA: Social Sciences -- 9 s.h.

In order to understand social behavior, institutions, and processes, a major objective of courses in this knowledge area is to introduce students to how ~~the ways which~~ one or more of the social sciences works. Students should learn the major ideas of ~~whichever~~ the discipline ~~is being~~ studied and ~~they~~ should understand the strengths and limitations of that discipline's method of collecting and interpreting data.

All social sciences disciplines are grounded in a recognized and specialized body of knowledge. The core of each discipline includes (1) a large, historical body of knowledge and theory, which is unique to the discipline; (2) theories that describe and explain human behavior in a social and cultural context; (3) models and behavioral hypotheses derived from theories that possess predictive content; and (4) hypotheses that are subjected to rigorous quantitative and qualitative testing.

Students will complete 9 s.h. from a list of courses in the following social sciences, with no two courses chosen from the same discipline: anthropology, criminology, economics, geography, political science, psychology, and sociology.

CRITERIA FOR COURSES IN THE SOCIAL SCIENCE KNOWLEDGE AREA

All courses appropriate to the social science knowledge area must:

1. explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior;
2. acquaint students with the various approaches, perspectives, or methodologies used to examine the intellectual questions and problems of the discipline(s);
3. promote an understanding of individuals, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s);
4. include, where appropriate, discussion of other cultures and subcultures, including minorities and the roles of women;

~~In addition, all courses appropriate to the social science knowledge area should: illustrate how a discipline shares common theories and methods with other disciplines in the social sciences;~~

~~promote an understanding of individual, groups, and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).~~

CHECK LIST -- SOCIAL SCIENCES

Knowledge Area Criteria which the course must meet:

- _____ Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of lists of topics.
- _____ Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- _____ Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- _____ Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Definitional Social Science Criteria which the course must meet:

- _____ The social science discipline represented is grounded in a recognized and specialized body of knowledge and theory unique to the discipline.
- _____ The social science disciplines embody theories that describe and explain human behavior in social and cultural context.
- _____ Models and behavioral hypotheses with predictive content are derived from those theories.
- _____ Hypotheses are subjected to rigorous quantitative and/or qualitative testing.

Instructional Social Science Criteria which the course must meet:

- _____ Explore the critical thinking and analytical skills employed by the discipline to offer meaningful explanations of social and individual behavior.
- _____ Acquaint students with the various approaches, perspectives and methodologies used to examine the intellectual questions and problems of the discipline(s).
- _____ Promote an understanding of individuals, groups and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).
- _____ Include, where appropriate, discussion of other cultures and subcultures, including minorities and the roles of women.

~~Additional Social Science Criteria which the course should meet:~~

- ~~_____ Illustrate how a discipline shares common theories and methods with other disciplines in the social sciences.~~
- ~~_____ Promote an understanding of individuals, groups and their physical and social environment by exploring and analyzing concepts developed in the discipline(s).~~

Chairperson Kuzneski presented the following for Senate information:

1. The UWUCC accepted the following report from the **Honors College Committee**:

The Honors College Committee have approved honors sections of the following existing courses:

- EN 202 Research Writing--Professor Laurel Black
- EN 202 Research Writing--Professor Judith Villa
- EN 202 Research Writing--Professor Lilia Savova
- EN 202 Research Writing--Professor Gail Berlin
- SP 211 Intensive Intermediate Spanish--Professor Roger Smith

2. The Senate is informed of the following **course number changes**:

CL 491 Hebrew I	to	CL 114 Hebrew I
CL 492 Hebrew II	to	CL 164 Hebrew II
CL 493 Hebrew III	to	CL 214 Hebrew III
CL 494 Hebrew IV	to	CL 264 Hebrew IV

The Senate **APPROVED** the following new course:

New Course:

MA 105 College Algebra 3c-01-3sh

Prerequisites: MA 100 or equivalent high school preparation

Note: A student may not take MA 105 College Algebra after successfully completing a calculus course or MA 110 Elementary Functions without the written approval of the mathematics department chairperson.

To prepare students for the study of calculus for business, natural and social sciences. Topics include a detailed study of polynomial, exponential, and logarithmic functions. This course is designed primarily for students planning to take MA 121 Calculus for Business, Natural, and Social Sciences.

The Senate **APPROVED** the following course revision:

Course Revision:

Current: MA 121 Calculus I for Business, Natural, and Social Sciences 4c-01-4sh

Prerequisite: MA 110 or equivalent high school preparation.

Introduces non-Math major to analytic geometry, elementary functions (including logarithmic and exponential functions), central ideas of the calculus (limit, derivative, and integral), applications of derivatives to business, social, and natural sciences.

Proposed: MA 121 Calculus I for Business, Natural, and Social Sciences 4c-01-4sh

Prerequisite: MA 105 College Algebra or MA 110 or equivalent high school preparation.

Introduces non-Math major to analytic geometry, elementary functions (including logarithmic and exponential functions), central ideas of the calculus (limit, derivative, and integral), applications of derivatives to business, social, and natural sciences.

Rationale: The Mathematics Department offers three calculus sequences. These are:

MA 121/122 Calculus for Natural, Social Sciences, and Business
MA 123/124 Calculus for Physics and Chemistry
MA 127/128/227 Calculus

Although these calculus courses are quite different in their level of expectation, all three have the same prerequisite, namely MA 110 Elementary Functions. MA 105 College Algebra is being introduced as a replacement for MA 110 for students who are required to complete MA 121 rather than the more demanding courses MA 123 and MA 127. With the addition of this new course, the faculty in the Department of Mathematics will be able to concentrate on the specific topics that will better prepare students for the calculus course they are required to take.

The Senate **APPROVED** the following Honors College Program Revision:

Honors College Program Revision

Note: A complete copy of the proposal for the Honors College program revision is available for review at the Reserve Desk in Stapleton Library. The proposal is filed as "Senate" with a reference to UWUCC. Senators are encouraged to direct questions they may have about the proposal as presented in the agenda or as presented in the complete proposal to Janet Goebel, Director of the Honors College and/or any member of the UWUCC.

1. Catalog Description

The Robert E. Cook Honors College is IUP's university-wide honors program for undergraduate students of all majors who are accepted into the program. Its goal is to provide a unique educational environment in which students of high ability and motivation can achieve their potential in a nurturing learning community of fellow students and professors. The Honors College makes an intentional effort to see that students and faculty are provided with integrated courses, an appreciation for multiple perspectives on important issues, and common learning experiences wherever possible; it strives to see that the learning community remains cohesive with both academic and co-curricular components throughout the four years of the student's honors experience.

The Robert E. Cook Honors College will provide a challenging opportunity for academic and personal development through an integrated program of curriculum, residence, and co-curricular activities. Plans for the renovation of Whitmyre Hall into a combined honors residential/academic facility which will include classrooms and program offices as well as student rooms and co-curricular spaces are complete, with renovation scheduled in two phases to be ultimately completed in Fall 1997.

Students in any academic major may apply for admission to the Honors College. Students may enter the program as freshmen or later as sophomore "transfer" students from either another university or from IUP. An application is required and is evaluated by the Honors College Admissions Board.

Requirements of the Program:

Students accepted into the Robert E. Cook Honors College as freshman are required to live in Whitmyre Hall during the freshman year and are encouraged to remain in the honors residence hall throughout their undergraduate career as space permits. Exceptions to the freshman residency requirements will be made only for non-traditional students (students 25 or older or students who are married and/or have children) or for students who reside at home with their legal guardians in the Indiana area while at IUP. Application for exemption from the freshman residency requirement should be made in the form of a letter to the Honors College Director at the time of application to the program.

Students in the Honors College are required to maintain an overall QPA of 3.25.

A student who falls below the 3.25 QPA will have one semester of Honors College probation during which he/she may attempt to raise the QPA to 3.25 and remain in good standing. Students who are dismissed from the Honors College due to QPA may apply for readmission after having raised the QPA to acceptable honors standards.

Course Requirements for Students Admitted as Freshmen:

Students admitted as freshmen are required to complete 23 hours of honors work including:

14 hours: Honors College Core I, II, and III (HC 101, 102, and 201) -- a three semester "core"

sequence of 14 credit hours which replaces Liberal Studies requirements for EN 101, EN 121, MU 101, TH 101, AH 101, HI 195 and either RS 100 or PH 120.

3 hours: Honors LS 499 Senior Synthesis

6 hours: An additional 6 hours of Honors College courses which must fulfill the following requirements:

- A. At least one advanced honors course (300 level or above) in addition to LS499
- B. At least one honors course in a non-humanities area (the same course might meet requirements A and B)
- C. An honors course during every academic year (requirement may be waived for students participating in study abroad or off-campus internships)

Students are also encouraged to complete an undergraduate thesis for graduation from the Honors College with distinction.

Course Requirements for Students Admitted as Sophomores:

Sophomore "transfer" students are required to complete 18 hours of honors work and must meet the same course requirements as freshmen with the exception of HC 101 and 102 from which they are exempted.

2. Summary of Changes:

2. a. Table Comparing Program Previously Approved versus Proposed Revision

Program Previously Approved:

[Honors/92, approved by Senate December 1, 1992]

1. "This [first-year humanities/fine arts] core will be taught by a team of faculty from English, fine arts, history, and philosophy-religious studies.... Four semester hours each semester will be devoted to Humanities I and II. One semester hour each semester will be in a fine arts colloquium.... Humanities I and II and the Fine Arts Colloquium will be integrally connected and under the guidance of the same faculty team." (*Honors/92*, p. 20)
2. "In order that honors students will fulfill their Liberal Studies requirement with approximately the same number of credits as other students, students will take another 1sh of fine arts colloquium during their sophomore year (for a total of 3sh in fine arts). They will also be required to take an additional 3sh humanities course at some point before they graduate. Depending on course availability, this additional 3sh may be an honors humanities course or it may be a 300 or 400 level course in one of the humanities disciplines." (*Honors/92*, p. 21)
3. [No reference to criteria for faculty teaching HC 101, HC 102, HC 201]

Proposed Revision:

1. While the principles described here are still intact, the fine arts 1sh per term shall not be separated from the 4sh core course, but that the two parts be combined into one 5sh course.
2. A proposal that the "additional 3sh humanities course" described in the *Honors/92* be

combined with the already required 1sh of fine arts colloquium to create a third semester of core (HC 201) for 4sh.

The intention is to retain the "integrated" model of HC 101 and 102 for HC 201, with all honors students sharing a version of the same intellectual experience.

Students entering the Honors College as sophomores will be required to take HC 201; this course can be substituted for an appropriate Liberal Studies course or counted as elective credit depending on course work previously completed--see rationale below for more detail.

3. Faculty teaching HC 101, HC 102, HC 201 must hold Liberal Studies "professor commitment" writing intensive approval. Note: HC 101, HC 102, and HC 201 will NOT be designated as Liberal Studies writing-intensive (/W/) courses--see rationale below.

Program Previously Approved:

4. Minimum Requirements for graduation from the Honors College: QPA of 3.25 plus the following courses/credits:

a. Students entering as first-year students:

23sh of honors course work
including core course (11sh),
honors section of LS 499 (3sh),
additional honors work (9sh),

b. Students entering after the first-year:

18sh of honors course work
(including honors section of LS 499 (3sh),
additional honors work (15sh))

The schedule for student entering as freshman would look like this:

Year	Fall	Spring	
1st	Core 4+1	Core 4+1	=10sh
2nd	Honors FA 1sh		=1sh
3rd	[undefined]		
4th	Honors LS499		=3sh
Total defined			=14sh

plus an additional undefined nine hours of honors and an additional three hours of humanities to meet liberal studies requirements (see #2 above) which might be included in the total of nine remaining honors hours--total of 23 hours.

Proposed Revision:

4. QPA requirement and total honors hours remain the same.

The following additional requirements are proposed:

A. Honors students must have at least one honors experience per year from the time they enter the honors college, except in cases where study abroad or an internship makes this impossible.

B. Honors students must take at least one honors course in a non-humanities area. This could be an advanced course or a Liberal Studies course.

C. Honors students must take at least one advanced (300 or above) honors course besides the senior synthesis course. Where possible, this course should relate to the student's major. Advanced independent study or an undergraduate thesis may meet this requirement.

The schedule for student entering as freshman would look like this:

Year	Fall	Spring	
1st	HC 101 5sh	HC 102 5sh	=10sh
2nd	HC 201 4sh		=4sh
3rd	at least one honors course unless off-campus		=3sh
4th	Honors LS 499		=3sh
Total defined			=20sh

plus an additional 3sh of honors (6sh if junior year requirement is waived). Total hours must include at least one non-humanities honors course and one advanced (300 or above) honors course--total of 23 hours.

Program Previously Approved:

The schedule for a student entering as a sophomore would look like this:

Year	Fall	Spring	
1st	[not in Honors College]		
2nd	[undefined]		
3rd	[undefined]		
4th	Honors LS499		=3sh
Total defined			=3sh

plus an additional 15sh in undefined honors courses--total of 18 hours.

5. Concerning the admission of transfers to Honors College:

Earliest transfer date:

A student from IUP or elsewhere may apply for admission to the Honors College after completing at least one semester (12sh) of college work. A student applying during the second semester of the freshman year could begin as an Honors student in the fall of the sophomore year.

Latest feasible transfer date:

Unspecified in 1992 Plan.

Proposed Revision:

The schedule for a student entering as a sophomore would look like this:

Year	Fall	Spring	
1st	[not in Honors College]		
2nd	HC 201		=4sh
3rd	at least one honors course unless off-campus		=3sh
4th	Honors LS 499		=3sh
Total	defined		=10sh

plus an additional 8sh of honors (11sh if junior year requirement is waived). Total hours must include at least one non-humanities honors course and one advanced (300 or above) honors course. Total of 18 hours.

5. Concerning the admission of transfers to Honors College:

Earliest transfer date: no change.

Latest feasible transfer date:

The Honors College Committee does not believe it will be financially or logistically feasible to admit students as transfers after the sophomore year because of difficulties in guaranteeing 18sh of honors work which (a) does not duplicate courses already taken by the student and (b) does not impede progress in the student's major course of study.

3. Rationale for change:

First change: Consolidation from 4 + 1 credits to 5 credits for HC 101 and HC 102:

This change is partially a bookkeeping change that we think will simplify the lives of faculty and students. It will resolve the previously somewhat ambiguous role of the fine arts faculty member in the teaching of the core questions and the evaluation of students. The previously approved program noted that fine arts faculty would be part of the "team" teaching the core questions, but it appears to us that this person was on paper being made responsible only for the administration of a fine arts colloquium and had both a shaky basis for awarding grades and an ambiguous status on the faculty core team. The Dean of Fine Arts shared these concerns and supports the revision (see attached letter).

Second change: Creation of Honors College Core Course III (HC 201) as a required course for both entering freshmen and entering sophomores:

We feel it is necessary to have some honors requirement each year of a student's career in order to reaffirm connections in a learning community and to assure that more experienced students share with entering students. We would like to try to carry the idea of the community of scholars into the third semester by offering all sections of HC 201 at the same time and teaching this course the same way as the freshmen core courses.

Additionally, we feel this course will be extremely useful to students who elect to transfer into the Honors College as sophomores. It will give them a chance to share a common learning experience and get to know the students and faculty who will have already formed a learning community in the previous year. It is our way of ensuring that one basic premise of the Honors College, the community of scholars, is a reality for students

transferring into the program as sophomores.

For newly entering sophomores, HC 201 can be used as elective credit or as a substitute for an appropriate Liberal Studies course, as approved by the student's college dean, in consultation with the directors of Liberal Studies and the Honors College, and the students' department chair. (The student would thus follow normal procedures for exemption to a Liberal Studies requirement.)

Entering freshmen who complete HC 101 and then elect to leave the Honors College may use HC 101 as elective credit or as a substitute for one or two Liberal Studies courses, as approved by the student's college dean in consultation with the directors of Liberal Studies and the Honors College, and the student's department chair. (The student would thus follow normal procedures for exemption to a Liberal Studies requirement.)

As per the original program approved in 1992, entering freshmen who complete HC 101 and HC 102 and then leave the Honors College may still claim the entire Liberal Studies substitution package (EN 121, 101, HI 195, AH 101, TH 101, and MU 101, PH 120 or RS 100) so long as they complete 1sh additional work in the Fine Arts and a 3sh humanities course which is not part of their major requirements.

Third Change: HC 101, 102, and 201 taught by faculty with "Professor Commitment" writing intensive approval from Liberal Studies (see pp. 35-37 of UWCC Handbook).

Since a great deal of writing guidance will be required of all faculty in the core courses, we believe this is an important credential for core course faculty to bring. Essentially, this will ensure that core faculty will have participated in a writing workshop or equivalent experiences. NOTE: HC 101, HC 102, and HC 201 will NOT be designated as Liberal Studies writing-intensive (/W/) courses.

Fourth Change: Addition of three program requirements (a, b, and c) ensuring better distribution of honors courses across the students' four years, among university disciplines, and at different levels:

- a. Some students may elect a junior year abroad or an internship at some point which will necessitate exceptions to this policy, but students should benefit from a continuing relationship to the Honors College community throughout the undergraduate years; this requirement also facilitates students' taking honors courses at the upper level rather than only 100- and 200-levels.
- b. Students should have honors experiences in as many disciplines as possible and to afford opportunities for faculty in all disciplines to participate. Though it will be difficult financially and practically to insure that offerings are available which match the requirements of all majors at the right time in a student's sequence, we believe it is important that students have an honors experience in fields other than the humanities and fine arts.
- c. The student's honors experience should be as enriching as possible. With the foreseeable development of some honors programs at the departmental level, it should eventually be possible to provide advanced courses for all students. Independent study or the honors undergraduate thesis are other ways to fulfill this option.

Fifth Change: No transfers into Honors College later than sophomore year.

We do not believe it will be financially or logistically feasible to admit students as transfers

after the sophomore year because of difficulties in guaranteeing 18sh of honors work which (a) does not duplicate courses already taken by the student and (b) is compatible with the student's major course of study.

4. Resources:

- a). Faculty: As per administrative promises and the Senate-approved Honors/'92 document, faculty have been replaced wherever departments have been affected as a result of department members teaching in the Honors College.
- b). The Provost has given written assurance that funding for Honors College independent study will not divert funding from other departments consistent with the Senate-approved Honors/'92 document.
- c). Department chairs and deans have signed off on the proposal, and reports from departments indicate everything is working fine.

The Senate APPROVED the following three new courses:

New Courses

- 1. HC 101 Honors Core I 5C -0L- 5sh

Prerequisites: Freshman Standing, admission to the Honors College

This first in a series of three required and interrelated courses introduces Honors College students to major works of literature and art; to major ideas in history, philosophy, religious studies, literature and the fine arts; and to critical thinking skills used in reading, writing, and discussion in an integrated, synthetic, and interactive pedagogical environment. While materials from various periods and disciplines are part of HC 101, each instructor has attempted to incorporate some works from a common century to provide students with a common ground for exploring the core questions.

- 2. HC 102 Honors Core II 5c - 0L - 5sh

Prerequisites: HC 101, freshman standing, and admission to Honors College.

This is the second in a series of three required and interrelated courses. HC 102 continues the emphases of HC 101: (a) introduction to major works of literature and fine arts; (b) introduction to major ideas in history, philosophy, religious studies; and (c) focus on critical thinking skills used in reading, writing, and discussion in an interrelated, synthetic, and interactive pedagogical environment. Although materials come from various periods and disciplines, each instructor has incorporated works from a common century to provide a common ground for exploring core questions. Building on their experiences in HC 101, students will become more critical and analytical in their reading and response. Further, the ability to synthesize will be emphasized based on their previous readings and learning experiences.

- 3. HC 201 Honors Core III 4c-0L-4sh.

Prerequisites: sophomore standing, admission to the Honors College, and successful completion of HC 101 and 102 if admitted to Honors College as a first-year student. Prerequisites for

students admitted to the Honors College as sophomores are EN 101, and at least one Liberal Studies course in the humanities or fine arts.

This course completes the introduction of Honors College students to major works of literature and art; to major ideas in history, philosophy, religious studies, literature and the fine arts; and to critical thinking skills used in reading, writing, and discussion in an integrated and interactive pedagogical environment.

GRADUATE COMMITTEE--CHAIRPERSON WILLIAMSON

No report.

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE--CHAIRPERSON JACKSON

No report.

NEW BUSINESS

There was no new business.

The Meeting was adjourned at 4:35p.m.

Respectfully submitted,

Ramesh Soni
University Senate