

MINUTES OF THE UNIVERSITY SENATE May 4, 1999

The May 4, 1999 meeting of the University Senate was called to order by Chairperson Alarcon at 3:20 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: Doug Bish, Barbara Blackledge, Casey Cojocaró, Richard DiStanisalo, Barbara Ender, Trenton Ferro, Joan Fisher, Phyllis Groomes, Dennis Hulings, Rita Johnson, Joanne Lukehart, , Theresa McDevitt, Alida Merlo, Damon Morris, Karen Polansky, Ruth Riesenman, Patricia Villalobos, Susan Zimny, Nashat Zuraikat

The following Senators were **absent** from the meeting: Audrey Allen, Al-Madi Sami, Dennis Ames, Allen Andrew, Maali Ashamalla, Thomas Ault, Christine Black, Kenneth Brode, Tracey Brown, Joseph Bukartec, Robert Camp, Keith Carreiro, Frank Condino, Tom Conelly, Mike Connel, David DeCoster, Gail Diccico, Heather Eckels, Edward Ruffner, Steven Ender, Georgeann Faulkner, Susan Glor-Scheib, Tim Golding, Marilyn Howe, David Hubbard, Adam Hughes, Steven Holler, Kent Jackson, Melvin Jenkins, Nikki Jordan, Nick Kosiek, Jodell Kuzneski, Christine Leonard, Andres Macchiarella, David Marchant, Wayne McGonigal, William McPherson, Josh Mehall, Brian Miller, Nathan Miller, Nicole Miller, Prashanth Nagendra, Alan Nelson, Gary Obradovich, Dan Pounds, Kimberly Raymond, David Reed, Terry Rittenberger, Gina Runco, Robert Russell, Richard St. Paul, John Taylor, Liz Taylor, Vincent Tiaini, Shari Trinkley, Amber Trollinger, Judith Villa, Brian Veron, Ray Waid, Monica Wally, Bernadette Walz, George Walz, Ron Woan, Carleen Zoni.

The minutes of the April 6, 1999 Senate meeting were **ACCEPTED**.

Agenda items for the May 4, 1999 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

PRESIDENT'S REPORT (Dr. Pettit)

Due to the delay in forwarding the tape of the President's comments to the President's office for transcription, Dr. Pettit's report will be posted as an addendum to these minutes when the transcription is completed.

PROVOST'S REPORT (Dr. Staszkiwicz)

It never ceases to amaze me how suddenly semesters end. It seems as though we are caught in the middle of hundreds of projects and then all of a sudden time simply expires. On the one hand that gives us some relief; but on the other, it can be frustrating, as some projects seem to be placed on hold. When I look back over the past year, my general impression is that the University has been very productive and that much has been accomplished. There will be time to reflect on those accomplishments and on what was left unfinished at a later date, right now I am sure we are all trying to figure out just what needs to be done by commencement. Toward that end, I would ask:

1. For faculty, if you are going to be gone over the summer – or are not generally available, I would ask that you please coordinate sufficiently with your department chairperson so that any student-related issues can be addressed. Reference letters for graduates, issues of grading, and other areas in which our students might encounter needs may come up in your absence, and it is good if the chair knows how to communicate with you.
2. Final examination week begins tomorrow. I, once again, remind students and faculty that there are university procedures for how to handle schedule conflicts and culminating activities.
3. Commencement is on Saturday, May 15th. Let's really show our support to graduates (undergraduate and graduate) by having a large number of faculty and administrators marches at the field ceremony. I don't know

about you, but I find it a personal embarrassment when we cannot fill even the minimum number of seats set aside for faculty and administrators.

With just these few comments, I wish for each of you a smooth conclusion and I want to express my personal gratitude to the Senate for all the work we have accomplished this year. Sitting on the UWUCC through weekly meetings makes me realize just how much effort goes into service to IUP – and I recognize that we would not exist without this service commitment.

VICE CHAIRPERSON'S REPORT (Senator Cojocaru)

No report.

CHAIRPERSON'S REPORT (Dr. Alarcon)

I do not have a formal report today. I would like to thank all the chairs of committee's that ensure that the day to day activities of the senate is completed. I would also like to thank the Parliamentarian Rob. Mutchnick and Cathleen Golden the Secretary. Finally, I want to remind everyone that the following are the meeting and deadlines for next year's senate meetings. Please take note.

SENATE MEETINGS ACADEMIC YEAR 1999-2000

Meeting Date	Agenda Deadline
Sept. 14, 1999	Sept. 1, 1999
Oct. 5, 1999	Sept. 21, 1999
Nov. 2, 1999	Oct. 20, 1999
Dec. 7, 1999	Nov. 24, 1999
Feb. 1, 2000	Jan. 19, 2000
Feb. 29, 2000 (March meeting)	Feb. 16, 2000
Apr. 4, 2000	March 22, 2000
May 2, 2000	Apr. 19, 2000

OLD BUSINESS (carryover from the April 6, 1999 meeting)

There was no old business.

STANDING COMMITTEE REPORTS

RULES COMMITTEE—Chairperson Beisel

Chairperson Beisel stated that the Senate roster for the 1999-2000 academic year will be completed shortly. There are still vacancies on some committees. Chairperson Beisel will be contacting Senators to fill these vacancies. Ray also thanked the members of the Rules Committee for their work throughout the year.

UNIVERSITY DEVELOPMENT & FINANCE COMMITTEE—Chairperson Heckroth

The next meeting of the committee will be Fall 1999.

ACADEMIC COMMITTEE—Chairperson Duntley

The Academic Committee presented the following for Senate information:

1. Branch campus initiatives:

A comprehensive study of the branch campuses was undertaken in 1998 and issued under the title *A New Vision for the Branch Campuses of Indiana University of Pennsylvania*. Branch campus full-time faculty played a significant role in this development. This report recognizes that the original purpose of the campuses as “overflow” for students qualified for IUP general admission no longer exists, that the campuses serve increasingly underprepared students, and that the mission and purpose and the organizational structure of the campuses must be changed. To reach that, new Associate Degree programs will be put in place; the function of a local college for local residents will be maintained; and the thrust of the campus as a “First Step” will be developed.

The “First Step” will include campus-based support services for students who need additional pre-college preparation including basic skills, academic support, and intrusive advising and monitoring of academic progress. Students admitted under this option would be on probation during the first semester of attendance. To be in good standing, they would be expected to complete a minimum of 12 graduation credits and to achieve a 2.0 GPA.

To change the ethos of the branch campuses, there must be stronger incentives for satisfactory academic performance. The policy outlined below applies a certain mix of incentive and pressure to ensure both diligence in freshman year work and also a better-prepared student to move to the Indiana campus. It should be noted that this is seen as just one part of the new vision, but that it is an integral component. Faculty members believe that the structure they can provide under the policy will yield improved quality for the branch campuses and for the students who do transfer to the Indiana campus.

2. Revision of Academic Standards Policy:

In 1998-99 the Associate Deans group undertook a broad-ranging study of options for revising the Academic Standards Policy. Since members of this group administer the policy on a day-to-day basis, they are well equipped to evaluate the effectiveness of the current policy and to make recommendations to improve standards and administration. The recommendations will come to Senate through the Academic Committee in fall 1999 as soon as the group finishes work and definition of a new policy. The Academic Committee hopes to make that its priority topic for early fall. The Associate Deans have given attention to the issue of dismissing first-term students who have a 0.00 average, to the first-year standard of continuation (on probation) of students with GPAs of 1.80-1.99, and to timing dismissal after probation. The policy that is proposed for the branch campuses is compatible with that which appears to be emerging from the Associate Deans group.

This policy for branch campus standards is proposed for action in May 1999 so that it may be established for the 1999 branch entrants and applied in 2000 to the branch freshmen. This is defined as an *Interim* policy in recognition that it will be integrated into the university’s revised Academic Standards Policy shortly.

Motion to approve the following:

Interim Academic Standards Policy for Branch Campus Students

Academic Good Standing: Good standing is defined as earning a cumulative GPA of 2.00. A student admitted full-time to a branch campus must be in academic good standing to be permitted to transfer to the Indiana campus.

1. January Review:

- a. A student whose cumulative GPA is below 2.00 is on Probation.
- b. A full-time student whose first-semester earned GPA is 0.00 will be dismissed before the second semester.

2. May Review:

- a. A full-time branch campus student with a two-semester cumulative GPA of 2.00 may transfer to the Indiana campus. [Note: teacher certification students must have a 2.50 to be eligible for education courses on the Indiana campus.]
- b. A full-time branch campus student with a two-semester cumulative GPA 1.80 to 1.99 may continue at the branch campus to reach a 2.00 GPA.
- c. A full-time branch campus student with a two-semester cumulative GPA below 1.80 will be dismissed effective at the end of the second semester. Students may use summer session(s) to seek university readmission to the branch campus and, if qualified, authorization to transfer to the Indiana campus.

3. Branch Campus Review:

- a. Responsibility for academic standards administration is vested in the Campus Dean, assisted by a committee including the Associate Director and faculty representation.
- b. A full-time branch campus student with a two-semester cumulative GPA below 2.00 will be reviewed for individual modification according to the specific situation. The committee may consider programmatic need and evidence that the student has followed the participation guidelines:

- * Enrolled in, attended, & completed any courses assigned by the Dean of the Campus.
- * Met with an academic adviser as recommended.
- * Made use of support services as recommended.

Motion **APPROVED**.

AWARDS COMMITTEE—Chairperson Wheat

No report.

CURRICULUM COMMITTEE—Co-Chairpersons Myers & Wilson

The Curriculum Committee presented the following for Senate information:

Liberal Studies Committee

1. Change in LS Math requirement for Bachelor of Science in Physical Education and Sport, all tracks and Bachelor of Science in Education – Health and Physical Education from MA 101 or MA 110 or MA 217 to MA 217 only.
2. IT 201 Intermediate Italian III and IT 202 Intermediate Italian IV, approved as Liberal Studies Electives
3. Title change for LS 499 Food in Literature to LS 499 Feast Here Awhile

Honors College Committee

LS 499 Aging in America approved for “H” designation.

Course Title Change and Number Change

HI 375 History of the Far East to HI 335 History of East Asia

Motion to approve the following:

1. Proposal for program revision—Critical Languages

Summary of Proposed Changes

The Department of French proposes to delete the four Italian courses taught in the Critical Languages mode and to offer them through a classroom means of delivery.

Rationale for Change

It has always been the understanding that courses could move from the tutor-led Critical Languages mode to full, classroom means of delivery. It is at this point in time that the French Department has the opportunity to use one of its positions to support the classroom teaching of Italian, an initiative we tried to implement more than ten years ago.

Comparison of Old and New Programs

Old Program

CL: Critical Languages

College of Humanities and Social Sciences

Critical Languages are offered in four levels. See program description in the opening section of the College of Humanities and Social Sciences. Specific languages are offered as available.

CL101 - 120 Critical Languages I 3c-01-3sh

Basic vocabulary and pronunciation in the target language. Oral/aural skills are stressed.

CL101	Arabic I
CL102	Chinese I
CL103	Dutch I
CL104	Finnish I
CL105	Hindi I
CL106	Hungarian I
CL107	Italian I
CL108	Japanese I
CL109	Korean I
CL110	Modern Greek I
CL111	Portuguese I
CL112	Russian I
CL113	Swedish I
CL114	Hebrew I

CL151 - 170 Critical Languages II 3c-01-3sh

Prerequisite: Level I or acceptable equivalent

A continuation of the first-semester course. Depending on the language being studied, reading and writing may be introduced at this level.

CL151	Arabic II
CL152	Chinese II
CL153	Dutch II
CL154	Finnish II
CL155	Hindi II
CL156	Hungarian II
CL157	Italian II
CL158	Japanese II
CL159	Korean II
CL160	Modern Greek II
CL161	Portuguese II
CL162	Russian II
CL163	Swedish II
CL 164	Hebrew II

New Program

CL: Critical Languages

College of Humanities and Social Sciences

Critical Languages are offered in four levels. See program description in the opening section of the College of Humanities and Social Sciences. Specific languages are offered as available.

CL101 - 120 Critical Languages I 3c-01-3sh

Basic vocabulary and pronunciation in the target language. Oral/aural skills are stressed.

CL101	Arabic I
CL102	Chinese I
CL103	Dutch I
CL104	Finnish I
CL105	Hindi I
CL106	Hungarian I
CL108	Japanese I
CL109	Korean I
CL110	Modern Greek I
CL111	Portuguese I
CL112	Russian I
CL113	Swedish I
CL114	Hebrew I

CL151 - 170 Critical Languages II 3c-01-3sh

Prerequisite: Level I or acceptable equivalent

A continuation of the first-semester course. Depending on the language being studied, reading and writing may be introduced at this level.

CL151	Arabic II
CL152	Chinese II
CL153	Dutch II
CL154	Finnish II
CL155	Hindi II
CL156	Hungarian II
CL158	Japanese II
CL159	Korean II
CL160	Modern Greek II
CL161	Portuguese II
CL162	Russian II
CL163	Swedish II
CL164	Hebrew II

CL 201 - 220 Critical Languages III 3c-01-3sh

Prerequisite: Level II or acceptable equivalent

At this first intermediate level, students will begin to develop a degree of oral proficiency that will vary with the language studied. Reading and writing will be studied in all languages by this level.

CL201	Arabic III
CL202	Chinese III
CL203	Dutch III
CL204	Finnish III
CL205	Hindi III
CL206	Hungarian III
CL207	Italian III
CL208	Japanese III
CL209	Korean III
CL210	Modern Greek III
CL211	Portuguese III
CL212	Russian III
CL213	Swedish III
CL214	Hebrew III

CL 251 - 270 Critical Languages IV 3c-01-3sh

Prerequisite: Level III or acceptable equivalent

By the end of this course the student should be able to communicate in simple terms with an educated native speaker on a topic with which the student is familiar.

Ability in reading and writing will vary with language.

CL251	Arabic IV
CL252	Chinese IV
CL253	Dutch IV
CL254	Finnish IV
CL255	Hindi IV
CL256	Hungarian IV
CL257	Italian IV
CL 258	Japanese IV
CL259	Korean IV
CL260	Modern Greek IV
CL261	Portuguese IV
CL262	Russian IV
CL 263	Swedish IV
CL 264	Hebrew IV

CL 201 - 220 Critical Languages III 3c-01-3sh

Prerequisite: Level II or acceptable equivalent

At this first intermediate level, students will begin to develop a degree of oral proficiency that will vary with the language studied. Reading and writing will be studied in all languages by this level.

CL201	Arabic III
CL202	Chinese III
CL203	Dutch III
CL204	Finnish III
CL205	Hindi III
CL206	Hungarian III
CL208	Japanese III
CL209	Korean III
CL210	Modern Greek III
CL211	Portuguese III
CL212	Russian III
CL213	Swedish III
CL214	Hebrew III

CL 251 - 270 Critical Languages IV 3c-01-3sh

Prerequisite: Level III or acceptable equivalent

By the end of this course the student should be able to communicate in simple terms with an educated native speaker on a topic with which the student is familiar. Ability

in reading and writing will vary with language.

CL251	Arabic IV
CL252	Chinese IV
CL253	Dutch IV
CL254	Finnish IV
CL255	Hindi IV
CL256	Hungarian IV
CL 258	Japanese IV
CL259	Korean IV
CL260	Modern Greek IV
CL261	Portuguese IV
CL262	Russian IV
CL 263	Swedish IV
CL 264	Hebrew IV

B. Course Deletions:

CL 107 Italian I
CL 157 Italian II
CL 207 Italian III
CL 257 Italian IV

C. New Course Proposals:

The Department of French proposes to offer four Italian courses to replace the tutor-led, Critical Language mode courses.

Course Descriptions

IT 101 Basic Italian I (3c-0l-3sh)

Prerequisites: none

This course introduces students to the Italian language, with emphasis on the four basic skills: reading, writing, speaking and listening. Students will also gain knowledge of Italian culture. Primary emphasis is on the mastery of oral communication and basic writing skills. Attendance and language lab practice is required.

IT 102 Basic Italian II (3c-0l-3sh)

Prerequisites: IT 101 Basic Italian I or equivalent

This course is a continuation of the first semester course. It introduces students to the Italian language, with emphasis on the four basic skills: reading, writing, speaking and listening. Students will also gain knowledge of Italian culture. Primary emphasis is on the continuing mastery of oral communication and writing skills. Attendance and language lab practice is required.

IT 201 Intermediate Italian III (3c-0l-3sh)

Prerequisites: IT101 and IT102 Basic Italian I and II or equivalent

This is an intermediate level course for students who have previously studied Italian. It is a continuation of mastery of the four skills: reading, writing, speaking and listening. Students will also increase their knowledge of Italian history, culture and literature.

IT 202 Intermediate Italian IV (3c-0l-3sh)

Prerequisites: IT 201 Intermediate Italian III or equivalent

This is an intermediate level course for students who have previously studied Italian. Students will continue their progress in the mastery of the four skills: reading, writing, speaking and listening. Emphasis will be on increasing proficiency in reading and writing. Students will also increase their knowledge of Italian history, culture and literature.

Motion **APPROVED**.

Motion to approve the following:

2. Program Revisions – Department of French

A. Revised Catalog Description

The Department of French offers a varied curriculum designed to provide not only basic language instruction but also the more advanced competencies needed by language specialists and students hoping to take advantage of an international study experience.

For the French major, the department has three degree programs: the B.A. in French, the B.A. in French for International Trade, and the B.S. in French Education (K-12). The degree program in

French for International Trade provides the solid undergraduate training preparatory to an M.B.A in International Marketing and Finance.

Students majoring in French will acquire proficiency in all phases of language and enter more deeply into the history, culture, and literature of Francophone countries. They will also gain knowledge of the linguistic development of the language throughout the centuries. French majors generally find employment in government work, librarianship, journalism, foreign trade, airlines, tourism, business and teaching. Students choosing careers as teachers will find the close supervision and advanced methodology offered by the department a distinct asset.

College Language Requirements

Students in the College of Humanities and Social Sciences and in most departments of the College of Natural Sciences and Mathematics must pass the intermediate sequence of a foreign language (in French, FR201-FR202 or FR203) or demonstrate that they have somehow acquired the equivalent proficiency level. Students from the other colleges may choose to take French (FR201 and FR202 or the accelerated FR203) to fulfill a Liberal Studies elective. Any student who chooses French has an option to enroll in the traditional three-credits-per-semester courses or the accelerated six-credit track.

Placement/Exemption

The student with no previous French study will take FR101 (four credits) as a prerequisite. Students with previous French study will be placed into the appropriate course level by means of a written departmental exam administered in the summer for entering freshmen and during the first week of the semester for other students. No student judged to be a native speaker of French will be allowed to enroll in any course below the 300 level, with the exception of FR254.

Study Abroad – Nancy, France

IUP has established a study abroad center in Nancy, France. All majors are encouraged to participate in the Study Abroad Program, especially those seeking the International Trade degree. Students have an option to participate in a full-year or one-semester (spring) program. A six-week summer session has also been added to the options available. Nonmajors may be accepted into any of the programs and, unless they have advanced proficiency, must enter the language courses offered in the *Cours pour étrangers* (Courses for Foreign Students). All foreign program credits are evaluated by the department as transfer credits. For further information about cost and application procedures, contact the French Department.

Internships

The Department of French, through contacts with certain French companies and through its affiliation with the ICN (*Institut Commercial de Nancy*), is able to place interns in Paris and other sites in France. The internship (generally six to twelve credits) is viewed as a highly desirable culminating experience following study in Nancy. For further information, contact the French Department at least six months in advance.

B. Program revision: Bachelor of Arts – French

Bachelor of Arts -- French

Current

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

Liberal Studies Electives: no courses with FR prefix.

College:

Foreign language (included in major) 0

Major: 36

Proposed

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

Liberal Studies Electives: no courses with FR

College:

Foreign language (included in major) 0

Major: 36

Required Courses:

FR201 College French I	3sh(1)
FR202 College French II	3sh(1)
FR221 Conversation III	2sh
FR222 Conversation IV	2sh
FR321 Advanced Conversation I	1sh
FR322 Advanced Conversation II	1sh
FR351 Advanced French I	3sh
FR352 Advanced French II	3sh
FR361 Development of Fr. Cult. and Lit. I	3sh
FR362 Development of Fr. Cult. and Lit. II	3sh

Controlled Electives:

Other French electives:	12sh
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Free Electives: 33-35

Total Degree Requirements 124

(1) FR203 Accelerated College French will substitute for these courses.

Required Courses:

FR202 College French II	3sh
FR331 Intermediate Fr. Conv.	3sh
FR254 Civilization of Mod. France	3sh
FR341 French Grammar	3sh
FR441 Adv. Fr. Grammar	3sh
FR370 Intro. to French Lit.	3sh
FR353 Intermediate Fr. Comp.	3sh
FR373 French Civilization	3sh
FR375 French Lit.: Med.-17th	3sh
FR376 French Lit.: 18th-20th	3sh

Controlled Electives:

One course from following list:	
FR431 Adv. Fr. Conversation	3sh
FR432 Fr. Phonetics	3sh
FR460 Studies in Fr. Lit.	3sh
FR462 Studies in Fr. Ling.	3sh
FR463 Studies in Fr. Civ.	3sh
Any other three credits from FR253 and above (or study abroad)	3sh

Free Electives: 33-35

Total Degree Requirements 124

C. Program Revision: Bachelor of Arts -- French for International Trade

Current

Liberal Studies: As outlined **54-58**
in Liberal Studies section with the
following specifications:

Mathematics: Any LS Math course except MA217

Social Science: EC121, PS101, PC101

Liberal Studies Electives: EC122, MA214,
CO/BE/IM101, no courses with FR prefix.

College: **0**
Foreign Language (included in major)

Major: **36**

Required Courses:

FR201 College French I 3sh(1)

FR202 College French II 3sh(1)

FR221 Conversation III 2sh

FR222 Conversation IV 2sh

FR254 Civilization of Modern France 3sh

FR321 Advanced Conversation I 1sh

FR322 Advanced Conversation II 1sh

FR351 Advanced French I 3sh

FR352 Advanced French II 3sh

FR354 Business French 3sh

FR361 Development of Fr. Cult. and Lit. I 3sh

FR362 Development of Fr. Cult. and Lit. II 3sh

Controlled Electives:

Two additional FR electives
(advanced levels) (2) 6sh

Other Requirements: **24**

Business Sequence:

AD321 Business and Interpers. Commun. 3sh

AG201 Accounting Principles I 3sh

AG202 Accounting Principles II 3sh

BL235 Introduction to Business Law 3sh

FI310 Finance I 3sh

MG310 Principles of Management 3sh

MG350 International Business 3sh

MK320 Principles of Marketing 3sh

Free Electives: **6-10**

Total Degree Requirements **124**

(1) FR203 Accelerated College French will
substitute for these courses

(2) Most students earn additional language credits

Proposed

Liberal Studies: As outlined **54-58**
in Liberal Studies section with the
following specifications:

Mathematics: Any LS Math course except MA217

Social Science: EC121, PS101, PC101

Liberal Studies Electives: EC122, MA214,
CO/BE/IM101, no courses with FR prefix.

College: **0**
Foreign Language (included in major)

Major: **36**

Required Courses:

FR202 College French II 3sh

FR331 Intermediate Fr. Conv. 3sh

FR254 Civilization of Mod. France 3sh

FR341 French Grammar 3sh

FR441 Adv. Fr. Grammar 3sh

FR354 Business French 3sh

FR370 Intro. to French Lit. 3sh

FR353 Intermediate Fr. Comp. 3sh

FR373 French Civilization 3sh

Controlled Electives:

One course from the following:
FR375 French Lit.: Med.-17th 3sh
FR376 French Lit.: 18th-20th 3sh

Two additional FR electives
(advanced levels) 6sh

Other Requirements: **24**

Business Sequence (2)

AD321 Business Interpers. Commun. 3sh

AG201 Accounting Principles I 3sh

AG202 Accounting Principles II 3sh

BL235 Introduction to Business Law 3sh

FI310 Finance I 3sh

MG310 Principles of Management 3sh

MG350 International Business 3sh

MK320 Principles of Marketing 3sh

Free Electives: **6-10**

Total Degree Requirements **124**

(1) Most students can earn additional
language credits (up to 18) in semester or
year abroad programs.

(2) Students not majoring in business may count a maximum
of 30 semester hours in business coursework toward the 124
semester hour-degree minimum. Business credits in excess of
30 will be permitted only as credits beyond the 124 for
graduation.

D. Program Revision: Bachelor of Science in Education -- K-12 French Education (*)**Current**

Liberal Studies: As outlined in 53-55
 Liberal Studies section with the following specifications:
Social Science: PC101
Liberal Studies Electives:
 no courses with FR prefix

College: 32**Professional Education Sequence:**

CM301 Technology for Learning and Instruction 3sh
 ED242 Pre-student Teaching I 1sh
 ED342 Pre-student Teaching II 1sh
 ED441 Student Teaching 12sh
 ED442 School Law 1sh
 ED453 Teaching of Foreign Languages in the Secondary School 3sh(2)
 EP202 Educational Psychology 3sh
 EP377 Educational Tests and Measurements 3sh
 FE202 American Education in Theory and Practice 3sh
 EX301 Education of Students with Disabilities 2sh

Major: 33**Required Courses:**

FR201 College French I 3sh(1)
 FR202 College French II 3sh(1)
 FR221 Conversation III 2sh
 FR222 Conversation IV 2sh
 FR321 Advanced Conversation I 1sh
 FR322 Advanced Conversation II 1sh
 FR351 Advanced French I 3sh
 FR352 Advanced French II 3sh
 FR361 Development of Fr. Cult. and Lit. I 3sh
 FR362 Development of Fr. Cult. and Lit. II 3sh

Controlled Electives:

Other French electives 9sh

Other Requirements: 0**Free Electives: 4-6****Total Degree Requirements: 124**

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education." Education."

- (1) FR203 Accelerated College French will substitute for these courses
 (2) ED453 offered only in fall semester.

Proposed

Liberal Studies: As outlined in 53-55
 Liberal Studies section with the following specifications:
Social Science: PC101, AN110 or AN211
Liberal Studies Electives:
 no courses with FR prefix

College: 32**Professional Education Sequence:**

CM301 Technology for Learning and Instruction 3sh
 ED242 Pre-student Teaching I 1sh
 ED342 Pre-student Teaching II 1sh
 ED441 Student Teaching 12sh
 ED442 School Law 1sh
 ED453 Teaching of Foreign Languages in the Secondary School 3sh(2)
 EP202 Educational Psychology 3sh
 EP377 Educational Tests and Measurements 3sh
 FE202 American Education in Theory and Practice 3sh
 EX301 Education of Students with Disabilities 2sh

Major: 33**Required Courses:**

FR202 College French II 3sh
 FR331 Intermediate Fr. Conv. 3sh
 FR341 French Grammar 3sh
 FR370 Intro. to French Lit. 3sh
 FR353 Intermediate Fr. Comp. 3sh
 FR373 French Civilization 3sh
 FR432 French Phonetics 3sh
 FR 441 Adv. Fr. Grammar 3sh

Controlled Electives:

Any other nine credits from FR253 and above (or study abroad) 9sh

Other Requirements: 0**Free Electives: 4-6****Total Degree Requirements: 124**

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

- (1) ED453 offered only in fall semester.

E. Program Revision: Minor -- French

Current

Minor -- French: 21

Required Courses:

FR201 College French I	3sh
FR202 College French II	3sh
FR221 Conversation III	2sh
FR222 Conversation IV	2sh
FR321 Advanced Conversation I	1sh
FR322 Advanced Conversation II	1sh
FR351 Advanced French I	3sh
FR352 Advanced French II	3sh
FR361 Development of Fr. Cult. and Lit. I	3sh

Proposed

Minor -- French: 21

Required Courses:

FR201 College French I	3sh
FR202 College French II	3sh
FR331 Intermediate Fr. Conv.	3sh
FR341 French Grammar	3sh
FR353 Intermediate Fr. Comp.	3sh
FR370 Intro. to French Lit.	3sh

Controlled Elective:

One course from list:

FR253 Intermediate Comp. and Conv.	3sh
FR373 French Civilization	3sh
FR375 French Lit.: Med.-17th	3sh
FR376 French Lit.: 18th-20th	3sh
FR431 Adv. Fr. Conversation	3sh
FR432 Fr. Phonetics	3sh

F. Program Deletion: French for Elementary Education

A student in Elementary Education may elect a concentration of 18 semester hours of French, consisting of the following:

FR201-202	6sh
FR221-222	4sh
FR321-322	2sh
FR351-352	6sh

A student in Elementary Education interested in bilingual elementary teaching may, through special scheduling arrangements, increase the concentration in French to include foreign study and foreign child-centered internship experience.

Rationale For Program Deletion

The concentration French for Elementary Education has been rarely chosen. Furthermore, after these current program revisions are approved, we intend to propose a fully-fledged FLISET program (Foreign Languages and International Studies for Elementary Teaching) similar to that offered in Spanish.)

G. Associated course deletions

TO BE DELETED

- FR221 Conversation III
- FR222 Conversation IV
- FR255 Art of Translation
- FR321 Advanced Conversation I
- FR322 Advanced Conversation II
- FR351 Advanced French I
- FR352 Advanced French II
- FR361 Development of French Culture and Literature I
- FR362 Development of French Culture and Literature II
- FR363 Medieval and Renaissance Literature
- FR365 Seventeenth-Century French Literature
- FR366 Eighteenth-Century French Literature
- FR367 Nineteenth-Century French Literature
- FR368 Twentieth-Century French Literature
- FR371 The French Novel

Rationale for Course Deletions and New Courses

The course deletions from our departmental offerings are being made in order to efficiently restructure our three major programs as well as the Minor in French. With the exception of FR255 The Art of Translation, the content of all deleted courses will be treated in one of the thirteen courses being proposed. The translation course (FR255) has not been offered for a number of years and is not even currently listed in the Undergraduate Catalog. The content of the remaining 15 courses will be re-packaged in the new courses. We propose to eliminate our current 2- and 1- credit courses in conversation, replacing them with two 3-credit courses. We propose to address our students' need for a grammar refresher course by splitting the grammar sequence with FR441 to be taken in either the junior or senior years. The content of the current Culture and Literature survey courses will be taught as separate topics in the new courses, FR370 and FR373. Finally, we propose the streamlining of our literature offerings with the deletion of our current courses and the creation of two new courses, FR375 and FR376. Under our new programs, students will be required to take at least one of these courses as a requirement for graduation, thereby strengthening our degrees.

Effects of Course Deletions

As explained above, the restructuring of our major and minor programs reduces the number of French elective courses and rearranges the chronology of some required courses. While program objectives have not changed in the aggregate, they are met with fewer course offerings. Most of the content of deleted courses has been reintroduced under new course numbers and syllabi into the new programs. Thus students currently in one of the major or minor programs will be able to complete the requirements by taking the new courses, noting carefully which ones are approved by the department to substitute for the courses now listed in the catalog. The French department will *not* be able to offer parallel programs of old and new courses.

H. Associated New Courses

FR331 Intermediate French Conversation (3c-01-3sh)

Prerequisite: FR202

In this course, emphasis will be placed on development of communication skills, vocabulary, and discourse strategies. Course activities include directed conversations, video- and audio-based listening comprehension, and role play and other simulations.

FR341 French Grammar (3c-01-3sh)

Prerequisite: FR202

In this course, students will review and refine their knowledge of French grammatical structure, including question formation, description, comparison, and present and past narration. Emphasis is placed on written expression.

FR353 Intermediate French Composition (3c-01-3sh)

Prerequisite: FR202

This course includes intensive practice in written expression in French. Emphasis is placed on the development of communicative skills as well as knowledge of French structure. Taught in French.

FR370 Introduction to French Literature (3c-01-3sh)

Prerequisite: FR341 or FR353

This course is designed to develop students' French reading skills, to provide tools for literary interpretation of texts, and to introduce major literary works of France and the French-speaking world.

FR 373 French Civilization (3c-01-3sh)

Prerequisite: FR 202

This course covers the historical development of French high culture exclusive of literary genres (i.e., prose, poetry, theater). It presents an overview of political and intellectual history, music, art, and architecture. Certain content areas will receive special emphasis at the instructor's discretion.

FR375 French Literature from Medieval through 17th Century (3c-01-3sh)

Prerequisite: FR370

This course introduces students to the major developments in French literature and thought from the Medieval through the 17th century. It includes an overview of major French literary genres: novel, poetry, and theater. Readings and discussion are in French.

FR376 French Literature from 18th through 20th Century (3c-01-3sh)

Prerequisite: FR370

This course introduces students to major developments in French literature and thought from the 18th century to the present. It includes an overview of major French literary genres: novel, poetry, and theater. Readings and discussion will be in French.

FR431 Advanced French Conversation (3c-01-3sh)

Prerequisite: FR331

This course builds on the communication skills acquired in FR331. It focuses on the development of advanced vocabulary and discourse strategies. Course activities will include in-depth discussion and debate of current events and real-life problems.

FR 432 French Phonetics and Phonology (3c-01-3sh)

Prerequisite: FR331 or equivalent

This course presents an introduction to the sound system of French and provides training in standard French pronunciation. Basic issues on phonological theory and description will be examined. Students will refine their own pronunciation of French through classroom practice, oral presentations, and tape recordings.

FR 441 Advanced French Grammar (3c-01-3sh)

Prerequisite: FR341

In this course, students will build upon their previous knowledge of French grammar, with a view to perfecting their control of more complex structures. These structures include complex sentences, the subjunctive, hypothetical statements, and passive voice. Emphasis is placed on written expression.

FR460 Studies in French Literature (3c-01-3sh)

Prerequisite: FR375 or 376

This course provides a flexibly designed syllabus permitting instructors and students to explore areas of special interest in French literature and culture. Course content will vary according to the instructor's desired focus for a given semester. The course will be conducted in French or English at the instructor's discretion.

FR462 Studies in French Language and Linguistics (3c-01-3sh)

Prerequisite: FR353 or equivalent

In this course, students will explore some topic relevant to French language and linguistics. Possible topics include: French around the world, history of the French language, French applied linguistics. (Total pages read in French for the course should be more than 150.)

FR 463 Studies in French Culture and Civilization (3c-01-3sh)

Prerequisite: FR353

Aspects of current French culture and civilization will be explored and assessed particularly in relation to French governmental and cultural institutions.

Motion to allow Victor Drescher to speak.

Motion **APPROVED**.

Discussion ensued.

Main Motion **APPROVED**.

Motion to approve the following:

Course Revisions – Department of Hotel, Restaurant, and Institutional Management

Rationale for changes: The course descriptions are being revised to better reflect current concepts in the hospitality industry. Prerequisite changes reflect the HRIM faculty conclusion that successful completion of the courses is not dependent on those competencies presented in the prerequisites. Renumber of courses permits students to take courses in advance of upper management courses.

A. HR 101 Introduction to the Hospitality Industry

New Course Description

HR 101 Introduction to the Hospitality Industry (3c-0l-3sh)

A study of the development and current status of the hospitality industry. Major hotel, restaurant, and related area employers are profiled. Career opportunities are discussed. Guest speakers from various hospitality industry segments are featured.

Existing Course Description

HR 101 Introduction to Hospitality Management (3c-0l-3sh)

Focuses on the development of the hospitality industry and career opportunities within the hotel and restaurant chains and independents. Guest speakers address various hospitality management topics.

B. HR 115 Introduction to Tourism

New Course Description

HR 115 Introduction to Tourism (3c-0l-3sh)

Introduces the student to concepts pertaining to international and domestic tourism. Course examines the economic, social, and cultural aspects of tourism as well as how destinations are marketed.

Existing Course Description

HR 115 Introduction to Tourism (3c-0l-3sh)

Prerequisite: HR101, majors only

Analyze the economic and social impact of tourism; its promotion and implementation. Acquaint students with services needed by tourists, the role of the travel agent and organizations pertaining to tourism.

C. HR 402 Beverage Management

New Course Description

HR 402 Beverage Management (3c-0l-3sh)

Prerequisite: Verifiable proof of 21 years of age or permission

Examines the principles, processes, and theories of beverage service. Analysis of methods of alcoholic beverage production and examination of categories of spirits, malt beverages, and wine, as well as legal concerns of service. Development and marketing of beverage operations are discussed. Includes voluntary tasting and evaluation of alcoholic beverage products.

Existing Course Description

HR 306 Food and Beverage Management (3c-0l-3sh)

Prerequisite: FN 150 or equivalent

Examines principles, processes, beverage laws, and food and beverage service, sales, promotions, and menu design as functions of the food and beverage department.

Motion **APPROVED**.

Motion to approve the following:

Catalog Description Changes – Department of History

Rationale for changes: The department wishes to strengthen its determination that majors in History and Secondary Social Science Education not enroll in these classes. The content duplicates portions of other courses, which are required for History and Secondary Social Science Education majors.

A. HI 210 Ancient Civilization

New Course Description

HI 210 Ancient Civilization: The Middle East and the Eastern Mediterranean (3c-0l-3sh)

Not open to History and Secondary Social Science Education majors. An examination of the development and the spread of ancient civilization in ancient Middle East and the Eastern Mediterranean. Topics of study will include the characteristics of civilization and the development of political, social, economic, and cultural institutions in the river valley centers and the diffusion to the fringe areas.

Existing Course Description

HI 210 Ancient Civilization: The Middle East and the Eastern Mediterranean (3c-0l-3sh)

An examination of the development and the spread of ancient civilization in ancient Middle East and the Eastern Mediterranean. Topics of study will include the characteristics of civilization and the development of political, social, economic, and cultural institutions in the river valley centers and the diffusion to the fringe areas. (Course designed for non-majors).

B. HI 212 Ancient and Medieval Europe

New Course Description

HI 212 Ancient and Medieval Europe (3c-0l-3sh)

Not open to History and Secondary Social Science Education majors. An examination of the development of civilization in Europe during the ancient and medieval periods. The course will focus on the Ancient Greek and Roman civilizations and the medieval European civilization. The characteristics and institutions of civilization will be stressed as well as the political history.

Existing Course Description

HI 212 Ancient and Medieval Europe (3c-0l-3sh)

An examination of the development of civilization in Europe during the ancient and medieval periods. The course will focus on the Ancient Greek and Roman civilizations and the medieval European civilization. The characteristics and institutions of civilization will be stressed as well as the political history. (Course designed for non-majors)

Motion **APPROVED**.

Motion to approve the following:

Program Revisions – Department of Health and Physical Education

Rationale for changes: The faculty in the Department of Health and Physical Education is requesting an adjustment in the Liberal Studies component of the Health and Physical Education Programs of study. Instead of listing MA 217, Probability and Statistics, as a Liberal Studies math option, we are now going to require it as the only acceptable math course satisfying the Liberal Studies requirement. We base this change on the fact that many of the courses in the Health and Physical Education major have a research or evaluation component, and the Probability and Statistics course will better satisfy student needs.

Bachelor of Science – Physical Education and Sport

Existing Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**
 Mathematics: MA 101 or MA 110 or MA 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101-102
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Proposed Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**
Mathematics: MA 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101-102
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Bachelor of Science – Physical Education and Sport, Exercise Science Track**Existing Liberal Studies Requirements**

Liberal Studies: As outlined in Liberal Studies Section with the following specifications: **54-55**
 Mathematics: MA 101 or 110 or 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101-102
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Proposed Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54-55**
Mathematics: MA 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Bachelor of Science – Physical Education and Sport, Aquatic Track**Existing Liberal Studies Requirements**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54-55**
 Mathematics: MA 101 or 110 or 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101-102
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Proposed Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54-55**
Mathematics: MA 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101-102
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Bachelor of Science – Physical Education and Sport Athletic Training Track**Existing Liberal Studies Requirements**

Liberal Studies: As outlined in Liberal Studies section with following specifications: **54-55**
 Mathematics: MA 101 or 110 or 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101-102
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Proposed Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with following specifications: **54-55**
Mathematics: MA 217
 Health and Wellness: FN 143 or MS 101-102
 Natural Science: BI103-104 or CH 101-102
 Social Science: PC 101, SO 151
 Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Bachelor of Science in Education, Health and Physical Education

Existing Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**

Mathematics: MA 101 or MA 110 or MA 217

Health and Wellness: FN 143 or MS 101-102

Natural Science: BI103-104 or CH 101-102

Social Science: PC 101, SO 151

Liberal Studies Electives: FN 145, PC 378, or approved alternatives

Proposed Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**

Mathematics: MA 217

Health and Wellness: FN 143 or MS 101-102

Natural Science: BI103-104 or CH 101-102

Social Science: PC 101, SO 151

Liberal Studies Electives: FN 145, PC 378, or approved alternatives

GRADUATE COMMITTEE—Chairperson Williamson

Motion to approve the following:

Major Revisions in the M.A. in Counseling Services

This major revision entails:

Renaming degree program;

The addition of four new courses;

Twelve minor course revisions; and

Six course deletions and one deletion of a course requirement

Rationale: The current M.A. "Counseling Services" degree will be renamed "Community Counseling," which is more consistent with current professional trends. Major programmatic changes in the M.A. program are necessary to respond to several key professional issues related to the training of community counselors, including the emergence of licensing for professional counselors in Pennsylvania. The proposed program changes are designed to move the program toward the minimum recognized training standards within the counseling profession as stipulated by the state licensure requirements, the National Board for Certified Counselors, and the Council for Accreditation of Counseling and Related Educational Programs. We must ensure that our students are competent professionals and that their training meets the standards as set forth by the counseling profession and the Commonwealth of Pennsylvania.

A. New Courses:

CE 634 Mental Health Appraisal

3c-01-3s.h.

This course provides an overview in fundamental knowledge of assessment principles, application, and instruments to assist the Community counseling student in becoming

psychometrically literate. Statistical concepts, standard scores, reliability, validity, and types of techniques and assessments commonly used in mental health settings will be covered.

Prerequisite: Students enrolled in M.Ed. program are restricted from taking this course.

CE 618 Diversity Issues in Counseling

3c-01-3s.h.

This course is an overview of diversity issues in the field of counseling. Students will increase their awareness of cultural issues, identity, and personal values, acquire knowledge of diverse groups, and learn culturally appropriate counseling skills. Prerequisites: CE 617 & CE 610/621.

CE 669 Group Counseling Practicum (child)

3c-01-3s.h.

Group Counseling Practicum (child) is an experientially based course in which counselors in training learn how to manage group counseling experiences involving children (ages 5 to 12). This supervised clinical experience draws upon the knowledge, theories, and skills presented in CE 629, Group Procedures. Prerequisite: CE 629.

CE 659 Group Counseling Skills (Adolescent/Adult)

3c-01-3s.h.

This course provides a supervised clinical experience to develop and practice group counseling facilitation skills appropriate to the various stages of a counseling group. Prerequisite: CE 639.

B. Course Revisions:

Rationale for Minor Course Revisions: The minor course revisions are in response to the larger overall program revision. A course name change and/or minor catalog description update is made to more accurately reflect actual course content. The addition or change of prerequisites addresses revised course sequencing identified in the Academic Integrity section of the proposal.

Course title, number, catalog description change:

From:

CE 635 Individual Analysis

Principles, problems, methods, and content involved in understanding the adolescent and adult and their developing self- concepts.

To:

CE 615 Counseling Across the Life Span

Principles and methods involved in understanding individuals and their developing self-concepts. Examines counseling methods that respond to developmental challenges.

From:

CE 740 Supervised Practicum (child)

Practice in developing and using individual and group techniques for those who work with children. Observing, interviewing, and consulting procedures will be developed. Prerequisite: CE 627.

To:

CE 617 Basic Counseling Skills

Practice in developing effective basic counseling skills, including active listening, attending, building rapport, and demonstrating empathy. Observing, interviewing, and consulting procedures will be developed.

From:

CE 741 Supervised Practicum (adolescent/adult)

Practicum experience in counseling and consulting techniques, including interviews, observations, written reports, and group interaction. Techniques for working with adolescents and adults are emphasized. Emphasis is placed on the development of effective interpersonal relationship skills. Prerequisite: CE 637.

To:

CE 617 Basic Counseling Skills

Practice in developing effective basic counseling skills, including active listening, attending, building rapport, and demonstrating empathy. Observing, interviewing, and consulting procedures will be developed.

Course title and catalog description change:

From:

CE 627 Consultative and Counseling Theory

Theories, objectives, principles, and practices of consulting and counseling with individuals and groups are covered. Emphasis is placed on techniques and practices related to children.

To:

CE 627 Child Counseling Theory

Theories, objectives, principles, and practices of counseling and consulting are covered. Emphasis is placed on techniques and practices related to children. Prerequisite: CE 617, CE 610/CE621.

From:

CE 629 Group Procedures (Elementary)

Emphasis is placed upon understanding and developing group techniques related to the development and growth of children. Counseling with individuals and groups is covered.

To:

CE 629 Group Procedures ((child))

Emphasis is placed upon understanding and developing group techniques related to the development and growth of children. Group counseling with children is covered. Prerequisite: CE 617, CE 627.

Course title and number change:

From:

CE 620 Community Counseling

To:

CE 610 Introduction to Community Counseling

Course title and catalog description change:

From:

CE 636 Career Development

Emphasizes how individuals acquire self- and vocational knowledge, skills, and abilities, which lead to effective career decisions. Considers career education, vocational development, decision-making skills, and the processing and use of information.

To:

CE 636 Career Counseling & Development (community)

Emphasizes how individuals acquire self- and vocational knowledge, skills, and abilities, which lead to effective career decisions. Considers adult vocational development, decision-making skills, and the processing and use of information in the community setting. Prerequisites: CE 617, CE 634.

From:

CE 637 Consultative and Counseling Theory

Theories, objectives, principles, and practices of counseling and consulting with individuals are covered. Counseling skills and interviewing techniques are presented and practiced to prepare the student for the practicum experience.

To:

CE 637 Counseling Theory

Theories, objectives, principles, and practices of counseling with adolescents and adults are covered. Theory-specific counseling skills are presented and practiced to prepare the student for practicum. Prerequisite: CE 617, CE 610/621.

Course title and prerequisites change:

From:

CE 639 Group Procedures

Emphasis will be placed upon the nature of groups, techniques involved in the development of group dynamics, formation and operation of groups, organization and structure of groups, and the influence of the group. Prerequisite: CE 637.

To:

CE 639 Group Counseling

Emphasis will be placed upon the nature of groups, techniques involved in the development of group dynamics, formation and operation of groups, organization and structure of groups, and the influence of the group. Prerequisite: CE 617, CE 637.

Course title, number, and prerequisite change:

From:

CE 752 Advanced Practicum (elementary)

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

To:

CE 667 Individual Counseling Practicum (child)

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

Prerequisite: CE 627

From:

CE 753 Counseling: Advanced Practice

Supervised counseling experience under practicum conditions. Emphasis will be placed on implementing relationship building skills while developing advanced methods of facilitating the counseling process.

To:

CE 657 Individual Counseling Practicum – (adolescent/adult)

Supervised counseling experience under practicum conditions. Emphasis will be placed on implementing relationship building skills while developing advanced methods of facilitating the counseling process.

Prerequisite: CE 637.

Course title and catalog description change:**From:**

CE 730 Professional, Ethical ,and Legal Considerations

Emphasis is placed on professional, legal, and ethical issues associated with the human services. Analyzes the function of ethics in the profession and the study of legal rights, duties, and liabilities of human service practitioners.

To:

CE 730 Ethical and Legal Issues in Community Counseling

Emphasis is on professional, ethical, and legal issues that impact the practice of the professional counselor working in the community setting. Examines the function and application of ethical standards and legal statutes that effect community counselors. Prerequisites: CE 610, CE 627/637. Students enrolled in M.Ed. program are restricted from taking this course.

C. Course Deletions

The following courses are being deleted based on minor course revision proposals resulting in changes in course title and number. Therefore the following courses will no longer be utilized and should be deleted.

CE 635 Individual Analysis 3 s.h.

CE 740 Supervised Practicum (child) 3 s.h.

CE 741 Supervised Practicum (adolescent/adult) 3 s.h.

CE 620 Community Counseling 3 s.h.

CE 752 Advanced Practicum (elementary) 3 s.h.

CE 753 Counseling: Advanced Practice 3 s.h.

The following course is proposed to be deleted as a requirement:

GR 516 Statistical Methods I 3 s.h.

Rationale: This proposal is based on changes in the field as prescribed by the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC). The content of other required courses will meet the basic statistics methods required by CACREP and NBCC. Deleting GR 516, as a required course, will make additional credit available for courses, which meet other required content areas. The proposal was forwarded to the Department of Mathematics. A letter was received from Dr. Gerald Buriok, Chairperson of Mathematics, supporting the proposal to eliminate GR 516 as a required course.

Comparison Chart

Current M.A. Community Counseling (39 credits)	Proposed M.A. Community Counseling (48 credits)
GR 615 Elements of Research 3 cr.	GR 615 Elements of Research 3 cr.
GR 516 Statistical Methods I 3 cr.	Not Required
CE 620 Community Counseling 3 cr.	CE 610 Introduction to Community Counseling 3 cr.
CE 633 Evaluation Techniques 3 cr.	CE 634 Mental Health Appraisal 3 cr.
CE 635 Individual Analysis 3 cr.	CE 615 Counseling Across the Life Span 3cr.
CE 627 Consultative and Counseling Theory (child) 3cr OR CE 637 Counseling and Consultative Theory (adult) 3cr	CE 627 Child Counseling Theory 3 cr. OR CE 637 Counseling Theory (adolescent/adult) 3 cr.
CE 639 Group Procedures 3 cr.	CE 629 Group Procedures (child) 3cr. OR CE 639 Group Counseling (adolescent/adult) 3cr.
CE 740 Supervised Practicum (child) 3 cr. OR CE 741 Supervised Practicum (adolescent/adult) 3 cr.	CE 617 Basic Counseling Skills 3cr.
CE 755 Field Experience 3 cr.	CE 755 Field Experience 3cr.
	CE 636 Career Counseling & Development (community) 3 cr.
	CE 730 Ethical & Legal Issues in Community Counseling 3cr.
	CE 618 Diversity Issues in Counseling 3cr.
	CE 669 Group Counseling Practicum (child) 3cr. OR CE 659 Group Counseling Practicum (adol/adult) 3cr.
	CE 667 Individual Counseling Practicum (child) 3cr. OR CE 657 Individual Counseling Practicum (adol/adult) 3cr.
Elective 3 cr.	Elective 3cr.
Elective 3 cr.	Elective 3cr.
Elective 3 cr.	Elective 3cr.
Elective 3 cr.	
39 credits	48 credits

Motion to allow Bob Whitchel to speak.

Motion **APPROVED.**

Discussion ensued.

Main motion **APPROVED.**

Motion to approve the following:

Major Revisions in the M.Ed. in School Counseling

This major revision entails:

The addition of four new courses (three approved as part of the M.A. revision)

Thirteen minor course revisions (nine approved as part of the M.A. revision)

Eight course deletions (five approved as part of the M.A. revision) and one deletion of a course requirement

Rationale: Major programmatic changes in the School Counseling program are necessary to respond to several key professional issues related to the training of school counselors in PA. The proposed program changes are designed to move the program toward the minimum recognized training standards within the counseling profession as stipulated by the National Board for Certified Counselors, and the Council for Accreditation of Counseling and Related Educational Programs.. If our program is to remain a quality counselor preparation program, we must evolve to meet the current standards. We must ensure that our students are competent professionals and that their training meets the standards as set forth by the counseling profession and the Commonwealth of Pennsylvania.

A. New Courses:

There are four new courses added in the M.Ed. School Counseling Program. They are:

CE 618 Diversity Issues in Counseling (part of M.A. revision)

CE 669 Group Counseling Practicum (child) (part of M.A. revision)

CE 659 Group Counseling Practicum (adolescent/adult) (part of M.A. revision)

CE 720 Ethical and Legal Issues in School Counseling

CE 720 Ethical and Legal Issues in School Counseling 3c-0l-3s.h.

This course is designed to examine the professional, ethical, and legal issues that impact the practice of the professional counselor working in a school setting. Considerable emphasis is placed upon the understanding and application of ethical standards and legal statutes, which effect school counselors when making critical decisions about clients. Prerequisites: CE 627/637, CE 621. Students enrolled in M.A. program are restricted from taking this course.

B. Course Revisions:

Rationale for Minor Course Revisions: The minor course revisions are in response to the larger overall program revision. A course name change and/or minor catalog description update is made to more accurately reflect actual course content. The addition or change of prerequisites, addresses revised course sequencing identified in the Academic Integrity section of the proposal.

Course number change:

From:

CE 631 Introduction to Guidance Services

To:

CE 621 Introduction to Guidance Services

Course title, number, and catalog description change:

From:

CE 633 Evaluation Techniques

Basic statistical and measurement concepts utilized in testing and test interpretations, emphasizing data concerning purposes and types of tests, test administration, scoring, validity and reliability, and principles of test selection for school and community settings.

To:

CE 624 Educational Appraisal

Basic statistical and measurement concepts utilized in testing and test interpretations, emphasizing data concerning purposes and types of tests, test administration, scoring, validity and reliability, and principles of test selection for school settings. Prerequisite: Students enrolled in M.A. program are restricted from taking this course.

Catalog description and prerequisite change:

From:

CE 626 Career Education

Study of how education and the community help all individuals become familiar with the values of a work-oriented society and the integration of these values into their personal value structure. Emphasizes how individuals acquire self and vocational knowledge, skills, and abilities which lead to effective career decisions. Considers career education, vocational development, decision-making skills, and the processing and use of information.

To:

CE 626 Career Education

Study of how schools facilitate the career development of students using a comprehensive career guidance program. Considers developmentally relevant career strategies such as curriculum, group and individual interventions, decision-making skills, and the processing and use of information. Emphasizes how students acquire self- and vocational knowledge, skills, and abilities which lead to effective career decisions. Prerequisites: CE 617, CE 624

Course number and prerequisite change:

From:

CE 638 Management of Guidance Services

Helps the school counselor acquire necessary competencies to manage guidance services. Emphasis placed upon planning, organizing, actuating, and controlling functions of management as applied to the guidance services.

To:

CE 628 Management of Guidance Services

Helps the school counselor acquire necessary competencies to manage guidance services. Emphasis placed upon planning, organizing, actuating, and controlling functions of management as applied to the guidance services. Prerequisites: CE 621, CE 624

B. Course Deletions:

The following courses are being deleted based on minor course revision proposals resulting in changes in course title and number. Therefore the following courses will no longer be utilized and should be deleted.

CE 631, Introduction to Guidance Services, 3 s.h.

CE 633, Evaluation Techniques, 3s.h.

CE 638, Management of Guidance Services, 3 s.h.

The following course is proposed to be deleted as a requirement:

GR 516, Statistical Methods I, 3 s.h.

Rationale: This proposal is based on changes in the field as prescribed by the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC). The content of other required courses will meet the basic statistics methods required by CACREP and NBCC. Deleting GR 516, as a required course, will make additional credit available for courses, which meet other required content areas. The proposal was forwarded to the Department of Mathematics. A letter was received from Dr. Gerald Buriok, Chairperson of Mathematics, supporting the proposal to eliminate GR 516 as a required course.

Comparison Chart

Current M.Ed. School Counseling (45 credits)	Proposed M.Ed. School Counseling (48 credits)
GR 615 Elements of Research 3 cr.	GR 615 Elements of Research 3 cr.
GR 516 Statistical Methods I 3 cr.	Not Required
CE 625 Individual Analysis (child) 3 cr. OR CE 635 Individual Analysis (adolescent/adult) 3 cr.	CE 615 Counseling Across the Life-span 3 cr.
CE 626 Career Education 3 cr. OR CE 636 Career Development 3 cr.	CE 626 Career Education (school) 3 cr.
CE 627 Counseling and Consultative Theory 3 cr. OR CE 637 Counseling and Consultative Theory 3 cr.	CE 627 Child Counseling Theory OR 3 cr. CE 637 Counseling Theory (adolescent/adult) 3 cr.
CE 629 Group Procedures 3 cr. OR CE 639 Group Procedures 3 cr.	CE 629 Group Procedures (child) 3 cr. OR CE 639 Group Counseling (adolescent/adult) 3 cr.
CE 631 Introduction to Guidance Services 3 cr	CE 621 Introduction to Guidance Services 3 cr.
CE 633 Evaluation Techniques 3 cr.	CE 624 Educational Appraisal (school) 3 cr.
CE 638 Management of the Guidance Services 3 cr.	CE 628 Management of Guidance Services 3 cr.
CE 730 Profession, Ethical & Legal Considerations 3 cr.	CE 720 Ethical & Legal Issues in School Counseling 3 cr.
CE 740 Supervised Practicum (child) 3 cr. OR CE 741 Supervised Practicum (adolescent/adult) 3 cr.	CE 617 Basic Counseling Skills 3 cr.
CE 752 Advanced Practicum (child) 3 cr. OR CE 753 Counseling: Advanced Practicum 3 cr.	CE 667 Individual Counseling Practicum (child) 3 cr. OR CE 657 Individual Counseling Practicum (adol/adult) 3 cr.
CE 755 Field Experience 3 cr.	CE 755 Field Experience 3 cr.
	CE 618 Diversity Issues in Counseling 3 cr.
	CE 669 Group Counseling Practicum (child) 3 cr. OR CE 659 Group Counseling Practicum (adol/adult) 3 cr.
FE 611 Historical Foundations of Education 3 cr. OR FE 612 Philosophical Foundations of Education 3 cr. OR FE 613 Social Foundations of Education 3 cr.	FE 611 Historical Foundations of Education 3 cr. OR FE 612 Philosophical Foundations of Education 3 cr. OR FE 613 Social Foundations of Education 3 cr.
Elective 3 cr.	Elective 3 cr.
45 credits	48 credits

Motion **APPROVED.**

Motion to approve the following:

VARIABILITY IN DELIVERY OF M.A. Community Counseling Program

License Only Option

Rationale:

The License Only Option is a "Variability in Program Delivery" proposal for the M.A. Program. The License Only Option is modeled after the existing "certification-only" status used by a student, with a master's degree, seeking School Counseling certification through the Pennsylvania Department of Education.

The License Only Option for admission is proposed in response to the counselor license signed into law as Act 136, by Governor Ridge on December 21, 1998. The applicant for a counselor license has to successfully complete a graduate program of 60 semester hours in counseling, including a 48-semester hour master's degree in counseling, from an accredited educational institution. Counselor education programs, including the IUP program, will need to be prepared to offer additional graduate course work to those who need it to qualify for licensure (60 credits) or for the grand-parenting option included in the license law.

This License Only Option for admission is designed for individuals who already have a minimum of a 36- credit hour Master's Degree and need additional credits to meet licensure standards. Applicants would contact the department to have their transcript(s) evaluated to determine which courses they could enroll in for credit beyond their master's degree. The final determination of courses acceptable for licensure is made by the state licensing board. If a student has a question about a course being accepted for licensure, they should contact the Licensing Board. Applicants for the "License Only" status must meet similar admission requirements as degree-seeking applicants, which include a minimum 3.5 graduate grade point average.

Method of Delivery

The License Only Option will not involve selecting and appointing faculty to teach courses other than those they are already scheduled to teach in the M.A. program. Students will enroll in classes, as seats are available, offered through the proposed revision of the M.A. Community Counseling Program. The License Only Option will be provided both on the IUP campus and Monroeville (pending approval of the Variability in Program Delivery proposal submitted). There are no additional facility requirements as students will enroll in classes, as seats are available. No additional resources or equipment are needed. No additional classes are needed as students admitted into this status, will enroll in classes as seats are available.

Motion **APPROVED**.

Motion to approve the following:

VARIABILITY IN DELIVERY OF M.A. Community Counseling Program

Introduction:

The Community Counseling Program (MA) is also being proposed off-campus at the IUP Monroeville/Pittsburgh site. The proposed start date is January, 2000 and approximately 25 students will be admitted into the first cohort group. The only differences between the Monroeville program and the campus program are (a) students will not have a choice to focus on working with children (as they will on campus); the focus would be on working with adolescents

and adults, and (b) electives will be chosen by the cohort group from a list of electives based on availability of faculty and the needs of the students; the on-campus students have a wider range of electives available to them.

A. Method of Delivery

Tenure-track faculty will teach a minimum of 50% of the courses to be offered. As with other graduate programs offered off-campus, tenure-track faculty teaching off-campus will be replaced with temporary faculty in the main campus program. Dean Butzow has indicated support to hire new tenure-track faculty if this program appears secure after a few years.

Space will be available at the Monroeville Center to offer this program. Preliminary meetings with Continuing Education indicate the resources are available to provide space, equipment, library materials, travel, faculty incentives, advertising, and other resources needed to deliver the M.A. Community Counseling program in a manner that is equivalent to the on-campus program. A letter of support from Dean Nicholas Kolb has been provided.

Classes will meet during the evenings (Monday through Thursday) which is consistent with the on-campus program. Length of class is consistent with current schedules.

B. Impact of Program

We have been exploring the potential market in Pittsburgh for more than ten years. On occasion, specific mental health/counseling agencies have expressed an interest, on behalf of their Bachelor's level staff, in IUP offering a counseling graduate program in the Pittsburgh area. A review of counseling/mental health/human services agencies in the Pittsburgh Metropolitan area indicates a substantial number of Bachelor's level professionals providing such services. The recent Counseling License signed by Governor Ridge creates another reason Bachelor's level counseling professionals will be interested in a graduate degree. In order to qualify for a license they will need to obtain a 48-credit master's degree in counseling. These professionals currently working in counselor positions may have to become licensed in order to continue to work as counselors in PA.

Our belief is that a program in the Pittsburgh area will quickly attract a significant number of students interested in obtaining a graduate counseling degree. None of the SSHE institutions have established a graduate-counseling program in the Pittsburgh area. IUP would represent the SSHE in providing a counseling graduate degree in the Pittsburgh Metropolitan area.

C. Compliance Requirements

The proposal complies with all of these documents.

Curriculum:

Following is the list of courses for the Pittsburgh site.

Proposed M.A. - Community Counseling Program (48 credits) - Monroeville/Pittsburgh Site

Core Classes

<u>GR 615</u>	3 credits	Elements of Research
<u>CE 615</u>	3 credits	Counseling Across the Life-Span
<u>CE 617</u>	3 credits	Basic Counseling Skills
<u>CE 610</u>	3 credits	Introduction to Community Counseling
<u>CE 634</u>	3 credits	Mental Health Appraisal

<u>CE 636</u>	3 credits	Career Counseling & Development
<u>CE 730</u>	3 credits	Ethical & Legal Issues in Community Counseling
<u>CE 618</u>	3 credits	Diversity Issues in Counseling
<u>CE 755</u>	3 credits	Field Experience
	3 credits	Elective
	3 credits	Elective
	<u>3 credits</u>	Elective
Sub-total	36 credits	

In addition, students in the M.A. program will complete the following courses

<u>CE 637</u>	3 credits	Counseling Theory (adolescent/adult)
<u>CE 639</u>	3 credits	Group Counseling (adolescent/adult)
<u>CE 657</u>	3 credits	Individual Counseling Practicum (adolescent/adult)
<u>CE 659</u>	<u>3 credits</u>	Group Counseling Practicum (adolescent/adult)
Sub-total	12 credits	

Total Program Credits – 48

Motion **APPROVED**.

Motion to approve the following:

MAJOR PROGRAM REVISION DOCTORAL PROGRAM IN ELEMENTARY EDUCATION

Description: The Department of Professional Studies in Education proposes a change in the title of the Doctorate in Elementary Education. The proposed new program title is: *Doctorate in Curriculum and Instruction*.

Rationale: The department maintains that the proposed new program title more accurately reflects the content of the existing doctoral program. Specifically, the existing doctoral program is intended primarily to prepare educational professionals for careers as college/university faculty who will be engaged in the education of future educators. This mission is reflected in the existing program of study which includes a series of courses and other experiences which, when viewed objectively, are broader than the title *Elementary Education* conveys. The department maintains that the focus of the existing program, as reflected in the core courses, addresses topics, issues, and themes that are pertinent to a wide range of educational settings and contexts, of which elementary education is a single instance.

Another reason for the proposed title change is the belief that it will make the program more attractive to a wider community of potential applicants for whom the doctoral program might be appropriate. Thus, this proposed change has potential marketing and recruiting value as well.

The proposed change of program title has been accompanied by a review of various program elements that were revised as needed to reflect accurately the broader emphasis suggested by the change in program title. Individual courses were also reviewed, evaluated, and revised as necessary to maintain program coherence and to reflect disciplinary advances since the last program revision in 1989. The proposed changes will not require any new or additional resources, but will be deliverable with the resources currently available to the existing doctoral program.

The mission of the proposed doctoral program in Curriculum and Instruction is directly related to the missions of the Pennsylvania State System of Higher Education (SSHE) and the doctoral mission of Indiana University of Pennsylvania as they pertain to graduate and doctoral education.

Program Mission: The Doctor of Education (D.Ed.) in Curriculum and Instruction is a professional degree conferred upon teacher/scholars who have demonstrated distinguished achievement as practitioners or administrators in the educational field and are prepared to function effectively as teacher educators in college and university settings responsible for preparing future generations of teachers. Successful completion of the doctorate in curriculum and instruction acknowledges that the individual has mastered the four components of the program; educational theory, teacher education, curriculum evaluation, and research methods.

These areas will be developed in pursuit of the overarching goal of promoting the professional development of practitioners in the field of education.

A. New courses

The following new courses are proposed.

CU 735 - Education for Cultural Pluralism

Combines theory and practice related to culture and perceived social and philosophical ideology of pluralism as significant forces in education. Critical analysis of research, theory and practice, and curriculum design in multicultural environments. Focus is on the exploration of a variety of perspectives related to race, gender, culture, disability, and socioeconomic status. Prerequisite: CU 725

CU 740 - Technology in the Curriculum

Focuses on the dynamics of technology and how it permeates all educational processes. The course is designed for those working in curriculum development at the district level or teaching in higher education. Through critical inquiry and reflection of relevant research, students will explore the theoretical and the practical issues of technology in the curriculum as they apply to education into the 21st Century. Prerequisite: CU 720

CU 755 - Doctoral Seminar in Curriculum and Instruction

Students will engage in collegial discourse about scholarly works that they have produced and refine those works based on responses from instructors and peers. Reviewed material will become part of the professional portfolio. Prerequisite: CU 725

B. Course Deletions

The following course deletions are proposed.

EL 735 - Elementary Education Doctoral Seminar

A forum for the discussion of student/faculty research and contemporary issues in education. Students assume responsibility for presenting and critiquing research and facilitating a research-based discussion of contemporary issues in education.

EL 740 - Pluralism, Culture And The Elementary School Child

Provides students with a philosophical and sociological understanding of a pluralistic society and how pluralism and the phenomenon of culture affect the education of elementary school children.

EL 741 - Elementary Education In Urban Environments

Develop understanding of the particular social and cultural systems of urban settings and to provide them with a systematic way of using that knowledge to address the educational problems that are unique to urban environments.

EL 742 - Elementary Education In Rural Environments

Provides students with the opportunity to analyze ethnocentrism, cultural isolation, and belief systems typical of rural education. Focus will be on the implications for curriculum and instruction in rural settings.

EL 743 - Elementary Education In Bilingual/Multilingual Settings

Examines educational models and research on bilingual and multilingual education. Students are encouraged to formulate a conceptual framework for bilingual or multilingual education in a designated school or district.

EL 755 - Reading Theory And The Elementary Reading Teacher

This course deals with the psychological bases that affect the acquisition of reading. Cognitive processes in reading are analyzed along with their applications at various stages of learning. The course will integrate knowledge from a research base and the theory of the science of reading.

EL 770 - Seminar In Special Problems In Reading

Students explore such topics as reading disabilities, preschool reading instruction, adult literacy, evaluation of compensatory programs, implications of current reading research findings, reading in-service programs, whole language and reading and the reading/writing connection.

C. Course Revisions

The following course revisions are proposed. The main purposes for these revisions were to rename and renumber the courses with a "CU" prefix and to update the courses. In the following section, the proposed revision is presented (including new course number, course title, and course description) followed by the description of the course as it currently exists.

From

EL 720 - Curriculum Analysis

Provides students with a framework for the systematic analysis of curriculum from the context of social, historical, and philosophical foundations and theory and research in the field. Emphasis will be on curricular evaluation in the context of the theoretical foundations of curriculum.

To

CU 705 - Curriculum Evaluation

Provides students with a framework for the systematic analysis of curriculum from the context of social, historical, and philosophical foundations and theory and research in the field. Emphasis will be on curricular evaluation in the context of theoretical foundations of curriculum.

Prerequisite: Permission

From

EL 715 - Recent Trends In Human Development And Learning

Doctoral students will synthesize, analyze, and evaluate developmental theory, participate in an action research project dealing with human development, and author a publishable quality manuscript in which developmental theory/research are used to address an educational issue.

To

CU 710 - Advanced Topics in Human Development and Learning

Students will analyze, evaluate, and synthesize theories of human development and learning.

Emphasis will be on learning and development throughout the life span. Prerequisite:

Permission

From

EL 700 - Writing for Professional Publication

Designed to enhance the scholarly writing skills of doctoral students in education. Each student will write a conference proposal and a professional journal article. Manuscripts authored by the students will be submitted for peer review and for presentation or publication.

To

CU 715 - Writing for Professional Publication

Designed to develop scholarly and publishable writing skills of doctoral students in education.

Students will produce and submit a proposal for a presentation at a professional conference.

Students will also develop a full manuscript to be submitted to a scholarly journal and a book prospectus. Skills in responding to editorial feedback, peer review, and public presentation of scholarly work will be developed.

Prerequisites: CU 705 and CU 710

From

EL 780 - Seminar In Advanced Research Methods

Doctoral students refine and apply advanced knowledge and skills toward the design of the doctoral dissertation. Emphasizes the application of quantitative and qualitative approaches within school or educational settings.

To

CU 720 - Doctoral Seminar in Research Methods

Provides students with the opportunity to acquire, refine, and apply the knowledge and skills to evaluate and design educationally relevant research. Emphasis in the course will be on quantitative and qualitative research approaches within educational settings. Prerequisites: CU 705 and CU 710

From

EL 710 - Critical Analysis Of Issues And Innovations In Education

Students analyze and evaluate current issues and innovations in the field of education.

Reformers and their critics are analyzed in terms of their role as change agents. Programmatic and systematic reforms in education are studied and relationships drawn between research, policy making, and implementation.

To

CU 725 - Critical Analysis of Issues in Education

Examines current issues and innovations which are influencing reform in basic and post-secondary education. Relationships between research, policy making and implementation will be emphasized.

Prerequisites: CU 705 and CU 710

From

EL 725 - Analysis Of Effective Instructional And Supervisory Techniques

Emphasizes critical review and analyses of relevant theory and research. Topics include theory and research on learning styles, observation of classroom behavior, analysis of teaching strategies, and knowledge of content.

To

CU 730 - Analysis of Effective Instruction

Explores reflective practice as it relates to the design, implementation, and evaluation of instruction at all educational levels, with particular emphasis on preparation for teaching and supervising in teacher education. Topics include contemporary models of supervision and research on teaching and learning. Prerequisite: CU 720

From

EL 750 - The Acquisition Of Literacy

Examines the concept of literacy and how it is acquired. Research and theory on strategies used to support a developmental view of literacy will be critically evaluated. Emphasis will be given to whole language processes of literacy acquisition.

To

CU 745 - Literacy: Theory, Research, and Practice

Examines critical issues and cognitive processes in language learning. Topics will include changing definitions for literacy, cultural aspects of literacy, methods of fostering literacy development, and alternative assessment practices. Research and theory on strategies used to support a developmental view of literacy will be critically evaluated. Prerequisite: CU 720

From

EL 760 Issues And Processes In Curriculum Change

Provides students with process to initiate and develop curriculum change. Course focuses on understanding of theory as applied through examination of relevant case studies and examples within particular school settings.

To

CU 750 - Issues and Processes in Curricular Change

Designed to provide students opportunities to analyze and evaluate critically curricular development processes, and to examine those elements as they affect school curricula.

Prerequisite: CU 720

COMPARISON OF EXISTING AND REVISED PROGRAM
REQUIREMENTS

Existing Program

Name of Program

Doctorate in Elementary Education

Type of Degree

Doctor of Education (D.Ed.)

Credit Requirements

Sixty-two (62) credits beyond the Master's Degree

Admissions Criteria

- Undergraduate GPA – minimum of 2.6 on a 4.0 scale
- Master's degree from an accredited college or university
- Graduate GPA – minimum of 3.5 on a 4.0 scale
- Screening consisting of a writing evaluation and an oral interview

Admissions Procedures

Rolling admissions whereby applications are reviewed as they are received and students could begin studies during any term

Residency

Enrolled for at least nine credits in each of two consecutive terms (with several variations)

Candidacy

- Between 9 and 15 credits
- Minimum GPA of 3.5
- Pass departmental written and oral examination.

Revised Program

Name of Program

Doctorate in Curriculum and Instruction

Type of Degree

No change

Credit Requirements

Sixty (60) credits beyond the Master's Degree

Admissions Criteria

No change

Admissions Procedures

Application deadline February 15 for admission the following fall with students admitted as part of a cohort to begin studies in the fall term only

Residency

No change

Candidacy

- 12 credits for part-time students, 18 credits for full-time students
- Minimum GPA of 3.5
- The form of the departmental examination is changed as described more fully elsewhere.

COMPARISON OF EXISTING AND REVISED PROGRAM REQUIREMENTS
(continued)

Existing Program

Dissertation Advisory Committee

At least three members, at least two of whom must be from the Professional Studies in Education Department, approved as eligible to teach at the Graduate level.

Comprehensive Examination

Administered by dissertation advisory committee at the end of all course work consisting of a full day written examination and an oral follow-up examination

Curriculum

I. Core (17 credits)

- EL 720 Curriculum Analysis (3 cr.)
- EL 715 Analysis of Recent Trends in Human Dev. and Learning (3 cr.)
- EL 710 Critical Analysis of Issues and Innovations in Education (3 cr.)
- EL 725 Analysis of Effective Instructional Techniques (3 cr.)
- EL 740 Pluralism, Culture, and the Elementary School Child (2 cr.)
- EL 741 Elementary Educ. in Urban Environments (1 cr.)
- EL 735 Elementary Education Doctoral Seminar (1 cr. - taken twice for 1 credit each time)

Revised Program

Dissertation Advisory Committee

Same as current program, except the last phrase is changed to "... approved as eligible to teach at the doctoral level."

Comprehensive Examination

Administered by dissertation advisory committee at the end of all course work, consisting of a written and oral examination, the oral defense of the dissertation proposal, and presentation of the professional portfolio.

Curriculum

I. Core (33 credits)

- CU 705 Curriculum Evaluation (3 cr.)
(Replaces EL 720)
- CU 710 Advanced Topics in Human Development and Learning (3 cr.)
(Replaces EL 715)
- CU 725 Critical Analysis of Issues in Education (3 cr.)
(Replaces EL 710)
- CU 730 Analysis of Effective Instruction (3 cr.)
(Replaces EL 725)
- ** CU 735 Education for Cultural Pluralism (**New Course** – 3 cr.)
(Replaces EL 740 and EL 741)
- ** CU 740 Technology in the Curriculum (**New Course** – 3 cr.)
(Does not replace any course)
- CU 745 Critical Issues in Literacy: Theory and Practice (3 cr.)
(Replaces EL 750)
- CU 750 Issues and Processes in Curricular Change (3 cr.)
(Replaces EL 760)
- ** CU 775 Doctoral Seminar in Curriculum and Instruct. (**New Course** – 3 cr.)
(Replaces EL 735)
- Elective EE 766 Evaluation of Early Childhood Programs is recommended. (3 cr.)
- Elective (3 cr.)

COMPARISON OF EXISTING AND REVISED PROGRAM REQUIREMENTS
(continued)

Existing Program

II. Concentrations (18 credits)

Choice of one of three concentrations in:

- Elementary Reading and Language Arts
- Early Childhood Education
- Elementary Curriculum

III. Professional Skills (12 credits)

EL 700 Writing for Publication (3 cr.)
EP 616 Applied Educational Research
Methods (3 cr.)
EP 715 Doctoral Seminar in Applied
Research Methods (3 cr.)
EL 780 Seminar in Advanced Research
Methods (3 cr.)

IV. Internship (6 credits)

EL 798 Doctoral Internship (6 cr.)

V. Dissertation (9 credits)

EL 950 Dissertation (9 cr.)

Professional Portfolio

None required in current program.

Revised Program

II. Concentrations (0 credits)

Discontinued

III. Professional Skills (12 credits)

CU 715 Writing for Prof. Publication (3
cr.)
CU 720 Doctoral Seminar in Research
Methods (3 cr.)
EP 715 Doctoral Seminar in Applied
Research Methods (3 cr.)
LP 783 Analysis of Qualitative Data in
Leadership Studies (3 cr.)

IV. Internship (6 credits)

CU 798 Doctoral Internship (6 cr.)

V. Dissertation (9 credits)

CU 950 Dissertation (9 cr.)

Professional Portfolio

The professional portfolio will be developed during the course of the doctoral program and will be presented in the last course of the program (CU 775 Doctoral Seminar in Curriculum and Instruction). The professional portfolio will be administered by the Dissertation Advisory Committee and will be comprised of the following elements:

- * Dissertation proposal, consisting of the first three chapters of the dissertation
- * Curriculum Vitae
- * Reprints of papers published and presented
- * Internship report

COMPARISON OF EXISTING AND REVISED PROGRAM REQUIREMENTS
(continued)

Existing Program

Estimated Completion Time

Full-time students

- Nine credits each academic term and six credits each summer
- Course work completed in two and a half years
- Degree completion in three to four years

Part-time students

- Assumes three credits each academic term and nine credits each summer
- Course work completed in about four years
- Degree completion in five to six years

Revised Program

Estimated Completion Time

Full-time students

No change

Part-time students

- Six credits each academic term and six credits each summer (nine credits each term of year 3)
- Course work completed in three years
- Degree completion in four and one-half to five years

Motion to allow Dr. Baird, Program Coordinator, to speak.

Motion **APPROVED**.

Discussion ensued.

Main Motion **APPROVED**.

Chairperson Williamson thanked the committee members for their hard work.

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE—Chairperson Jackson

Motion to approve the following:

University Computing Resources Policy

University resources are limited, and the right to use computing resources in the iup.edu domain does not extend to activities which unfairly deprive other potential users of access to computing resources, or which impose an unnecessary burden upon the university. All users have an obligation to use resources responsibly, aware that their use does cost the university, the Commonwealth of Pennsylvania and its citizens real money to provide. Computing administration has an obligation to suspend activities which it deems to pose a clear and present threat to the efficient operation of and equitable access to university computing resources. Such suspension should whenever practical, be accompanied by warning and a clear explanation of the inappropriate activity. The user has the right to appeal the suspension through the faculty, employee, or student judicial processes.

Senator Asamoah **motioned** to extend the meeting 10 minutes. Senator Duntley seconded. Motion **APPROVED**.

After considerable discussion, the main motion was **APPROVED**.

NONCREDIT COMMITTEE—Chairperson Nagendra

The committee presented the following for Senate information:

The committee suggested to the Dean of the School of Continuing Education several topics that might be offered as noncredit courses. The topics extended across the areas of business, theatre, and computer software.

Chairperson Nagendra thanked the committee for their hard work.

RESEARCH COMMITTEE—Chairperson Numan

No report.

STUDENT AFFAIRS—Chairperson Barker

Chairperson Barker thanked the committee for their hard work.

NEW BUSINESS

Student Congress will have a “Take a Break from Finals” activity on Wednesday, May 5, 9-11 p.m. in the HUB.

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

Respectfully submitted,

Cathleen Ray
University Senate Secretary