

## MINUTES OF THE UNIVERSITY SENATE

The November 3, 1998 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: Bencich, C., Blackledge, B., Boda, H., Bukartec, J., Curey, B., DiStanislao, R., Ender, S., Foltz, D., Garcia, V., Hernandez, H., Joseph, A., Joyce, M., Kolb, N., McDevitt, T., Nunn, B., Rafoth, M., Rhodes, L., Rittenberger, T., Sadler, D., Shiring, S., Szalontai, L.

The following Senators were absent from the meeting: Bell, B., Bevington, P., Bish, D., Black, C., Brothers, J., Brown, G., Brown, T., Bullard, J., Camp, R., Chefuta, K., Chmiel, G., Connell, M., DeCoster, D., Diccico, G., Eck, J., Fisher, J., Gay, A., Gilmer, J., Glor-Scheib, S., Holler, S., Jenkins, T., Knouse, J., Krause, M., Kupris, L., Lehman, K., Minus, C., Moore, J., Morris, D., Mukasa, S., Numan, M., Parrish, K., Pettit, L., Piwinsky, M., Reed, D., Richardson, D., Riesenman, R., Russell, R., Sehring, F., Shea, K., Sherman, J., Shuey, J., St. Paul, R., Stickler, A., Taylor, L., Topka, T., Vivier, B., Walz, G., Woan, R., Woolcock, J., Zaronek, S., Zorich, P.

The minutes of the October 6, 1998 Senate meeting were ACCEPTED.

Agenda items were APPROVED.

### REPORTS AND ANNOUNCEMENTS

#### **PRESIDENT'S REPORT (Dr. Pettit)**

No report.

#### **PROVOST'S REPORT (Dr. Staszkiwicz)**

I hope you will recall that at one of the final meetings last academic year, I shared with the Senate the overall organizational structure for computing at IUP. That structure involved the creation of the Technology Utilities Council. The TUC, with representatives from the academic and administrative computing areas is charged with making recommendations to the President relative to technology utilities such as EMAIL, standard network architecture, and so on. The TUC, which receives input from the advisory committees associated with academic and administrative computing, had identified nine "utility functions" which I also shared with the Senate at an earlier meeting this year. I am pleased to report that the TUC has recommended to President Pettit, and he has accepted their recommendation, on a standard windows and Mac EMAIL package with a graphical user interface that allows for attachments. The standard EMAIL package is Microsoft Outlook Express. The current VAX Email package, KERMIT, will continue to be available. The academic and administrative computing personnel will be working on implementing this new package. The TUC is also getting close to making a recommendation on a standard desktop and office suite software and has begun addressing the issues of network structure, user authentication and security so that we can truly take advantage of the fiber optic backbone as it comes online.

Another positive addition to our computing environment is about to become a reality. I am pleased to report that we are creating an academic help desk service to provide timely responses to technology questions and problems presented by faculty, staff and students. This service will be a supplement to the current service provided to faculty through their College Technology Managers and will parallel the help desk function established in the administrative computing area. We hope that this service will be fully functional in time for the spring semester.

By now you are probably aware Mary Miller has stepped down as Assistant Dean of the Graduate School and Research to take a position with PHEAA. That means that the Dean's position, one of the Associate Dean positions, and the Assistant Dean position are all filled on an interim basis. I am pleased to report that Donna

Griffith, of the School of Continuing Education, has agreed to step in as Interim Assistant Dean. It is still our plan to begin the search for the new Dean very soon.

**VICE CHAIRPERSON'S REPORT (Senator Cojocararu)**

Senator Cojocararu announced that the third Meeting of the Masses was a success. Eighty-ninety people were in attendance. The architects responsible for the HUB expansion gave a presentation, there was a preliminary report on the new recycling policy, Dr. Staszkiwicz discussed the proposed laser printing charge, and Ms. Michelle Fryling reviewed the mascot issue.

Student Congress is in the process of gathering signatures on a petition requesting student input in the proposed laser printing charge. They are also working with Student Affairs developing late night programming and working with the library to expand the library's hours of operation.

**CHAIRPERSON'S REPORT (Dr. Alarcon)**

The University Senate, as any other group that includes a large number of members has a tendency from time to time to deviate slightly in the way it operates. Small changes become "institutionalized" if they go on long enough, and after a couple of years one can find the group having practices that are in conflict with the prescribed policies. The Rules Committee has been very careful this year about checking membership in the committees and reviewing the bylaws. Several problems have been noted and we will correct them today. The most notable change discovered is that for at least the last six years the Provost has designated a person to serve as his/her designee in the Undergraduate Curriculum Committee. The bylaws stipulate that the Provost (and not a designee) must serve in that committee. I am happy to report that Provost Staszkiwicz has reworked his calendar and will attend the meetings of the Undergraduate Curriculum Committee.

I would like to point out that IUP is unique among the SSHE institutions in that curricular matters have been delegated by IUP-APSCUF to the University Senate. At the other thirteen institutions a union-only committee is in charge of curricular matters. Article 31 E in the CBA addresses the curriculum committee. The exact wording of that article follows:

E. Curriculum Committee

There shall be a curriculum committee at each UNIVERSITY, which shall be selected as determined by the FACULTY, but which may include at least one (1) administrator if designated by the President.

The Senate Constitution recognizes that APSCUF has delegated its contractual curricular responsibility to the Graduate Committee and the Undergraduate Curriculum Committee. Specifically the constitution reads:

The University Senate shall approve all curricular matters before they are implemented. The Association of Pennsylvania State College and University Faculties (APSCUF-IUP) has delegated its contractual curricular responsibility to the Graduate Committee and the Undergraduate Curriculum Committee. At least two-thirds of the membership of each of these committees shall be faculty. These committees shall forward curricular proposals to the Senate for approval. The Senate shall report simultaneously its curricular proposals to the President of the University and the President of APSCUF-IUP. As defined by the Collective Bargaining Agreement, past practice, and Meet-and-discuss agreements, APSCUF shall retain its usual prerogatives with respect to curricular matters before they are submitted to the Council of Trustees.

The excellent work that the curriculum committees of the senate have done is widely recognized. There is however, growing concern that sometimes the approved curricular process is not being followed. Cutting corners in this matter is unwise as the process is designed to guarantee quality, and it can jeopardize having curricular matters delegated to the University Senate. We all have to be vigilant and advocate

that the approved curricular process is observed at all times. Most of all, the Provost as the top academic officer must ensure that the process is followed. I would like to issue a challenge to all senators to ensure that the curricular process is followed.

**OLD BUSINESS** (carryover from October 6, 1998 meeting)

There was no old business.

**STANDING COMMITTEE REPORTS**

**RULES COMMITTEE**--Chairperson Beisel

The proposed Bylaw revisions were distributed and reviewed. They will be presented as an action item at the December Senate meeting.

A motion was offered by Senator Butzow and seconded by Senator S. Jackson to elect Brenda Carter to serve on the Senate Awards Committee. Motion was **APPROVED**.

Chairperson Beisel discussed the issue of absenteeism of Senators from both the Senate and committee meetings. He asked the Senate Secretary to forward the names of those Senators with concurrent absences from Senate meetings to the Rules Committee for review and possible action. Chairperson Beisel also asked committee chairpersons to forward to him the names of Senators who are frequently absent from committee meetings.

**Graduate Committee**--Chairperson Williamson

At the recommendation of Chairperson Williamson, the Senate **APPROVED** the following course deletion:

BI 532 Comparative Vertebrate Anatomy

**Rationale:** The revision of the undergraduate component of this dual-level course to encourage the enrollment of sophomores precludes the offering of the same course to graduate students. The BI 532 designation should therefore be deleted. This will have no measurable impact on the biology graduate program as the Biology Department currently offers ten other courses in the "organismal" category (graduate students are all required to take at least one course from this category).

Chairperson Williamson invited a motion to allow Mary Jalongo permission to speak, if necessary, regarding the M.Ed. in Early Childhood Education. The motion was made by Senator S. Jackson and seconded by Senator R. Mutchnick. Motion **APPROVED**.

After lengthy discussion of the M.Ed. in Early Childhood Education, a motion was made and seconded to end debate. Motion **APPROVED**.

At the recommendation of Chairperson Williamson, the Senate **APPROVED** the following minor program revision:

Proposal to Revise the M.Ed. in Early Childhood Education, Replace It On Main Campus and Offer It On-Site in Johnstown, Pennsylvania

There are three reasons for making the proposed minor revisions to the existing M.Ed. in Early Childhood Education.

1. Accreditation Issues. The new standards of the National Association for the Education of Young Children require students in advanced programs (post-baccalaureate teacher certification and Master's degree students) to have documented experiences in working directly with families, working with young children with special needs, and collaborating with professionals in other fields (e.g., health care, social work, psychology, counseling, etc.). Changes to the existing program would give students a course in parent education, a special education course, and a cohesive 6 credit research sequence that would enable classroom teachers to conduct

an action research project.

2. Credit Hour Considerations. Another reason for proposing changes to the M.Ed. is to make the programs (teacher certification and the M.Ed.) deliverable in 36-39 credit hours.

### **Proposed Changes**

1. Foundations of Education. Students would take a foundations course that is directly related to their area of specialization in early childhood, EE 661 History and Philosophy of Early Childhood. This required course has already been approved by the Graduate Curriculum Committee in 1995. It would be moved to the Foundations section of the course sequence sheet, fulfilling that requirement.

**Rationale:** The Foundations of Education Department is closing and will be absorbed by Professional Studies. Using the existing required course to meet the foundations requirement will better meet the needs of the practicing teachers in this program without affecting agreements with other departments.

2. Behavioral Studies. Students would take the required course EL 655 Developmental Influences on Children's Learning to meet the Behavioral Studies requirement. This newly revised course was approved by the Graduate Curriculum Committee in 1997.

**Rationale:** The PSE Department has the resources to staff this course. Moving it into the Behavioral Studies category would put the PSE Department in a position to assign faculty to teach it on-site in Johnstown without inconveniencing any other departments.

3. Research Requirement. The current program calls for six credits of research methods. As it currently stands, GR 615 and one other research course is required. Since the 1995 revision, students usually have taken the EE 766 Evaluation of Early Childhood Programs course as their second research course. However, changes to the doctoral program would make that course unavailable to early childhood majors, particularly at an off-campus site. We are proposing that the students take a special section of GR 615 with an early childhood education research emphasis and take the remaining 3 s.h. in their specialization area.

**Rationale:** This research sequence is specifically designed with the in-service educator in mind. Students would not only learn about action research, they would also be required to conduct a classroom-based research project. This requirement would do a much better job of meeting the NAEYC standards for professional development than a course that focuses on basic statistics.

1. Requiring Two Courses That Were Recommended Electives. Part of the process of establishing a cohort system is to deliver an invariant sequence of courses in a highly predictable fashion. In order to achieve this, two courses that were once considered electives would now be required. These courses are EX 515 Preschool Education for Children with Disabilities and HE 526 Techniques of Parent Education.

**Rationale:** The reason for selecting these two courses is that they directly address the new standards of the learned society that evaluates early childhood programs nationwide, the National Association for the Education of Young Children.

**M.Ed. in Early Childhood Education  
Comparison of the Current Program and the Proposed Program**

<b>Current Program</b>		<b>Proposed Program</b>	
<b>Professional Development</b>	<b>12 s.h.</b>	<b>I. Foundations of Education</b>	<b>3 s.h.</b>
<b>A. Humanistic Studies</b>	<b>3 s.h.</b>	<i>EE 661 History and Philosophy of Early Childhood</i>	<i>3 s.h.</i>
<b>One</b> of the following is required:			
FE 514 Comparative Foundations of Education	3 s.h.		
FE 611 Historical Foundations of Education	3 s.h.		
FE 612 Philosophical Foundations of Education	3 s.h.		
FE 613 Social Foundations of Education	3 s.h.		
<b>B. Behavioral Studies</b>	<b>3 s.h.</b>	<b>II. CHILD DEVELOPMENT</b>	<b>3 s.h.</b>
<b>One</b> of the following is required:			
		<i>EE 655 Developmental Influences on Children's Learning</i>	<i>3 s.h.</i>
CE 629 Group Procedures (Elementary)	3 s.h.		
CE 639 Group Procedures	3 s.h.		
EP 576 Behavior Problems	3 s.h.		
EP 578 Learning	3 s.h.		
EP 604 Advanced Educational Psychology	3 s.h.		
<b>C. Research</b>	<b>6 s.h.</b>	<b>III. RESEARCH</b>	<b>3 s.h.</b>
The following course is required of all students:			
GR 615 Elements of Research	3 s.h.	<i>GR 615 Elements of Research (Early Childhood Section)</i>	<i>3 s.h.</i>
Select <b>one</b> of the following courses:			
ED 698 Research Seminar in Reading	3 s.h.		
EE 762 Early Childhood Field Study	3 s.h.	<b>TOTAL</b>	<b>9 s.h.</b>

<b>Specialization</b>	<b>21-24 s.h.</b>	<b>Specialization</b>	<b>27 s.h..</b>
The following four courses are required:		Now required as the Child Development Course:	
EL 655 Developmental Influences on Children's Learning	3 s.h.	EE 660 Child Study and Assessment	3 s.h.
EE 660 Child Study and Assessment	3 s.h.	EE 665 Issues and Trends in Early Childhood Education	3 s.h.
EE 665 Issues and Trends in Early Childhood	3 s.h.		
EE 762 Early Childhood Field Study	3 s.h.		
Select two additional courses from the list:		<i>(now required only for students who lack significant experience with young children)</i>	
EE 664 Early Childhood Curriculum	3 s.h.	EE 664 Early Childhood Curriculum	3 s.h.
EL643 Resource Materials in Elem. Science	3 s.h.	EL 643 Resource Materials in Elementary Science (special early childhood section)	3 s.h.
LT 644 Recent trends in Language Arts	3 s.h.	LT 644 Recent Trends in Language Arts (special early childhood section)	3 s.h.
EM655 Mathematics in Early Childhood	3 s.h.	EM 655 Mathematics in Early Childhood	3 s.h.
EX 515 Preschool Education for Children With Disabilities	3 s.h.	EX 515 Preschool Education for Children with Disabilities <i>(now required)</i>	3 s.h.
HE 526 Techniques of Parent Education	3 s.h.	HE 526 Techniques of Parent Education <i>(now required)</i>	3 s.h.
LT648 Creativity and the Elementary School Child	3 s.h.	LT 648 Creativity and the Elementary School Child <i>(now required)</i>	3 s.h.
These electives no longer pertain			
EL 750 The Acquisition of Literacy	3 s.h.		
EL 647 Resource Materials in Children's Literature	3 s.h.		
EX 631 Psychology of Exceptional Children And Youth	3 s.h.		
HE 527 Administration of Child Development Centers	3 s..h.		
<b>TOTAL (non-thesis)</b>	<b>36 s.h.</b>	<b>Total Specialization Credits</b>	<b>27 s.h.</b>
<b>TOTAL (thesis)</b>	<b>30 s.h.</b>	<b>TOTAL – Non-thesis Only</b>	<b>36 s.h.</b>

At the recommendation of Chairperson Williamson, the Senate **APPROVED** the following variability in program delivery:

Level II Teacher Certification at the Graduate Level and  
Master's of Education in Early Childhood Education

Proposal to Deliver Graduate Programs On-Site in Johnstown, Pennsylvania

Brief Abstract/Method of Delivery

This proposal would offer early childhood teacher certification at the graduate level and the M.Ed. in Early Childhood Education on-site in Johnstown, Pennsylvania. The plan is in response to a high demand for graduate early childhood study in the Greater Johnstown School District and surrounding geographic area. If this program is approved, it would replace the early childhood graduate programs on main campus. Plans to accommodate students currently enrolled in the on-campus program have been established and a commitment has been made to enable these students to complete their work in a timely fashion. A 24 credit sequence of courses would lead to an add on certification in early childhood at the graduate level for teachers who already hold a teaching certificate. Additionally, this 24 credit sequence would meet the course work requirements of the Commonwealth of Pennsylvania for an Instructional II Certificate.

In the interest of efficiency and in the interest of long-term planning, this proposal also describes a third year sequence of courses on-site in Johnstown that would lead to the M.Ed. This plan would require minor curriculum revisions but only to the M.Ed., not to the Certification Program. The Committee should note that the entire M.Ed. in Early Childhood Education program was revised, peer reviewed, and approved in 1995 by the Graduate Curriculum Committee of the Senate. The additional curriculum revisions proposed would not go into effect until the third year of the proposed program, Fall of 2000. With this third year, students would complete the non-thesis option M.Ed. program in early childhood of 36 semester hours.

There are numerous reasons for proposing that we replace the early childhood programs on main campus and offer them on-site in Johnstown, Pennsylvania.

- \* 90% of new graduate students in Early Childhood are from the Johnstown area.
- \* Continuing Education has secured a new educational facility in Johnstown and a well-equipped classroom that costs \$70 per night to rent.
- \* Computers will be available on site.
- \* Johnstown has one of the best preschool programs in the area and offers tuition support to teachers who are pursuing advanced degrees.
- \* Faculty from the Professional Studies in Education Department with an area of specialization in early childhood will be afforded greater opportunity focus on their areas of expertise.
- \* Greater Johnstown Area School District houses the Cambria County Family Center directed by Audrey Derevenko - work at this center could meet the NAEYC/NCATE standard for work with families and collaboration with professionals from other fields (e.g., health care, psychologists, social workers) that we cannot meet through traditional course offerings.
- \* Johnstown is a high poverty area with 80% of elementary school children qualifying for free or reduced lunches; therefore, the potential for action research and grant funding is great. The district has already been successful in securing major funding for its pre-kindergarten program for 4-year-olds in the public schools.
- \* An on-site location would enable us to offer a course that begins at 4:30 (school day ends at 3:45) rather than starting at 5:20 to allow travel time to IUP. If the classes run from 4:30-8:30 with a working dinner break, we can meet 10 times in the Fall (September/October/November) and Spring (March/April/May) to miss the worst weather and roads.
- \* Additional summer teaching opportunities on a 2-week/half-day schedule would be

made available to faculty with specialized expertise in early childhood education.

We have been successful in gaining administrative support for this project from the Greater Johnstown School District, the College of Education and School of Continuing and Non-Residential Education at IUP.

**LIBRARY AND EDUCATIONAL SERVICES COMMITTEE**--Chairperson S. Jackson  
No report.

**NON-CREDIT COMMITTEE**--Chairperson Nagendra  
No report.

**RESEARCH COMMITTEE**--Chairperson Neusius  
No report.

**STUDENT AFFAIRS COMMITTEE**--Chairperson Barker  
No report.

**UNIVERSITY DEVELOPMENT & FINANCE COMMITTEE**--Chairperson Heckroth  
No report.

**ACADEMIC COMMITTEE**--Chairperson Duntley

Because of the special retirement window, many additional faculty and administrators are now submitting letters of retirement to be effective January 1, 1999. Most of these were received (and are still being received) after the final call for emeritus nominations was distributed. As of November 2, there were 23 retirements for 1/1/99 with another ten or so anticipated. Without further action, these persons could not be considered and would not have emeritus status for one and a half years after retirement. Because of the dates for February Senate (Feb. 2) and then for February Council of Trustees (Feb. 19), it is possible to make this work. [Depends on having quorum for February Senate]

Therefore, the Academic Committee announced the following supplemental deadlines:

November 3-December 15--Departments prepare nominations and have vote of faculty.

Tuesday, December 15--Departments submit completed nominations to deans.

Monday, December 21--Deans submit nominations to Provost

Thursday, January 14--Provost forwards nominations to committee

January 14-19--Committee members review nominations

Tuesday, Jan 19--Committee takes action on group two nominations

Wednesday, Jan 20--February Senate agenda due

Tuesday, Feb 2--Action in Senate on (a) Emeritus list two and on (b) a motion to approve forwarding this segment of the February Senate actions without waiting for approval of Minutes at the March meeting.

Wednesday, February 3--Material goes to Office of the President for inclusion in the Trustees' Docket (which must be out for review 10 days in advance).

Friday, February 19--Council of Trustees meeting approves emeritus status

Departments that cannot meet these deadlines may wait until the regular call in 1999.

**AWARDS COMMITTEE**--Chairperson Wheat

Nomination forms for Senate awards will be mailed November 9 and should be returned to Senator Wheat by December 14, 1998.

**CURRICULUM COMMITTEE**--Chairpersons Wilson and Myers

At the recommendation of Chairperson Wilson, the Senate APPROVED the following course revision:

**New Course Description**

BI 242 - Comparative Vertebrate Anatomy (3c-21-3sh)

Prerequisites: BI 220

An investigation of the comparative structure and function of the vertebrate body with emphasis on the diverse solutions to the problem of design for survival and the evolutionary mechanisms that provide those solutions. This course meets twice per week for 2 ½ hours. Each meeting will include both lecture and laboratory experiences.

**Old Course Description**

BI 432 - Comparative Vertebrate Anatomy (2c-31-3sh)

Prerequisites: BI 220

Discussion of anatomy of representative vertebrates from a comparative point of view. Stresses major organizational changes observed in vertebrate history.

**Rationale**

This revision updates course content, assures that students have earlier access to the basic vertebrate anatomy course and restructures the course to allow for better integration of lecture and laboratory experiences.

**NEW BUSINESS**

1. Senator Mlecko suggested that the committee reports include a brief summary of the committee's work rather than simply the date and time of committee meetings. Senator Mlecko also suggested the Senate start meetings on time.
2. Senator Bell requested specific details on the laser printing usage fees when the proposed policy is brought to the Senate floor. Specifically, what is the justification for the fee, what amount is to be raised by the fee, and on what are the funds going to be spent. Senator S. Jackson responded and stated that the committee will have as much detail as possible in their report at the December meeting.

The meeting was adjourned at 4:45 p.m.

Respectfully submitted,

Cathleen Golden  
University Senate Secretary