

**MINUTES OF THE UNIVERSITY SENATE**  
**April 4, 2000**

The April 4, 2000 meeting of the University Senate was called to order by Chairperson Alarcon at 3:25 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: Lynne Alvine, Kathy Barton, Carmy Carranza, Malinda Cowles, Joseph Domaracki, Catherine Dugan, Joan Fisher, Linda Hall, Kimberly Huddleston, Lisa Klink, Susan Krevel, Matt Majercak, Valarie Mancuso, Christina Miller, Mary Moore, Tina Perdue, Russell Peterson, Keith Putirka, George Radakovic, Mary Ann Rafoth, Edward Receski, Gary Rice, Ruth Riesenman, Mary Sadler, Robert Soule, Carol Tannous, Annie-Laurie Wheat, Vythilingam Wijekumar

The following Senators were **absent** from the meeting: Corinna Acie, David Anderson, Maali Ashamalla, Thomas Ault, N. Bharathan, Doug Bish, Holly Boda, Jennie Bullard, Robert Camp, Frank Corbett Jr., Ryan Corrigan, Aaron DePalma, David Dix, John Eck, Jennifer Ellis, Barbara Ender, Steven Ender, Bill Getchell, Susan Glor-Scheib, Cassandra Green, John Hardee, David Hubbard, Adam Hughes, Dennis Hulings, Ronald Juliette, Sam Kupchella, Megan Lawther, Thomas Lord, Joanne Lukehart, Robert Marx, Josh Mehall, Beth Metala, Stanford Mukasa, Brooke Nuckles, Kevin Patrick, Lawrence Pettit, Joseph Ritchie, Robert Russell, Michelle Sanchez, Varinder Sharma, Stephen Showaher, Cristy Sollman, Ben Surmacz, Gwen Torges-Hoffman, Shari Trinkley, Kenneth Westlund, Lisa Zack, Philip Zorich

The minutes of the February 29, 2000 meeting were **ACCEPTED**.

Agenda items for the April 4, 2000 meeting were **ACCEPTED** with the following change: **Motion** by Senator Nowell, seconded by Senator Williamson to move the Curriculum and Academic Committee reports after the Rules Committee report. Motion **APPROVED**.

**REPORTS AND ANNOUNCEMENTS**

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

The President's report was delivered by Dr. Mark J. Staszkiwicz.

Many of you already know from recent Budget Committee meetings and through information that has been shared with APSCUF that the State System and each of the 14 institutions faces a major budget challenge over the next three to five years. IUP is certainly no exception. State support for higher education continues to decline as a percentage of our total budget; enrollment shifts from the western part of the state to the eastern part of the state have been substantial, resulting in a larger share of funding formula revenues going to the east; and personnel costs as a result of negotiated collective bargaining agreements will materialize over the next three years and result in a substantial increase in the percentage of our budget devoted to personnel expenditures.

As an institution, IUP has made investments to counter these trends. We have revised recruitment activities to the point where we now admit some of our largest and best classes to the Indiana Campus. And while we have strategies in place to reverse the declines in branch campus enrollments and in our transfer student enrollments, those efforts will take time. In the context of

our budgeting process within the state, growth in enrollment in these areas, if it simply keeps pace with the anticipated growth in the Eastern side of the state, may not result in substantial new funding formula dollars. The “bottom line” in all of this is that it is very likely that, given our current enrollment trends, given our current assumptions about the level of state funding, and given the negotiated salary increases that are known to exist, we project an \$8 million cumulative shortfall in three years. Given that we are starting these three years with a \$4.5 million surplus (which we had created to provide a “hedge” against these declines), we are really anticipating that IUP will operate with a \$12.5 million shortfall in three years. Obviously this cannot be allowed to continue and since over 80 percent of our E & G budget is in personnel, I have instructed each vice president to develop a plan to reduce personnel expenditures to insure a balanced budget in three years. We anticipate that through attrition we will be able to achieve these reductions, but it will be an exercise in which we must all pull together. More information concerning this budget situation and our plans to address it will be forthcoming soon.

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

As you are all painfully aware, the issue of curriculum has not been completely resolved and we have but one more meeting this academic year. If the structure recommended by APSCUF is to be adopted, it will require revisions to the Senate Constitution and By-laws. I am pleased that curriculum proposals continue to be acted upon and that, for the most part, we have not inconvenienced departments too much. Nonetheless, I urge us to act quickly so we can get this issue behind us.

Many of you may know that at the suggestion of the Council of Chairpersons, I convened a task force on classroom scheduling. Dr. Gail Berlin and I co-chaired this taskforce which has now submitted its final report. The impetus for this work came from the concerns that students could not always schedule the courses they needed in a timely manner and from concerns associated with the class size and faculty workload. Given the recent criticism concerning graduation rates and given the current budget situation, it turns out that this work was very timely. A copy of the report has been submitted to the President as well as to the Council of Chairs, APSCUF, the Council of Deans and the Senate. Additional copies will be made available to anyone who wants them. The next step in the process will be to develop specific action plans.

I believe it is extremely important that Senators, as University leaders, truly understand the significance of President Pettit’s comments with respect to the budget situation and to place it into the context of the current political climate in Pennsylvania. It should come as no surprise to any of us that public education in Pennsylvania is under constant scrutiny. There are those who believe we are not responsive to the workforce development needs of the State, there are those who believe we have become inefficient and inflexible, and there are those who believe we should be treated like any other business. The recent brouhaha over graduation rates, the increasing reliance on benchmarks and performance indicators, the recent criticism over Pennsylvania’s over supply of teachers while we have schools recruiting our students from all around the country, are examples of this climate. At the same time, the demographics of Pennsylvania continue to change. Population shifts in Pennsylvania from west to east continue and increased competition from other universities and the corporate sector make it more difficult for us to increase our enrollment. Consequently, the budget situation that President Pettit spoke about is, indeed, real. We cannot expect to receive external funding to address it. We may work harder at bringing in philanthropic and grant support, but these will not be enough to offset the projected deficit. It is up to us to address the growing cost of personnel. It is up to us to review the report of the Task Force on Classroom Scheduling and to implement as many of its

recommendations as possible - as quickly as possible. And it is up to us to take this budget situation seriously, to not point fingers, and to develop creative solutions.

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

I would like to report that the first meeting for the University Senate for the next academic year will take place on September 12, 2000. You will receive a list of all the dates for meetings and deadline for submissions of agenda items next month.

I don't want to add more fuel to the "curriculum debate fire" but would like to clarify what my position has been. I have been trying to act as a mediator between the Administration and IUP-APSCUF to prevent a stalemate that would keep curriculum proposals to be considered. I have not made any agreements on behalf of the Senate, as has been proposed. I have facilitated an agreement between the Administration and APSCUF.

### **VICE CHAIRPERSON'S REPORT (Senator Gresh)**

No report submitted.

### **OLD BUSINESS** (carryover from the February 29, 2000 meeting)

- A. SSHE Sexual Harassment Policy—no discussion.
- B. Continuation of the 2-29-00 Senate agenda commencing with Curriculum Committee item #4.

#### ➤ *Curriculum Committee* (Chairperson Myers)

**Motion** to approve the following program revision:

- 4. Program Revision – Department of Technology Support and Training
  - A. New Catalog Description:

#### Business Technology Support Major (Bachelor of Science)

The Business Technology Support majors are equipped to be versatile professionals who "bridge the gap" between the developer of information technology systems and the typical users of computers. The program encompasses the knowledge, skills, and attitudes required of a professional who provides support to users of information technology to maintain and improve overall organizational effectiveness. The Business Technology Support program places emphasis on understanding how technology contributes to individual and work group performance and to behavioral factors, such as communications, ergonomics, training, and change. The Business Technology Support curriculum is designed to challenge students to understand their dynamic role from both an organizational and individual viewpoint. Graduates of the program can pursue career paths such as office managers/supervisors, web site managers, technology trainers, help desk administrators, and documentation/curriculum developers as they relate to enterprise-wide solutions, support services and technology training. The department welcomes minors. A newly revised minor provides Business majors with the opportunity to complement their major with business technology support courses.

- B. Bachelor of Science - Business Technology Support

CURRENT PROGRAM		PROPOSED PROGRAM	
Bachelor of Science – Office Systems	sh	Bachelor of Science – Business Technology Support	sh
Liberal Studies: As outlined in Liberal Studies section with the following specifications	53-56*	Liberal Studies: As outlined in Liberal Studies section with the following specifications	55-58
Mathematics: MA 121		Mathematics: MA 121	
Social Science: EC 121, PC 101		Social Sciences: EC 121, PC 101	
Liberal Studies electives: MA 214, EC 122, BE/CO/IM 101		Liberal Studies electives: MA 214, EC 122, BE/CO/IM 101	
College:	33	College:	33
Required courses: Business Administration Core		Required Courses: Business Administration Core	
AD 321 Business & Interpersonal Comm	3	AD 321 Business & Interpersonal Comm	3
AG 201 Accounting Principles I	3	AG 201 Accounting Principles I	3
AG 202 Accounting Principles II	3	AG 202 Accounting Principles II	3
BL 235 Introduction to Business Law	3	BL 235 Introduction to Business Law	3
FI 310 Finance I	3	FI 310 Finance I	3
IM 300 Info. Systems: Theory & Practice	3	IM 300 Info. Systems: Theory & Practice	3
MG 310 Principles of Management	3	MG 310 Principles of Management	3
MG 330 Production & Operations Mgmt	3	MG 330 Production & Operations Mgmt.	3
MG 495 Business Policy	3	MG 495 Business Policy	3
MK 320 Principles of Marketing	3	MK 320 Principles of Marketing	3
QB 215 Business Statistics	3	QB 215 Business Statistics	3
Major:	27	Major:	24
Required Courses:		OS 301 Microcomputer Software Solutions	3
IM 251 Business Sys Analysis & Design	3	OS 310 /w/ Telecommunications	3
OS 301 Advanced Microcomputer Appl	3	OS 311 Trng Methods in Bus & Info Tech Sup	3
OS 313 Office Systems Technology	3	OS 313 Office Systems Technology	3
OS 315 Records Administration	3	CO/IM 352 Comp Network Install & Admin	3
OS 400 Telecommunications	3	OS 411 Microcomputer Support	3
OS 411 Microcomputer Support for Office Systems	3	OS 413 Enterprise Technology Support	3
OS 480 Seminar in Office Systems	3	OS 480 Seminar in Business Technology Support	3
_____ Business Electives	6	Controlled Electives (select 3 of the following)	9
		AD 221 Business Technical Writing	3
		BE 201 Internet & Multimedia	3
		CO 110 Problem Slvg & Strc. Program	3
		IM 261 Micro Database Systems	3
		CO 304 Interactive Internet Programming with Java	3
		OS 402 Web Site Development & Admin	3
		OS 493 Internship	3
Other Requirements: (BE 134 Keyboarding)	0-1	Other Requirements:	0
Free Electives:	7-11*	Non-Business Electives:	2-5
Total Degree Requirements	124	Total Degree Requirements	126

\*After an arduous review of the program as listed in catalog these numbers were found to be incorrectly printed and are corrected in the new program.

C. New Courses

OS 311 Training Methods in Business and Information Technology Support 3c-01-3sh

Prerequisites: PC 101, Junior Standing

Course Description:

This course includes the application of theories of adult learning to planning, delivering, and evaluating training for education and information technology. Major emphasis is placed on the planning of instruction. Topics include needs assessment; live and mediated instruction; classroom management; evaluation and follow up methods; and evaluation of training strategies.

Rationale:

When the Office Systems curriculum was last revised in 1991, the subject matter proposed in this course did not exist. Currently, one of the fastest growing areas in information technology is technology support. This course provides an important component for information technology support majors, who would like to specialize in the area of training and development for information technology support.

OS 402 Website Development and Administration 3c-01-3sh

Prerequisites: BE/CM/CO/IM/LB 201 Internet & Multimedia or instructor permission

Course Description:

Guides the student through a hands-on, step-by-step process of creating an attractive, well-designed web site for an enterprise. The student will learn how to install and configure a WWW server, publish web pages using the latest tools and set up mechanisms to manage and update a web site and content.

Rationale:

Currently, one of the fastest growing areas in the information technology support field is the need for website managers. This course provides an important set of concepts and skills to help meet this demand.

D. Course Revisions:

OS 301

Current Title and Catalog Description:

Advanced Microcomputer Applications 3c-01-3sh

Prerequisites: BE/CO/IM 101 or permission of instructor

Advanced applications of micro computing software from the user perspective to enhance productivity of office employees, executive and managerial, professional, and support personnel. Comparative and evaluative techniques for appropriate selection and implementation of software. Word processing, spreadsheet, database, desktop publishing, utility, and operating system software will be emphasized.

Proposed Title and Catalog Description:

Microcomputer Software Solutions 3c-01-3sh

Prerequisites: BE/CO/IM 101 or permission of instructor

Advanced utilization of the microcomputer to enhance productivity of office employees: executive and managerial, professional, and support personnel through optimization of hardware and software. Comparative and evaluative techniques for appropriate selection and

implementation of software. Operating environment, integrated suites, multimedia, internet, and utility software will be emphasized.

Rationale:

The course has been revised to reflect current practices and current technology as recommended by the Office Systems Research Association, analysis of the IS '97 Model and private vendor certification programs.

#### OS 310

Current Number, Title and Catalog Description:

OS 400 Telecommunications 3c-01-3sh

Prerequisite: BE/CO/IM 101

Knowledge and concepts of telecommunications technology, applications, and management as they apply to office systems.

Proposed Number, Title and Catalog Description:

OS 310 Telecommunications 3c-01-3sh

Prerequisite: BE/CO/IM 101

This course provides an introduction to telecommunications in the business environment. It includes an overview of electronic communication systems including a conceptual framework as well as hands-on experience. Concepts of telecommunications technology, applications, and management as they apply to business and industry will be addressed.

Rationale:

The new catalog description provides the student with a clearer understanding of the course content. Further, the revised description facilitates an understanding of courses in the major. The course content has not been changed.

#### OS413

Current Title and Catalog Description:

Information Processing Technology 3c-01-3sh

A comprehensive study of information processing including equipment selection/functions, personnel, environment, and procedures.

Proposed Title and Catalog Description:

Enterprise Technology Support 3c-01-3sh

Proposed Title and Catalog Description:

Prerequisites: OS313; CO/IM352; or permission of instructor

Provides a comprehensive and practical knowledge of enterprise-wide technology. Topics covered include knowledge management, remote user support, teleconferencing, and network management & enhancement. Students will have hands-on experience working with software, customizing user environments, managing technology security, enhancing and troubleshooting the computing environment.

Rationale:

The course has been revised to reflect current practices and technology as recommended by the Office Systems Research Association.

#### OS 480

Current Title and Catalog Description:

Seminar in Office Systems 3c-01-3sh

Prerequisite: Graduating seniors only or permission of instructor  
Emphasis on the solving of office management problems. Provides an opportunity to integrate and apply the skills and knowledge previously gained in the Office Systems major.)

Proposed Title and Catalog Description:

Seminar in Business Technology Support 3c-01-3sh

Prerequisite: Graduating seniors only or permission of instructor

Emphasis on the solving of office management problems. Provides an opportunity to integrate and apply the skills and knowledge previously gained in the Business Technology Support major.

Rationale:

Change more clearly describes the thrust of the major.

E. Rationale for Changes:

The Business Technology Support majors at IUP are equipped to be versatile employees who “bridge the gap” between the technical developer of information technology and the typical users. The Business Technology Support curriculum reflects a historical background of the Business Technology Support field and career opportunities within the field as well as content from model curricula, i.e. OSRA, IS 97 Model, and private vendor certification programs (i.e. NOVELL, MICROSOFT). Alumni, advisory board members, and students have all contributed to defining the core of the Business Technology Support curriculum. Faculty scholarship in the areas of Business Technology Support has also played a role in the development of the curriculum.

Department faculty next initiated meetings with MIS and Computer Science departments to discuss curriculum revision and enhancement. The three departments met and determined by consensus a distinct focus for each discipline. The focus of Business Technology Support is on the use of technology by individuals within an organization - training, interfacing, integrating, administering, and organizing. The focus for MIS is to take existing technology and configure it to meet organizational needs. The focus of Computer Science is on technology and infrastructure, including computer architecture and software protocols. Courses cross-listed between CO and IM are included to broaden the depth of the students' knowledge.

Deletion from program: BE 134 Keyboarding.

Obsolete due to refocus of program but is still offered from the department.

Deletion from program: OS 315 Records Management

Obsolete due to refocus of program.

Deletion from program: IM 251 Systems Analysis & Design

With the refocus of the program it is not a required course.

Addition to program: CO/IM 352 Computer Network Installation and Administration

Course included to better prepare graduates for the job market. In addition, it will assist students in preparing for certification programs in their field.

Controlled Electives. Expanded from 6sh to 9sh to provide students with greater selection opportunities to enhance marketability. The courses in this section were carefully chosen based on input from the MIS department, Computer Science department, Advisory Committee, and colleagues in the Information Technology field.

Non-business electives. The number of credits in this section has been reduced. An analysis of entry-level requirements in this field indicates that students need more content courses than the current program provides. In addition, employers are seeking individuals with competencies that will prepare them for certification in areas related to this major. Reducing the free electives while increasing the controlled electives helps meet these needs.

Total Degree Requirements. Increased from 124 to 126 to give students the opportunity to take content courses that will enable them to be successful in the job market. Employment opportunities available to Business Technology Support majors necessitate skills that develop a well-rounded employee proficient in all aspects of information technology. In addition employers are seeking individuals with the skill set that provides the foundation for further industry certification (i.e. Novell, Microsoft...).

All Eberly College of Business majors (except those majoring in Business Education) must take a minimum of 50 percent of their degree requirements (i.e., at least 63 semester hours) in non-business courses.

Program Title Change: The Office Systems Business Advisory Council represents a number of professionals in the information technology support area, and they made it very clear that the current name of the program "...would not have caught the attention of many Information Systems or Technical Customer Service department directors because it frankly sounds like an advanced secretarial program." The name change to Business Technology Support is a direct result of the Council's recommendation and feedback from current and prospective majors.

**Motion** by Senator Myers, seconded by Senator Nowell, to allow W. Moore, L. Szul, E. Pierce and L. Burky of the Technology Support and Training Department to speak. Motion **APPROVED**.

**Motion** by Senator Roberts, seconded by Senator Hull, to modify the list of controlled electives to allow the program to remain at 124 credits rather than increase to 126 credits.

Senator Wilkinson stated that the department would not be willing to modify the list of controlled electives.

A lengthy discussion ensued.

**Substitute Motion** by Senator T. Ray and seconded, to refer the matter back to committee for consideration.

A lengthy discussion ensued.

Motion **DEFEATED**.



**Motion** by Senator Radell, seconded by Senator Nowell, to separate the approval of the program description from the approval of new courses. Motion **APPROVED**.

**Motion** to approve the new catalog description. Motion **APPROVED**.

**Motion** to approve the Bachelor of Science in Business Technology Support. Motion **APPROVED**.

**Motion** to approve the new courses. Motion **APPROVED**.

**Motion** to approve the course revisions. Motion **APPROVED**.

**Motion** to approve the following course revisions:

5. Course Revisions - College of Education

A. Revisions:

ED242

Current Catalog Description:

ED242 Pre-Student Teaching Clinical Experience I var-1sh

Prerequisite: Admission to teacher certification

Observation/participation in a basic education classroom beginning not later than the sophomore year.

Proposed Catalog Description:

ED242 Pre-Student Teaching Clinical Experience I var-1sh

Prerequisites: Admission to teacher certification

Observation/participation in a basic education classroom beginning not later than the sophomore year. Transfer students (and other selected students at the recommendation of the teacher education coordinator of the program) may register later than sophomore year upon admission to teacher certification.

Summary of Changes:

Changes have been proposed in the course description and course requirements section of the syllabus.

Course description: We added the second sentence of the course description to make clear the process for enrollment when students are not able to enroll during their sophomore year.

Course Requirements:

- a. We have added a basic number of class meetings, five.
- b. We added the following procedures to make long standing policy explicit to students:  
Submit the necessary forms and other paperwork for review prior to submission to Office of Teacher Education, listing at least three different schools of choice. Students are required to complete their early field experiences outside their home district, district of residence, or districts that employ relatives of the student, unless there is a departmental policy that allows an exception based upon considerations of quality of the experience. The final decision lies with the course instructor or departmental coordinator as determined by individual program policy.

- c. Although many programs exceed an hourly limit of 35, we added a basic hourly requirement of 35 to indicate the significant extent of this field based experience.
- d. A requirement was added to assure there is a faculty/student exit interview.
- e. The following requirements were added or reworded from the former syllabus to remind students of their responsibilities.
  1. Complete the assigned readings and engage in reflective thinking processes to examine and analyze theoretical perspectives on teaching and classroom teacher practices.
  2. Incorporate the suggestions for improvement in assignments from both the cooperating teacher and the university supervisor.
  3. Assume responsibility for all assignments and duties as prescribed by the cooperating teacher and/or the university supervisor.

ED 342

Current Catalog Description:

ED342 Pre Student Teaching Clinical Experience II var-1sh

Prerequisites: ED242 and admission to junior standing

Students work toward the development of specific competencies that relate to individual major fields of teaching.

Proposed Catalog Description:

NO CHANGE

Summary of Changes:

Changes have been proposed only in the course requirements section of the syllabus.

- a. We have added a minimum number of class meetings, five.
- b. We added the following procedures to make long standing policy explicit to students: Submit the necessary forms and other paperwork for review prior to submission to Office of Teacher Education, listing at least three different schools of choice. Students are required to complete their early field experiences outside their home district, district of residence, or districts that employ relatives of the student, unless there is a departmental policy that allows an exception based upon considerations of quality of the experience. The final decision lies with the course instructor or departmental coordinator as determined by individual program policy.
- c. Although many programs exceed an hourly limit of 35, we added a basic hourly requirement of 35 to indicate the significant extent of this field based experience.
- d. A requirement was added to assure there is a faculty/student exit interview.

B. Rationale for Changes:

After consultation with the Council of Deans, the Teacher Education Coordinating Council (TECC) is recommending this proposal in order to grant workload preparation to faculty teaching ED242 Pre-student Teaching Clinical Experience I and ED342 Pre-student Teaching Clinical Experience II. At the recommendation of the Deans and concurrence of TECC, we are proposing the revised course requirements to demonstrate our rationale for granting workload preparation for these courses.

TECC is aware that the vast majority of teacher preparation programs far surpass these course requirements. We feel strongly that faculty who expend significant preparation time in terms of class time, supervision time, evaluation of teaching performance and/or written assignments time deserve the workload preparation. In order to obtain this preparation, TECC and the Council of Deans requested that basic course requirements be stated explicitly in the syllabi. The University Curriculum Committee requested we send forward a course change proposal to incorporate these changes.

Motion **APPROVED**.

**Motion** to approved the following course and program revisions:

6. Course and Program Revisions - Department of Psychology

A. Course Revision:

Current Title and Catalog Description:

PC322: Introduction to Psychological Measurement (3c-01-3sh)

Prerequisites: PC101 & MA217

Survey of psychological measurement techniques, with emphasis on theoretical assumptions underlying these techniques and discussion of interpretation and limitations of measuring instruments.

Proposed Title and Catalog Description:

PC325: Psychological Testing and Measurement (3c-21-4sh)

Prerequisites: PC101 & MA217, SO Standing

The course will present a series of focused discussions on principles, methods, and issues of psychological measurement. It will also describe the major psychological tests currently in use, and illustrate the administration and scoring of these tests. The laboratory activities are intended to provide hands-on experiences in computerized analysis and evaluation of psychological tests, to demonstrate test administration and scoring in practical settings, and to enhance the understanding of psychological testing through class projects.

Rationale:

In recent years, there have been some fundamental changes in the area of psychological testing and measurement. With the aid of computer technology, new models of testing and measurement have brought about changes to test design, test administration, test scoring and measurement data analysis. The course is revised to reflect such changes in the area, and to add a laboratory component to the original course. An introduction to more recent models of measurement as well as some new assessment instruments will be added to the course content. The revised course will also cover more practical test materials than the original course. For example, personality assessment and vocational testing will be more intensively discussed in the revised course than they were in the original course. The laboratory activities are included to provide hands-on experiences in test administration and score analysis of psychological measurement. Students will also learn to design certain simple psychological tests during the lab sessions. Because of the changes in course content and the additional lab component, the course units are reorganized from the original five units into four units, and exams are to be administered according to the new units.

In conjunction with the proposed addition of the lab component, the course title is changed to Psychological Testing and Measurement. The previous course requires prerequisites of PC101, General Psychology and MA217. MA217 covers some basic statistical principles and is a required course for psychology majors. A knowledge of the statistical principles covered in MA217 is necessary both for the understanding of the measurement models to be discussed in the revised course, and for the data analysis training in the lab sessions of the revised course. It can therefore better prepare students for the revised course content, and should remain to be a prerequisite for the revised course. For the revised course, an additional requirement, i.e., SO standing is proposed. The emphasis of the revised course on the methodological and statistical aspect of psychological testing and measurement demands a certain level of maturity in students' learning and cognition, and students with a SO standing or higher typically have acquired a level more comparable to such a demand. A sophomore standing is therefore proposed as a prerequisite.

**B. Program Revision: Bachelor of Arts - Psychology**

<b>CURRENT PROGRAM</b>		<b>PROPOSED PROGRAM</b>	
Bachelor of Arts - Psychology	sh sh	Bachelor of Arts - Psychology	sh sh
Liberal Studies Major	54-55 33	Liberal Studies Major	54-55 34-39
Required Courses:		Required Courses:	
PC290 Research Design and Analysis I	4	PC290 Research Design and Analysis I	4
PC291 Research Design and Analysis II	4	PC290 Research Design and Analysis II	4
Controlled Electives:		Controlled Electives:	
A minimum of one course from each of these six core areas: (1)		A minimum of one course from each of these six core areas: (1)	
A. Developmental Psychology: PC310, 311, 312, 315	3-4	A. Developmental Psychology: PC310, 311, 312, 315	3-4
B. Individual Differences: PC320, 321, 322	3	B. Individual Differences: PC320, 321, 325	3-4
C. Social/Environmental: PC330, 331, 335	3-4	C. Social/Environmental: PC330, 331, 335	3-4
D. Cognition/Learning: PC340,341, 342, 345	3-4	D. Cognition/Learning: PC340,341, 342, 345	3-4
E. Biological Bases of Behavior: PC350, 352, 355, 356	3-4	E. Biological Bases of Behavior: PC350, 352, 355, 356	3-4
F. Metatheoretical Perspectives in Psychology: PC410, 411	3	F. Metatheoretical Perspectives in Psychology: PC410, 411	3
Other PC electives beyond PC101	3-5	Other PC electives beyond PC101	6-8
Other Requirements:	15-21	Other Requirements:	15-21
Foreign Language Intermediate Level (2)	0-6	Foreign Language Intermediate Level (2)	0-6
Minor/concentration:	15	Minor/concentration:	15
Free electives:	15-22	Free electives:	9-21
Total Degree Requirements:	124	Total Degree Requirements:	124
(1) At least two must be content-based		(1) At least two must be content-based	

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

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

C. Program Revision: Bachelor of Arts - Psychology/Applied Psychology Track

<b>CURRENT PROGRAM</b>		<b>PROPOSED PROGRAM</b>	
Bachelor of Arts - Psychology/ Applied Psychology Track	sh sh	Bachelor of Arts - Psychology/ Applied Psychology Track	sh sh
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MA217 Natural Science: BI103-104 recommended Social Science: PC101, EC121 Liberal Studies Electives: BE/CO/IM101, no courses with PC prefix	54-55	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MA217 Natural Science: BI103-104 recommended Social Science: PC101, EC121 Liberal Studies Electives: BE/CO/IM101, no courses with PC prefix	54-55
Major	38	Major	38-41
Required Courses:		Required Courses:	
PC290 Research Design and Analysis I	4	PC290 Research Design and Analysis I	4
PC291 Research Design and Analysis II	4	PC290 Research Design and Analysis II	4
PC421 Psychology of Work	3	PC421 Psychology of Work	3
PC425 Experimental Organizational Psychology	4	PC425 Experimental Organizational Psychology	4
PC493 Psychology Practicum (1)	3	PC493 Psychology Practicum (1)	3
Controlled Electives:		Controlled Electives:	
A minimum of one course from each of these six core areas: (2)		A minimum of one course from each of these six core areas: (2)	
A. Developmental Psychology: PC310, 311, 312, 315	3-4	A. Developmental Psychology: PC310, 311, 312, 315	3-4
B. Individual Differences: PC320, 321, 322	3	B. Individual Differences: PC320, 321, 325	3-4
C. Social/Environmental: PC330, 331, 335	3-4	C. Social/Environmental: PC330, 331, 335	3-4
D. Cognition/Learning: PC340,341, 342, 345	3-4	D. Cognition/Learning: PC340,341, 342, 345	3-4
E. Biological Bases of Behavior: PC350, 352, 355, 356	3-4	E. Biological Bases of Behavior: PC350, 352, 355, 356	3-4
F. Metatheoretical Perspectives in Psychology: PC410, 411	3	F. Metatheoretical Perspectives in Psychology: PC410, 411	3
Other PC electives beyond PC101	3-5	Other PC electives beyond PC101	6-8
Other Requirements:	15-21	Other Requirements:	15-21
Outside Concentration:		Outside Concentration:	
EC122 Principles of Economics II	3	EC122 Principles of Economics II	3
EC330 Labor Economics	3	EC330 Labor Economics	3
LR480 Principles and Practices of Collective Bargaining	3	LR480 Principles and Practices of Collective Bargaining	3
Two courses as approved by advisor (3)	6	Two courses as approved by advisor (3)	6

Foreign Language Intermediate Level (4)	0-6	Foreign Language Intermediate Level (4)	0-6
Free electives:	11-18	Free electives:	7-17
Total Degree Requirements:	124	Total Degree Requirements:	124
(1) Department recommends at least six credits of PC493.		(1) Department recommends at least six credits of PC493.	
(2) At least two must be content-based laboratory courses.		(2) At least two must be content-based laboratory courses.	
(3) Department highly recommends PC424 and recommends one course from business or another applied area.		(3) Department highly recommends PC424 and recommends one course from business or another applied area.	
(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(2) Intermediate-level Foreign Language may be included in Liberal Studies electives.	

D. Rationale:

All changes in the Bachelor of Arts - Psychology and Bachelor of Arts - Psychology/Applied Psychology Track programs were the result of the revision of PC322 with 3 semester hours credit to PC325 with 4 semester hours credit and/or errors in accurately reporting credit ranges in the catalog. There were no changes of courses or categories of courses except PC322/325.

Motion **APPROVED**.

- ***Graduate Committee*** (Co-chairpersons Kondo and Nowell)  
No report.
- ***Library and Educational Services Committee*** (Co-chairpersons Pagnucci & Popp)  
No report.
- ***Noncredit Committee*** (Chairperson Wolfe)  
No report.
- ***Research Committee*** (Chairperson Numan)

The following two items were presented for Senate information:

1. Research Committee Minutes

The meeting of the Faculty Senate Research Committee was convened at 3: 15 p.m. on Tuesday, February 8, 2000, by Dr. Muhammad Numan, Chair of the committee.

The committee reviewed 3 proposals and a decision was made to fund 3 proposals. The committee awarded \$4,500 in grants.

- Dr. Ben Rafoth was awarded \$1,500 for his project “A Theoretical Basis for Concept Maps in Learning to Write.”

- Dr. Matthew Willen was awarded \$1,500 for his project “Mapping the Conceptual Terrain: Integrating Technology into a Writing Curriculum.”
- Dr. Steven Hovan received \$1,500 for his project “Southeast Pacific Paleoceanographic Transects: Oceanographic Research Cruise.”

The committee also discussed the following:

- Revisions to the USRC awards guidelines.
- Reviewing rank ordered fellowship proposals from each college for next meeting and selecting the best proposal in each ranked order category. For instance, committee members are to pick the best proposal among those ranked 1.
- Dividing \$25,000 among FPDC fellowship applicants since that program has been cut as part of the collective bargaining agreement. The FPDC applications will be reviewed and ranked at the April, 2000, USRC meeting.

The meeting was adjourned at 4:15 p.m. The next USRC meeting will be on Tuesday, March 21, 2000, at 3:15 p.m.

2. January 2000 (Final Reports Received)

Professor	Date Final Report Rcvd.	USRC/ Fellowships	Title of Project
Dr. Alida Merlo Institutions	1/18/00	USRC	Women Working in Correctional

**STANDING COMMITTEE REPORTS**

**RULES COMMITTEE**—Chairperson Beisel

The following was presented for Senate information:

APSCUF President Pat Heilman will present information and answer questions on the action regarding the curriculum committees at 4:30, immediately following the Senate meeting. Pat will also give information necessary for those wishing to serve on a curriculum committee.

**ACADEMIC COMMITTEE**—Chairperson Duntley

The following was presented for Senate information:

1. Reminder—the Academic Committee is accepting nominations for honorary degrees.
2. A major revision of a policy such as Academic Standards gives the opportunity to conceptualize the role of the policy. The concepts that underlie our academic standards define or at least shape the institutional *ethos*. This revision is not a cut-and-paste set of changes, but represents major consideration of the goals of an academic standards policy. In Fall 1999, the Senate Academic Committee received the concerns and suggestions of the Associate Deans, who are charged with implementing the university’s policy. Substantial

parts of eleven meetings have been devoted to discussion and drafts, which refined our thinking and established some goals which we share with you now.

### Goals for an Academic Standards Policy

1. Students are encouraged to pursue learning actively.

We believe that the policy should clearly affirm the institution's commitment to active learning and academic accomplishment. There is danger in setting standards so low that they do not inspire an academic work ethic.

2. Students are encouraged to achieve at the best of their ability from the beginning of their enrollment.

The concept that academic achievement is serious business from day one is important. Retention will be enhanced when the university honors an *ethos* of early, consistent, and active involvement in learning. Students have not been well served by the lower first-year standard of 1.80 CGPA; it makes second-year failure more likely. It is important to all dimensions of the university, including the social and residential components, that we affirm together the importance of the first year. To that end, fulltime students who do not earn any credits in their first semester will be dismissed immediately under the proposed policy.

3. Students accept personal responsibility for developing time management, changing behaviors that do not support academic success, and seeking remediation of academic problems.

The concept of the Academic Recovery Plan is key. The proposed policy says that probation IS a "big deal". It is the one-semester period to make and implement a plan for Academic Recovery. It is more than a "suggestion"; it is a requirement that the student follow a guide to develop his/her plan. The student makes the commitment, selects the approaches, and bears responsibility to document implementation, as approved by the Academic Standards Officers or designee. Different colleges/campuses/programs will administer this in various ways using various designees. A booklet Student's Guide to an Academic Recovery Plan (working title) is in development and probably will be available on line.

4. Extended probation should be offered only when there is a realistic expectation of attaining academic good standing.

Continued enrollment without academic success serves neither the student nor the institution. One semester of extended probation MAY be offered to a student who has made substantial but incomplete improvement through implementation of an Academic Recovery Plan. The student prepares another Academic Recovery Plan for the semester of extended probation. Failure to achieve academic recovery results in dismissal from the university for one calendar year including summer.



5. The Academic Standards Policy should
  - Be clearly understood by students, faculty, and administrators
  - Provide equity for fall and spring entrants
  - Be applied equitably for students in each college/campus/program

**Motion** to approve the following:

#### ACADEMIC STANDARDS POLICY

- A. Purpose: The university establishes minimum standards for cumulative grade point average (CGPA) to encourage academic accomplishment and timely progress toward graduation.

This policy applies to all undergraduate students. Designated sub-populations are subject to modifications listed in Section F.

- B. Definitions

1. *Academic Good Standing*: Students maintaining a CGPA of at least 2.00 are in Academic Good Standing.
2. *Probation*: Students whose CGPA falls below the 2.00 standard are on probation during the next Fall or Spring semester for which they are registered.
3. *Extended Probation*: Students who have been authorized to continue, even though they have not achieved a 2.00 CGPA after one semester of probation, are on extended probation.
4. *Academic Recovery Plan*: Students whose CGPA falls below the 2.00 standard must develop an Academic Recovery Plan for achieving academic good standing.

- C. Administrative Review and Enforcement of Standards

1. Each college, branch campus, and the Learning Center will designate an Academic Standards Officer who will be responsible for academic review and enforcement of standards.
2. An academic review is conducted at the end of each Fall and Spring semester.
  - a. Students earning a 0.00 CGPA at the end of their first semester of full-time enrollment will be dismissed from the university.
  - b. Other students falling below the 2.00 CGPA standard will be continued on probation for one semester and be required to develop and implement an Academic Recovery Plan.

- c. Students still below the 2.00 CGPA standard after a semester of probation are subject to dismissal. The Academic Standards Officer may grant one semester of extended probation to those who (1) made progress toward academic good standing while on probation or followed their approved Academic Recovery Plan, and (2) have a reasonable mathematical chance of reaching a 2.0 CGPA after one additional semester. Other probation students will be dismissed.
  - d. Students still below the 2.00 CGPA standard after a semester of extended probation will be dismissed.
  - e. Students who regain academic good standing, but again fall below the 2.00 standard in a subsequent semester are awarded another semester of probation and, where appropriate, extended probation.
- D. Academic Recovery Plan: Students not meeting the 2.00 CGPA standard must design and implement a comprehensive plan leading to academic good standing. The plan must be developed with and approved by the appropriate Academic Standards Officer.
- 1. Analysis: Students must identify the factors causing their unsatisfactory achievement.
  - 2. Planning: Plans must include a schedule of minimum grades needed to achieve academic good standing.
  - 3. Commitment: Students must commit to the changes in behavior necessary to achieve academic success. This might include changes in time management, career exploration and the use of such support services as academic advisors, tutoring, the Writing Center, the Counseling Center, the Learning Center, workshops on study skills and related activities, and any other opportunities deemed important by the Academic Standards Officer.
  - 4. Documentation: Each plan must include a satisfactory method of documentation. Records of attendance at classes and support services, journaling of activities supporting academic success, and conferences are potential vehicles to be considered.
- E. Dismissal and Readmission
- 1. Students dismissed under this policy may not be readmitted for at least one calendar year.
  - 2. Dismissed students are not eligible for enrollment in any session (including summer sessions) for at least one calendar year. After one calendar year dismissed students may enroll in summer courses, but they are cautioned against enrolling without consulting their Academic Standards Officer.

3. Dismissed students may, after one calendar year, apply for readmission through the Office of the Registrar.
  - a. Those students who, in the opinion of the appropriate Academic Standards Officer, are likely to achieve academic success may be readmitted.
  - b. Decisions for readmission are the responsibility of Academic Standards Officer of the college the student wishes to enter. If the student seeks admission to a new college, the Academic Standards Officer of the admitting college must consult with the Academic Standards Officer of the college which dismissed the student. Dismissed students seeking admission to a new major must include an application for a change of major.
4. Students may only be readmitted once under this policy. Subsequent readmission may be available under the Cancelled Semester Policy after two or more years of separation or the Fresh Start Policy after five or more years of separation.

F. Special Populations

1. *Learning Center/Act 101 Program*  
Students admitted through the Learning Center remain under the direction of the Learning Center until reaching the 2.00 CGPA standard. Students dismissed after earning a 0.00 CGPA in their initial Learning Center/Act 101 summer program may apply for readmission only to the next Learning Center/Act 101 summer program.
2. *Branch Campuses*  
Students admitted through a branch campus must remain at that branch until reaching the 2.00 CGPA standard.
3. *Part-time Students: Continuing Education and Others*  
This policy will be applied on a pro-rata basis for part-time students. Students are considered to be part-time if, at the close of the drop-add period of the given semester, they are enrolled in fewer than 12 semester hours of classes.

Effective Fall 2000.

Motion **APPROVED**.

**CURRICULUM COMMITTEE**—Chairperson Myers

The following was presented for Senate information:

1. Liberal Studies Report
  - A. Dr. Charles McCreary, French Dept, approved for Type I Professor Commitment Writing Status

- B. Dr. Deanna Chang, Sociology Dept, approved for Type I Professor Commitment Writing Status
- C. Type III Writing intensive approval for SO 357 Sociology of Aging and Dr. Deanna Chang

2. Catalog Description Change - Department of Geography and Regional Planning

Old catalog description:

GE 335 Geography of Energy 3c-0l-3sh

Energy production and consumption in human societies through time are considered to provide the background necessary for understanding contemporary problems. Emphasis is on locational and environmental aspects of energy in the United States.

New catalog description:

GE 335 Geography of Energy 3c-0l-3sh

Prerequisites: none

Covers patterns and problems of energy production and consumption in human societies. Descriptions of what, where, and how much are combined with issues such as technological change, conservation, allocation, environment impacts, and economic development. Specific topics include global history and trends of energy development, pricing systems, types of energy, locations of production areas, and the energy status of the United States.

**Motion** to approve the following:

1. Program Revisions – Department of Sociology

A. Bachelor of Arts – Sociology/Human Services Track

CURRENT PROGRAM		PROPOSED PROGRAM	
Bachelor of Arts – Sociology/ Clinical Soc Track		Bachelor of Arts – Sociology/ Human Services Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications Mathematics: MA217 recommended Social Science: SO151 required, AN110 and PC 101 recommended Liberal Studies Electives: no courses with SO prefix	53-55	Liberal Studies: As outlined in Liberal Studies section with the following specifications Mathematics: MA217 recommended Social Science: SO151 required, AN110 and PC 101 recommended Liberal Studies Electives: no courses with SO prefix	53-55
College: Foreign Language Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (1)	0-6
Major: Required Courses: SO151 Principles of Sociology SO301 Clinical Sociological Theory SO302 Clinical Sociological Practice SO303 Social and Cultural Change SO320 Sociological Theory	42	Major: Required Courses: SO151 Principles of Sociology SO301 Clinical Sociological Theory SO302 Clinical Sociological Practice SO303 Social and Cultural Change SO320 Sociological Theory	42
	*		*
	3		3
	3		3
	3		3
	3		3

SO380 Social Research Methods	3	SO380 Social Research Methods	3
SO493 Internship in Sociology	12	SO493 Internship in Sociology (2)	12
Controlled electives: One substantive area (2)	15	Controlled electives: One substantive area (3)	15
Medical Sociology: AN444 or SO342, and 4 courses from list: AN222, 444, BI151 or 155, EC335, FN212, PC321, 378, SO231, 336, 342, 357, 459	(3)	Medical Sociology: AN444 or SO342, and 4 courses from list: AN222, 444, BI151 or 155, EC335, FN212, PC321, 378, RP350, SO231, 336, 342, 357, 448,452, 457	(4)
Gerontology: PC378 or SO357, and 4 courses from list: AN444, EC335, GE360, PC312, 378, SO231, 251, 336, 342, 352, 357		Gerontology: PC378 or SO357, and 4 courses from list: AN444, EC335, PC312, 378, RP350 SO231, 251, 336, 342, 352, 357, 448, 457	
Juvenile Delinquency: CR451 or SO333, and 4 courses from list: CR102, 270, 370, 451, GE432, HI374, SO231, 333, 336, 339, 345, 361, 362		Juvenile Delinquency: CR451 or SO333, and 4 courses from list: CR102, 270, 361, 370, 451, GE432, HI374, SO231, 333, 335, 336, 345, 361, 362, 428, 448, 457	
Interpersonal and Family Sociology: SO336 or 345, and 4 courses from list: HE218, 224, PC311, 321, 330, SO251, 335, 336, 339, 345, 361, 363, 427, 428		Interpersonal and Family Sociology: SO336 or 345, and 4 courses from list: HE218, 224, PC311, 321, 330, SO251, 335, 336, 345, 361, 363, 427, 428, 448, 452, 457	
Labor and Industry: SO340 or 348, and 4 courses from list: EC330, 350, 371, 372, 373, HI373, LR426, 480, PC420, SO231, 303, 340, 348, 361, 458		Labor and Industry: SO340 or 348, and 4 courses from list: EC330, 350, 371, 372, 373, HI373, LR426, 480, PC390, SO231, 340, 348, 361, ,448, 457, 458	
Community Development: SO339 and 4 courses from list: AN271, 272, 314, EC336, 383, FN402, GE331, 332, 360, PS251, 354, SO231, 333, 336, 338, 339, 341, 363		Community Development: SO231 and PS354 and 3 courses from list: AN271, 272, 314, EC336, 383, FN402, GE331, 332, PS251, RP350, SO333, 336, 341, 363, 448, 457	
Other Requirements:	0	Other Requirements:	0
Free Electives:	21-29	Free Electives:	21-29
Total Degree Requirements:	124	Total Degree Requirements:	124
(* ) Credit counted in Liberal Studies, not in the major.		(* ) Credit counted in Liberal Studies, not in the major.	
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.	
(2) Students may create their own substantive area with the approval of the department chairperson.		(2) SO301 and 302 must be taken before taking SO493. Generally SO493 is taken in the summer before the senior year.	
(3) At least two courses in any substantive area must be SO (Sociology) courses.		(3) Students may create their own substantive area with the approval of the department chairperson.	
		(4) At least two courses in any substantive area must be SO (Sociology) courses.	

## Summary and Rationale:

Changing the program title from "Clinical Sociology Track" to "Human Services Track" is due to the fact that the field of human services has been moving away from narrower "clinical" models and titles, and the title change would reflect this trend. This change would also be more consistent with our M.A. Program in Sociology, which has a similarly titled track.

SO 339 (The Community) was previously deleted as a course. For this reason, two courses (SO 231 and PS 354) were chosen from the controlled electives list in the Community Development substantive area as replacements for the requirement. The rationale for now requiring two courses is that SO 231 is broad in course content, while PS 354 is specialized and not sociological enough to be the lone requirement. Together, the two complement each other in providing a sociological understanding of community issues.

SO 459 is being deleted as a Sociology course, since it is no longer as relevant to the Sociology curriculum as other remaining courses. Regarding the additions of SO 335 and SO 428 into the Juvenile Delinquency substantive area: many of the children processed by the juvenile justice system have been exposed to abuse. Students who seek employment with an agency dealing with juvenile delinquents may find it useful to have a background in child and/or drug abuse. SO 452 (Disability and Society) is a new course and will be listed as a controlled elective in the Medical Sociology and Interpersonal and Family Substantive areas because the course content focuses on the interrelationship between disabled persons, their families, and the medical sector. As for the addition of SO 457 to all substantive areas, this course provides computer skills training as it applies to social science research and practice, including work in human service agencies. Computer literacy is extremely important in the social sciences and expands job opportunities. As more human service agencies are using computer technology, students who have the skills to use spreadsheets and databases, for example, will enhance their employment options. Finally, the content of SO 448 is pertinent to all the substantive areas. Examples include social policies regarding Medicare, health care in general, welfare, unemployment, and crime.

Changing the number of required courses with an SO prefix in the footnote from two to three is to make certain that the majority of courses will be in Sociology, which seems appropriate since these courses are being taken as part of a sociology major.

## B. Bachelor of Arts – Sociology/General Sociology Track

CURRENT PROGRAM		PROPOSED PROGRAM	
Bachelor of Arts – Sociology/ General Soc Track		Bachelor of Arts – Sociology/ General Sociology Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications Mathematics: MA217 recommended Social Science: SO151 Liberal Studies Electives: no courses with SO prefix	53-55	Liberal Studies: As outlined in Liberal Studies section with the following specifications Mathematics: MA217 recommended Social Science: SO151 Liberal Studies Electives: no courses with SO prefix	53-55

College: Foreign Language Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (1)	0-6
Major: Required Courses: SO151 Principles of Sociology * SO320 Sociological Theory 3 SO380 Social Research Methods 3 One of the following courses: SO361 Social Stratification 3 SO362 Racial and Ethnic Minorities 3 SO363 Sociology of Sex and Gender 3 At least one different course from four of the following substantive areas: 12 Social Inequality and Social Change: SO303, 337, 361, 362, 363, 448, 458 Deviance and Social Problems: SO231, 333, 335, 427, 428 Individual and Society: SO251, 345, 357 Social Organization and Institutions: SO286, 336, 339, 340, 341, 342, 348, 352, 421, 458 Comparative Sociology: SO233, 271, 272, 273, 286, 303, 314, 337, 342	27	Major: Required Courses: SO151 Principles of Sociology * SO320 Sociological Theory 3 SO380 Social Research Methods 3 One of the following courses: SO361 Social Stratification 3 SO362 Racial and Ethnic Minorities 3 SO363 Sociology of Gender 3 At least one different course from four of the following substantive areas: 12 Social Inequality and Social Change: SO303, 337, 361, 362, 363, 448, 458 Deviance and Social Problems: SO231, 333, 335, 427, 428, 452 Individual and Society: SO251, 345, 357 Social Organization and Institutions: SO286, 336, 340, 341, 342, 348, 352, 421, 458 Comparative Sociology: SO233, 271, 272, 273, 286, 303, 314, 337, 342	30
Free Sociology Electives:	6	Free Sociology Electives: (2)	9
Other Requirements:	0	Other Requirements:	0
Free Electives:	36-44	Free Electives:	33-41
Total Degree Requirements:	124	Total Degree Requirements:	124
(*) Credit counted in Liberal Studies, not in the major. (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.		(*) Credit counted in Liberal Studies, not in the major. (1) Intermediate-level Foreign Language may be included in Liberal Studies electives. (2) Internships in Sociology (SO493) will not count as part of the required Free Sociology Electives and must count as credits beyond the 30 hours required for the major (out of Free Electives). The student must write a one-page justification explaining the selection of his/her 9credits of Free Sociology Electives as it relates to the internship experience.	

### Summary and Rationale:

Students in the General Sociology Track who choose to do an internship in Sociology (SO 493) cannot count the internship as part of their nine credits of Free Sociology Electives and must take it as credits beyond the 30 credits required for the major. The rationale for this change is that

students in General Sociology who schedule their internships within their Free Sociology Electives are leaving the program with less class time in Sociology than students in the Human Services and Applied Social Research Tracks. We do not want to discourage students in General Sociology from doing internships, but at the same time we do not want an internship to detract from students taking an appropriate complement of courses in General Sociology. This program revision maintains a consistency with other proposed revisions such as increasing the General Sociology Track credit load from 27 to 30 credits.

Students in this track who do an internship must also write a one-page justification explaining the selection of their nine credits of Free Sociology Electives as they relate to the internship experience. The rationale for requiring the one-page justification is that students in the General Sociology Track who choose to do an internship need a background specific to their internship so that they may more fully benefit from, and contribute to, the internship experience.

The SO 363 Sociology of Sex and Gender course is being changed to SO 363 Sociology of Gender. The rationale for this change is that the new course title, “Sociology of Gender,” more accurately represents the content of the course since the course focuses on the sociology of gender rather than on sex differences or sexuality. As noted in materials about teaching such courses published by the American Sociological Association, the preferred title for this course shifted from the Sociology of Sex and Gender in the 1980s to the Sociology of Gender in the 1990s.

Students in this track will be required to take nine credits of Free Sociology Electives, rather than the current six credits in Free Sociology Electives. The rationale for this change is that credits required in the General Sociology Track will now be somewhat more consistent with the Applied Social Research and Human Services Tracks. Also, the credits required in the General Sociology Track will be more consistent with other majors in the College of Humanities and Social Sciences. By increasing the Free Sociology Electives credits from six to nine credits, the student will be taking three less credits under Free Electives.

### C. Bachelor of Arts – Sociology/Applied Social Research Track

CURRENT PROGRAM		PROPOSED PROGRAM	
Bachelor of Arts – Sociology/ Applied Soc Research Track		Bachelor of Arts – Sociology/ Applied Social Research Track	
Liberal Studies: As outlined in Liberal Studies section with the following specifications Mathematics: MA217 recommended Social Science: SO151 required, AN110 recommended Liberal Studies Electives: CO101, no courses with SO prefix	53-55	Liberal Studies: As outlined in Liberal Studies section with the following specifications Mathematics: MA217 recommended Social Science: SO151 required, AN110 recommended Liberal Studies Electives: CO101, no courses with SO prefix	53-55
College: Foreign Language Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (1)	0-6
Major:	42	Major:	42



Required Courses:	
SO151 Principles of Sociology	*
SO320 Sociological Theory	3
SO380 Social Research Methods	3
SO456 Field Research Methods	3
SO493 Computer Use in Sociology	3
SO458 Political Sociology	3
SO471 Internship in Sociology	12

Controlled electives: One substantive area (2) (3)

Medical Sociology: AN444 or SO342, and 4 courses from list: AN222, 444, BI151 or 155, EC335, FN212, GE360, PC321, 378, SO231, 335, 336, 342, 357, 459

Gerontology: PC378 or SO357, and 4 courses from list: AN444, EC335, 360, GE360, PC312, 378, SO231, 251, 336, 342, 352, 357

Juvenile Delinquency: CR451 or SO333, and 4 courses from list: CR102, 270, 370, 451, GE432, HI374, SO231, 333, 336, 339, 345, 361, 362

Interpersonal and Family Sociology: SO336 or 345, and 4 courses from list: AN319, HE218, 224, PC311, 321, 330, SO251, 335, 336, 337, 339, 345, 361, 362, 427, 428, 435

Labor and Industry: SO340 or 348, and 4 courses from list: EC330, 350, 371, 372, 373, HI373, LR426, 480, PC420, PS352, SO231, 303, 340, 348, 361, 458

Community Development: SO339 and 4 courses from list: AN271, 272, 314, EC336, 383, FN402, GE331, 332, 360, PS251, 354, SO231, 333, 336, 338, 339, 341, 363

Other Requirements: 0

Free Electives: 21-29

Total Degree Requirements: 124

(\*) Credit counted in Liberal Studies, not in the major.

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

(2) Students may create their own substantive area with the approval of the department chairperson.

Required Courses:	
SO151 Principles of Sociology	*
SO320 Sociological Theory	3
SO380 Social Research Methods	3
SO456 Field Research Methods	3
SO457 Computer Use in Sociology	3
SO458 Political Sociology	3
SO493 Internship in Sociology (4)	12

Controlled electives: One substantive area (2) (3)

Medical Sociology: AN444 or SO342, and 4 courses from list: AN222, 444, BI151 or 155, EC335, FN212, PC321, 378, RP350, SO231, 335, 336, 342, 448, 452

Gerontology: PC378 or SO357, and 4 courses from list: AN444, EC335, 360, PC312, 378, RP350 SO231, 251, 336, 342, 352, 357, 448

Juvenile Delinquency: CR451 or SO333, and 4 courses from list: CR102, 270, 361, 370, 451, GE432, HI374, SO231, 333, 335, 336, 345, 361, 362, 428

Interpersonal and Family Sociology: SO336 or 345, and 4 courses from list: HE218, 224, PC311, 321, 330, SO251, 335, 336, 345, 361, 363, 427, 428, 448, 452

Labor and Industry: SO340 or 348, and 4 courses from list: EC330, 350, 371, 372, 373, HI373, LR426, 480, PC390, SO231, 340, 348, 361, ,448, 458

Community Development: SO231 and PS354 and 3 courses from list: AN271, 272, 314, EC336, 383, FN402, GE331, 332, PS251, RP350, SO333, 336, 341, 363, 448

Other Requirements: 0

Free Electives: 21-29

Total Degree Requirements: 124

(\*) Credit counted in Liberal Studies, not in the major.

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

(2) Students may create their own substantive area with the approval of the department chairperson.

(3) At least two courses in any substantive area must be SO (Sociology) courses.

(3) At least three courses in any substantive area must be SO (Sociology) courses.

(4) SO380, SO456, and SO457 must be taken before taking SO493. Generally SO493 is taken in the summer before the senior year.

#### Summary and Rationale:

SO 339 (The Community) is no longer being offered. For this reason, two courses (SO 231 and PS 354) were chosen from the controlled electives list in the Community Development substantive area as replacements for the requirement. The rationale for now requiring two courses is that SO 231 is broad in course content, while PS 354 is specialized and not sociological enough to be the lone requirement. Together, the two complement each other in providing a sociological understanding of community issues.

Regarding the additions of SO 335 and SO428 into the Juvenile Delinquency substantive area: many of the children processed by the juvenile justice system have been exposed to abuse. Students who seek employment with an agency dealing with juvenile delinquents may find it useful to have a background in child and/or drug abuse. The content of SO 448 is pertinent to all the substantive areas. Examples include social policies regarding Medicare, health care in general, welfare, unemployment, and crime.

SO 452 (Disability and Society) is a new course and will be listed as a controlled elective in the Medical Sociology and Interpersonal and Family Substantive areas because the course content focuses on the interrelationship between disabled persons, their families, and the medical sector. RP 350 is the new course title for GE 360. Thus, any reference to GE 360 below has been changed to RP 350. In addition, RP 350 is now listed as a controlled elective in the Medical Sociology substantive area. It is supposed to be part of this substantive area but has “slipped out” of the catalogue over time. The rationale for its inclusion in the Medical Sociology substantive area is that regional planning is an important tool in delivering medical services and thus is a valuable skill for students interested in working in the health care sector.

In the Labor and Industry substantive area, PC 390 (Industrial Organizational Psychology) is now listed. It replaces PC 420, but it is the same course (Psychology changed the course number from PC 420 to PC 390). SO 338 has been dropped from the Community Development substantive area because this course was dropped from the Sociology curriculum some time ago and is no longer offered.

The other changes are primarily administrative. Changing the number of required courses with an SO prefix in the footnote from two to three is to make certain that the majority of courses will be in Sociology, which seems appropriate since these courses are being taken as part of a Sociology major.

D. Bachelor of Science in Education - Social Sciences Education/Sociology Track

## CURRENT PROGRAM

Bachelor of Arts–Social Sciences  
Education/Sociology Concentration (\*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications  
Social Science: PC101, SO151, EC121  
Liberal Studies Electives: EC122, GE230, PS346, no courses with SO prefix

College: 32

Professional Education Sequence:  
CM301 Technology for Learning and Instruction 3  
ED242 Pre-student Teaching Clinical Experience I 1  
ED342 Pre-student Teaching Clinical Experience II 1  
ED441 Student Teaching 12  
ED442 School Law 1  
ED455 Teaching of Social Science in Secondary Schools 3  
EP202 Educational Psychology 3  
EP377 Educational Tests and Measurements 3  
EX301 Education of Students with Disabilities in Inclusive Secondary Settings 2  
FE202 American Education in Theory and Practice 3

Major: 36

Required Courses:  
AN211 Cultural Anthropology 3  
SO151 Principles of Sociology (1)  
SO231 Contemporary Social Problems 3  
SO320 Sociological Theory 3  
SO380 Social Research Methods 3

Controlled electives:

One course recommended from each of the following 3 areas of Sociology: 9  
Social Structures and Processes: SO336, 340, 341, 348, 352, 421, 458, 459  
Social Problems: SO231, 251, 333, 335, 357, 362, 363, 427, 428  
Theory and Research: AN317, 321, SO301, 456, 457

History Distributional Requirements:  
Any two History courses which focus on the U.S. 6

Any Non-Western or World History Course 3

Required Social Science Distribution:

## PROPOSED PROGRAM

Bachelor of Arts–Social Sciences  
Education/Sociology Track (\*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications  
Social Science: PC101, SO151, EC121  
Liberal Studies Electives: EC122, GE230, PS346, no courses with SO prefix

College: 32

Professional Education Sequence:  
CM301 Technology for Learning and Instruction 3  
ED242 Pre-student Teaching Clinical Experience I 1  
ED342 Pre-student Teaching Clinical Experience II 1  
ED441 Student Teaching 12  
ED442 School Law 1  
ED455 Teaching of Social Science in Secondary Schools 3  
EP202 Educational Psychology 3  
EP377 Educational Tests and Measurements 3  
EX301 Education of Students with Disabilities in Inclusive Secondary Settings 2  
FE202 American Education in Theory and Practice 3

Major: 36

Required Courses:  
AN211 Cultural Anthropology 3  
SO151 Principles of Sociology (1)  
SO231 Contemporary Social Problems 3  
SO320 Sociological Theory 3  
SO380 Social Research Methods 3

Controlled electives:

One course recommended from each of the following 3 areas of Sociology: 9  
Social Structures and Processes: SO336, 340, 341, 348, 352, 421, 458  
Social Problems: SO231, 251, 333, 335, 357, 362, 363, 427, 428  
Theory and Research: AN317, SO301, 456, 457

History Distributional Requirements:  
Any two History courses which focus on the U.S. 6

Any Non-Western or World History Course 3

Required Social Science Distribution:

GE200 level or higher	3	GE200 level or higher	3
PS280 or 285	3	PS280 or 285	3
Other Requirements:	0	Other Requirements:	0
Free Electives: (2)	1-3	Free Electives:	1-3
Total Degree Requirements:	124	Total Degree Requirements:	124
<p>(*) See requirements leading to teacher certification titled, "Admission to Teacher Education," in the College of Education section of this catalog.  (1) SO151 is counted as part of the 53-55sh Liberal Studies requirements.</p>		<p>(*) See requirements leading to teacher certification titled, "Admission to Teacher Education," in the College of Education section of this catalog.  (1) SO151 is counted as part of the 53-55sh Liberal Studies requirements.</p>	

(2) Students who do not pass a special education competency test must take EX300; this will reduce their free electives.

**Summary and Rationale:**

SO 459 is being deleted as a Sociology course since it is no longer as relevant to the Sociology curriculum as other remaining courses. AN 321 is being deleted from the Theory and Research controlled electives because it is no longer listed as a course in the undergraduate catalogue.

**E. Course Deletion:**

**SO459 Development of Human Services**

Rationale: This course has not been taught in a number of years, and therefore should not be listed in the course catalog. In addition, this course is not required for any existing programs and is only one of the many electives available to students. Removing this course from the catalog will prevent students from anticipating its availability and allow them to plan their curriculum more effectively.

**F. Course Revisions:**

**SO 301**

Current Course Title and Catalog Description:

Clinical Sociological Theory 3c-01-3sh

Prerequisite: SO 151

Develops an understanding of how to use micro and macro sociological theory to analyze, assess, and diagnose human problems. Employing case studies, prepares students to do casework and help solve interpersonal, group, and organizational problems. Also seeks to acquaint students with the broader professional activity of human services.

Proposed Course Title and Catalog Description:

Foundations of Sociological Practice 3c-01-3sh

Prerequisite: SO 151

Introduces students to the field of sociological practice and develops an understanding of the relevance of micro and macro sociological theory to understanding human problems. Focuses on applications of sociological theory and methods to the helping professions and especially to understanding the interactional aspects of the relationship between service users and service providers. Also acquaints students with the structure of the human service system in American society.

Rationale: The new title and catalog description is more consistent with the course content than the previous title. "Sociological Practice" is now used by the American Sociological Association to describe both applied and clinical sociology as they are used in this course.

### SO 363

Current Course Title and Catalog Description:

Sociology of Sex and Gender

3c-01-3sh

Prerequisite: SO 151

Explores current perspectives on the situations faced by women and men, primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change. (Offered as SO354 prior to 1993-94)

Proposed Course Title and Catalog Description:

Sociology of Gender

3c-01-3sh

Prerequisite: SO 151

Explores current perspectives on the situations faced by women and men, primarily in the United States. Examines issues such as the impact of sex and gender on socialization, the construction of knowledge, intimate relationships, paid work, family relationships, health, and issues of change.

Rationale: The new course title more accurately represents the content of the course since the course focuses on the sociology of gender rather than on sex differences or sexuality. As noted in materials about teaching such courses published by the American Sociological Association, the preferred title for this course shifted from the Sociology of Sex and Gender in the 1980s to the Sociology of Gender in the 1990s.

### SO 493

Current Course Title and Catalog Description:

Internship in Sociology

var-3-12sh

Prerequisite: Permission of the instructor.

Supervised experience in public or private organization that extends and complements coursework at the university.

Proposed Course Title and Catalog Description:

Internship in Sociology

var-3-12sh

Prerequisite: Prerequisites vary by track. Permission of Internship Coordinator Required.

Supervised experience in public or private organization that extends and complements coursework at the university.

Rationale: The rationale for this change is to clarify to the student majors that the prerequisites for SO493 vary depending on which track they choose. The students are required to meet with the Internship Coordinator before enrolling in SO493. The new wording ensures that the students will discuss the appropriate prerequisites with the Internship Coordinator, even when another instructor supervises a particular internship.

G. New Course:

SO 452 Disability and Society

3c-0l-3sh

Prerequisite: SO 151

Course Description:

Analyzes disability from a sociological perspective. Includes consideration of historical and current views of disability and a review of related concepts from the fields of medical sociology and the sociology of deviance. Also includes an analysis of the effects of disabilities on individuals and families through the life course and a consideration of related ethical, economic, political, and social policy issues. The emphasis is on disability as a social construction.

Rationale: This course complements the current departmental focus on applied sociology. It will provide an important elective in several of our substantive areas, specifically medical sociology, deviance, and family and interpersonal and family relationships. Some of our students will be working in applied settings during their internships and careers in which interaction with individuals with disabilities will be required. In addition, some of our students will ultimately work with families who have members with disabilities.

Motion **APPROVED**.

**Motion** to approve the following:

2. New Course - Department of Counseling and Student Development

CNSD150 Life Skills: Improving your Social and Emotional Intelligence

1c -0l-1-sh

Prerequisites: Permission of Instructor

Course description:

This course will provide students with practical, hands-on cognitive, emotional and interpersonal skills which will help them to increase their abilities to process and respond to environmental demands and stresses of their social and academic environment. These skills include mindfulness, emotion regulation, behavior management, and handling relationships by understanding emotions in others. The goals of the course will be to understand basic principles of emotion regulation and interpersonal effectiveness, improve students' ability to focus and attend to one's own thoughts and feelings as they apply to the skills described above.

Rationale:

Our department has not offered any courses for credit up until this time. We have five full time faculty in our department with alternative workload. Our primary responsibilities include individual and group counseling, and program implementation, which often involve the teaching of the skills proposed in this course. We believe that by offering these skills in the context of a one-credit course, students will have incentive for attending regularly and gaining the most from the curriculum. The course is designed as a freshman level course and will be offered as a free elective. This course is designed for students who are interested in working on self-improvement, however, it is not a substitute for counseling. The course is structured with management strategies and skill building strategies, and is very psycho-educational. It is not intended to be more evocative than other psychology or sociology courses which involve self-reflection. If the instructor believes the student is in need of counseling, then that student will be

referred to counseling. The student will need permission and will be screened by the instructor to ensure that the student understands the purpose and goals of the course. Sometimes students may be interested in a course like this because they want to help a “friend”. These students would be screened out. This course could also be available to a student who has been identified by faculty or other offices, as long as the student him or herself is interested in working on these self improvement skills.

Motion **APPROVED**.

**GRADUATE COMMITTEE**—Co-chairpersons Nowell & Kondo

**Motion** to approve the following:

New Dual-Level Course:

SO 552 Disability and Society 3c-01-3sh  
Analyzes disability from a sociological perspective. Includes a consideration of historical and current views of disability and a review of related concepts from the fields of medical sociology and the sociology of deviance. Also includes an analysis of the effects of disabilities on individuals and families through the life course and a consideration of related ethical, economic, political, and social policy issues. The emphasis is on disability as a social construction.

New Courses:

SA 645 Principles of Occupational Safety 3c-01-3sh  
This course provides the student with a fundamental knowledge on the technical and managerial aspects of the safety and health function within an organization. The effects of loss incidents, accident causation, safety and health legislation, and safety program development will be some of the managerial aspects covered in this course. The technical aspects of the course will focus on the recognition, evaluation, and control of common safety, fire, and repetitive motion hazards in the workplace. This course will not count toward meeting the degree requirements for the M.S. Degree in Safety Sciences.

SA 667 Principles of Occupational Health 3c-01-3sh  
Provides comprehensive coverage of the industrial hygienist’s responsibility for recognition, evaluation and control of environmental stressors arising in or from the workplace. Students learn how to recognize and evaluate exposures to chemical, physical, and biological hazards. Emphasis is also placed on the identification of appropriate control strategies, including program development and evaluation. This course will not count toward meeting the degree requirements for the M. S. Degree in Safety Sciences.

Motion **APPROVED**.

The following was presented for Senate information:

Courses Approved to be Offered as Distance Education Courses:

1. SA 645, Principles of Occupational Safety
2. SA 667, Principles of Occupational Health

**Motion** to approve the following:

1. Major Revisions in the M.Ed. in Business Education

Program Description:

The Department of Technology Support and Training offers the M. Ed. in Business/Workforce Development with three areas of concentration— Business Specialization, Workforce Specialization, and Administrative Specialization. Each area of concentration requires 30 credits, with all tracks having the same core requirements then branching into specialization requirements.

Courses can be taken on either a full- or part-time basis, with classes offered during the evening; a full schedule of course offerings is available in the summer. Needs of each student are addressed through individual attention, flexible scheduling, and opportunities for original research.

The Business Specialization is of interest to individuals desiring to enhance their knowledge of pedagogy, study current business issues and trends, and expand the use of technology in the learning environment. Individuals with valid business teaching certificates may pursue additional certification areas. In addition, an opportunity is available for an individual to complete the requirements for initial Pennsylvania teaching certification in business education (this would include additional coursework beyond the 30 credits for the M. Ed.).

The Workforce Specialization is of interest to individuals desiring to broaden their understanding of business, to enhance their knowledge of training, and to update their understanding of the new technologies used in the workforce.

The Administrative Specialization is available for those interested in curriculum development and supervision of vocational programs. It offers Pennsylvania Department of Education certification as a Supervisor of Vocational Education (this would include additional coursework beyond the 30 credits for the M.Ed.).

The three options meet the needs of all business and vocational graduate students. There are opportunities for research, personalized scheduling, field experiences, and additional certificates.

#### A. Course Revisions

Course Title Changes:

From: BE 642 Training & Development in Business Education

To: BE 642 Training & Development in Business/Workforce Development

Rationale for Change: The title change reflects the revision to the program name. In



addition it broadens the audience to include business education teachers, technology coordinators, human resource individuals, and education administrators.

From: BE 656 Applied Research in Business Education  
To: BE 656 Applied Research in Business/Workforce Development

Rationale for Change: The title change reflects the revision to the program name. In addition it broadens the audience to include business education teachers, technology coordinators, human resource individuals, and education administrators.

Course Revision:

From: BE 650 Principles and Problems of Business Education 3 s.h.  
Surveys basic principles and practices of business education. Among the topics considered are history of the high school business program, purposes, attitudes of management and labor toward education, relationship of general education to business education, trends in the field.

To: BE 650 Issues and Trends in Business/Workforce Development 3 s.h.  
Utilizing state-of-the-art technology, explore current issues and trends in business and technology education. Topics include the integration of technology in the classroom and trends in educational initiatives. Participants will have an opportunity to use the Internet as a research tool, a high-tech workstation, and the latest presentation software.

Rationale: This course is a requirement of the program and does not carry any prerequisites.

B. New Courses:

BE 693 Seminar in Teaching Business Subjects 3c-0l-3sh  
Includes instruction in the methods of teaching and evaluating both the technology oriented and cognitive related courses in business education. Emphasis is placed on planning instruction, developing methods and strategies for making effective classroom presentations, delivering instruction, and managing the classroom. Opportunities will be provided to undertake the responsibilities assigned to the business classroom teacher, assume the teaching role competencies, and research current trends in the field.

Rationale: This course is a required course for graduate students seeking Pennsylvania business education certification.

BE 694 Clinical Studies in Business Education 3c-0l-3sh  
Course Description:  
Examines the historical and philosophical perspectives of business and technology education. Includes observations of classes at the secondary level, community college and industry training. Interviews of staff in educational settings will be included to provide in-depth information on trends in business and technology education.

Rationale: This course is a required course for graduate students seeking Pennsylvania business education certification.

BE 695 Professional Seminar

3c-01-3 sh

Provides experience in teaching at the secondary level in a business education program and coordination and visitation by a university faculty member with supervision by a cooperating teacher. Efforts are made to provide opportunities to work with students who have special needs and/or who come from diverse cultural backgrounds. Students enrolling in BE 695 must meet all requirements for admission to Teacher Certification.

Rationale: This course is the culmination course for graduate students seeking initial business education teacher certification.

BE/VO 600 Curriculum Development and Vocational Education

3c-01-3sh

Emphasis is on processes for making curriculum decisions and guiding others in developing and updating curriculum for vocational education. Current occupational standards and societal needs, as well as state and federal regulations governing vocational education, are used as a basis for curriculum decisions.

Rationale: The course is a required course for graduate students in the vocational administrative specialist program.

BE/VO 601 Curriculum & Instructional Leadership in Vocational Education

3c-01-3sh

Curriculum management skills are developed and utilized to plan and organize vocational curriculum. Focus is on practical curriculum decisions when they involve guiding other staff in curriculum development for vocational education.

Rationale: The course is a required course for graduate students in the administrative specialization track.

BE/VO 602 Conference Leadership & Communication Methods  
in Vocational Education

3c-01-3sh

Basic concepts in supervision of vocational programs are reviewed. Human relations, communications, processes, decision making, helping conferences, and leadership strategies are emphasized. Students demonstrate ability to perform supervisory skills in an individualized manner in an actual vocational school situation supplemented by seminars.

Rationale: The course is a required course for graduate students in the administrative specialization track.

BE/VO 603 Management of Instruction for Vocational Education

3c-01-3sh

Classroom instructional tasks performed by the vocational educator are studied including procedures, materials, and learning and instructional styles. Emphasis is on leadership strategies and processes to guide and assist other vocational instructors. Skills are developed in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

Rationale: The course is a required course for graduate students in the Supervisor of Vocational Education program.

BE/VO 604 Curriculum Supervision in Vocational Education 3c-01-3sh

Emphasize skills needed to provide leadership in supervision of faculty and staff. In consultation with his or her advisor, each student will identify those areas that need enhancement in vocational settings. Skills are developed in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

Rationale: The course is a required course for graduate students in the Supervisor of Vocational Education certification program.

BE/VO 605 Policy Administration 3c-01-3sh

Develop skills to communicate vocational school policies and activities effectively with staff, students, and community. Includes study of student recruitment for vocational programs and maintenance/expansion/utilization of school facilities. In consultation with his or her advisor, each student will identify those areas that need further refinement. The student will develop and perform each requisite skill in an individualized, self-paced manner in an actual vocational school situation supplemented by seminars.

Rationale: The course is a required course for graduate students in the Supervisor of Vocational Education certification program.

Current Program

I. Professional Development Area	9sh
A. Humanistic Studies (3sh) – One of the following:	
FE 514 Comparative Foundations of Education	3sh
FE 611 Historical Foundations of Education	3sh
FE 612 Philosophical Foundations of Education	3sh
FE 613 Social Foundations of Education	3sh
B. Behavioral Studies (3sh) – One of the following:	
CE 639 Group Procedures	3sh
EP 573 Psychology of Adolescent Education	3sh
EP 576 Behavior Problems	3sh
EP 578 Learning	3sh
EP 604 Advanced Educational Psychology	3sh
EX 650 Exceptional Children and Youth	3sh
C. Research (3sh)	
GR 615 Elements of Research	3sh
II. Specialized Core	9sh
BE 650 Principles and Problems in Business Education	3sh
BE 656 Applied Research in Business Education	3sh
BE 670 Administrative Communications	3sh
III. Subject Area and/or Thesis – 4 courses	12sh
BE 850 Thesis (3sh) (optional) and/or any additional graduate courses listed in this catalog under AD, AG, BE, FI, IM, MG, MK, BL, or QB. Other related courses may be allowed with the consent of the College of Business and Information Technology graduate coordinator.	

Proposed Program

I. Professional Development Area	9sh
A. * Humanistic Studies (3sh) – One of the following:	
FE 514 Comparative Foundations of Education	3sh
FE 611 Historical Foundations of Education	3sh
FE 612 Philosophical Foundations of Education	3sh
FE 613 Social Foundations of Education	3sh
B. * Behavioral Studies (3sh) – One of the following:	
CE 639 Group Procedures	3sh
EP 573 Psychology of Adolescent Education	3sh
EP 576 Behavior Problems	3sh
EP 578 Learning	3sh
EP 604 Advanced Educational Psychology	3sh
EX 650 Exceptional Children and Youth	3sh
C. Elements of Research (3sh)	
GR 615 Elements of Research	3sh
II. Business/Workforce Core	9sh
BE 650 Issues & Trends in Bus/Workforce Development	3sh
BE 656 Applied Research in Bus/Workforce Development	3sh
BE 670 Administrative Communications	3sh
III. Specialization	12sh
Student will select one of the three specialization areas.	
A. Business Specialization (12sh)	
BE 642 Training & Develop. in Bus/Workforce Development	3sh
* _____ Advisor Approved Elective	3sh
* _____ Advisor Approved Elective	3sh
* _____ Advisor Approved Elective	3sh
Any additional graduate courses listed in this catalog under AD, AG, BE, FI, IM, MG, MK, BL, or QB. Other related courses may be allowed with the consent of the College of Business and Information Technology graduate coordinator.	
B. Workforce Specialization (12sh)	
BE 642 Training & Develop. in Bus/Workforce Development	3sh
BE 680 Technical Update	3sh
BE/CM 614 Instructional Computing Basics	3sh
BE/CM 631 Interactive Multimedia	3sh
C. Administrative Specialization (12sh)	
BE/VO 600 Curriculum Development in Voc. Ed.	3sh
BE/VO 601 Curr. & Instruct. Leadership in Voc. Ed.	3sh
BE/VO 602 Conf. Ldrshp. & Comm. Methods	3sh
EP 618 Interpretation of Ed. And Psych. Tests	3sh

\*Selection based on area of concentration and/or certification.  
Certificate options for Pennsylvania Business Education  
Certification, beyond Master's degree

IV. Certificate Options

\*Pennsylvania Business Education Certification

BE 693 Seminar in Teaching Business Subjects	3 sh
EP 604 Advanced Educational Psychology	3 sh
BE 694 Clinical Studies in Business Education	3 sh
EP 618 Interpretation of Educational & Psychological Tests	3 sh
BE 695 Professional Semester (Student Teaching)	6 sh
EX 650 Exceptional Children and Youth	3 sh

\*Must meet ECOBIT undergraduate core business education  
requirements (see current undergraduate catalog)

\*\*Certification Areas (Select one) (9 sh)

Accounting (9 sh)

AG 607 Management Accounting	3 sh
AG 613 Financial Statement Analysis	3 sh
AG 681 Special Topics in Accounting Elective (Permission of Instructor)	3 sh

Marketing (9 sh)

MK 603 Marketing Management	3 sh
MK ___ Marketing Elective	3 sh
MK ___ Marketing Elective	3 sh

Students with advisor approval will elect courses from the  
graduate offerings in marketing, i.e., MK530, MK531, MK603,  
MK610, MK611, MK621

\*\*Certification candidates must meet teacher certification  
requirements from IUP – College of Education and Educational  
Technology

Supervisor Certificate (9 sh)

BE/VO 603 Mgt. of Instruction for Voc. Ed.	3 sh
BE/VO 604 Curriculum Supervision in Voc. Ed.	3 sh
BE/VO 605 Policy Administration	

Motion **APPROVED.**

**Motion** to approve the following:

2. Major Program Revision in the M.S. in Sport Sciences

A. Program Name Change:

From:

M.S. in Sport Sciences

To:

M.S. in Sport Science

B. New Course:

HP 672: Epidemiology of Physical Activity

3c-0l-3sh

This course introduces the student to the principles of epidemiology and the specific relationship between physical activity and chronic disease. Exercise-based public health initiatives and health promotion programming are emphasized.

Rationale: *HP 672, Epidemiology of Physical Activity* is a new course that will be required in the Exercise Science Track and offered as an elective in the other tracks.

C. Major Program Revision: MS in Sport Science Department of Health and Physical Education

The Master of Science degree in *Sport Science* is designed to *meet the needs of* students from non-teaching professions, as well as *from* the teaching profession. The program is discipline specific with provision for students to choose *from among four different academic tracks: Sport Management, Exercise Science, Aquatics Administration/ Facilities Management, and Sport Studies. According to their selected program of study, students are prepared for a variety of competitive employment opportunities including management and administration of sport and athletic programs, corporate and community health and fitness facilities, hospital and medical-based exercise programs, and recreational programs in school and community settings.*

Requirements for Admission

To be admitted to the Health and Physical Education Department, the applicant must have completed the requirements for a bachelor's degree from an accredited college or university and fulfill the general requirements for admission to the Graduate School and Research for a master's degree.

Master of Science in Sport Science

Students may choose between a thesis or non-thesis curriculum depending upon individual preferences and need.

## M.S. in Sport Science Sport Management Track

Students may choose between a thesis or non-thesis curriculum depending upon individual preference and needs

### Existing Program

I. Thesis Degree Requirements	30 s.h.
A. Core Courses	
HP 600 History and Philosophy of Sport	3 s.h.
HP 601 Sport and Society	3 s.h.
HP 602 Sport Psychology	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.
HP 850 Thesis	3-6 s.h.

B. Electives	6-9 s.h.
Students may, with the advice and consent of the graduate Coordinator, select electives from any of the approved graduate level courses.	

II. Non-thesis Degree Requirements	36 s.h.
A. Core Courses	
HP 600 History and Philosophy of Sport	3 s.h.
HP 601 Sport and Society	3 s.h.
HP 602 Sport Psychology	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.

B. Electives	18 s.h.
Three Semester hours from the following:	
HP 632 Assessment of Human Physiological Function	3 s.h.
HP 633 Kinesiological Principles	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
HP 635 Sport Management	3 s.h.
HP 637 Sport Facility Management	3 s.h.
HP 680 Seminar	3 s.h.
HP 681 Special Topics	3 s.h.

In addition, the student is required to earn 15 semester hours from any approved graduate-level courses with the advice and consent of the graduate coordinator.

### Proposed Revision

I. Thesis Degree Requirements	30 s.h.
A. Core Courses	
HP 601 Sport and Society	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.
HP 850 Thesis	3 s.h.

B. Required Courses	12 s.h.
MG 613 Organizational Analysis	3 s.h.
HP 635 Sport Management	3 s.h.
HP 637 Sport Facilities Management	3 s.h.
BE 670 Administrative Communications	3 s.h.

II. Non-thesis Degree Requirements	36 s.h.
A. Core Courses	
HP 601 Sport and Society	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.

B. Required Courses	12 s.h.
MG 613 Organizational Analysis	3 s.h.
HP 635 Sport Management	3 s.h.
HP 637 Sport Facilities Management	3 s.h.
BE 670 Administrative Communications	3 s.h.

*C. Elective Courses	9 s.h.
HP 510 Exercise Prescription	3 s.h.
HP 512 Physical Activity and Stress Management	3 s.h.
HP 513 Physical Activity and Aging	3 s.h.
HP 602 Sport Psychology	3 s.h.
LR 611 Development and Theories of the Labor Movement	3 s.h.
LR 613 Fundamentals of American Industrial and Labor Relations	3 s.h.
HP 620 Exercise Prescription for Chronic Diseases	3 s.h.
BE 642 Training and Development in Business Education and Office Systems	3 s.h.
HP 672 Epidemiology of Physical Activity	3 s.h.
HP 680 Seminar	3 s.h.
HP 681 Special Topics	3 s.h.
HP 698 Internship	3 s.h.

\* Electives may be substituted, based upon students undergraduate course record and permission of advisor.

## M. S. in Sport Science Aquatic Administration/Facilities Management Track

Students may choose between a thesis or non-thesis curriculum depending upon individual preference and needs.

### Existing Program

I Thesis Degree Requirements	30 s.h.
A. Core Courses 21-24 s.h.	
HP 600 History and Philosophy of Sport	3 s.h.
HP 601 Sport and Society	3 s.h.
HP 602 Sport Psychology	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.
HP 850 Thesis	3-6 s.h.
B. Electives 6-9 s.h.	
Students may, with the advice and consent of the graduate Coordinator, select electives from any of the approved graduate level courses.	
II. Non-thesis Degree Requirements	36 s.h.
A. Core Courses 18 s.h.	
HP 600 History and Philosophy of Sport	3 s.h.
HP 601 Sport and Society	3 s.h.
HP 602 Sport Psychology	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.
B. Electives 18 s.h.	
Three Semester hours from the following:	
HP 632 Assesment of Human Physiological Function	3 s.h.
HP 633 Kinesiological Principles	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
HP 635 Sport Management	3 s.h.
HP 637 Sport Facility Management	3 s.h.
HP 680 Seminar	3 s.h.
HP 681 Special Topics	3 s.h.

In addition the student is required to earn 15 semester hours from any approved graduate-level courses with the advice and consent of the graduate coordinator.

### Proposed Revision

I. Thesis Degree Requirements	30 s.h.
A. Core Courses 18 s.h.	
HP 601 Sport and Society	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.
HP 850 Thesis	3 s.h.
B. Required Courses 12 s.h.	
HP 635 Sport Management	3 s.h.
HP 637 Sport Facilities Management	3 s.h.
HP 641 Administration of Aquatic Programs	3 s.h.
HP 642 Design and Operation of Aquatic Facilities	3 s.h.
II. Non-thesis Degree Requirement	36 s.h.
A. Core Courses 15 s.h.	
HP 601 Sport and Society	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.
B. Required Courses 12 s.h.	
HP 635 Sport Management	3 s.h.
HP 637 Sport Facility Management	3 s.h.
HP 641 Administration of Aquatic Programs	3 s.h.
HP 642 Design and Operation of Aquatic Facilities	3 s.h.
*C. Elective Courses 9 s.h.	
HP 510 Exercise Prescription	3 s.h.
HP 512 Physical Activity and Stress Management	3 s.h.
HP 513 Physical Activity and Aging	3 s.h.
HP 602 Sport Psychology	3 s.h.
LR 611 Development and Theories of the Labor Movement	3 s.h.
LR 613 Fundamentals of American Industrial & Labor Relations	3 s.h.
HP 620 Exercise Prescription for Chronic Diseases	3 s.h.
MG 630 Management Theory	3 s.h.
BE 642 Training and Development in Business Education and Office Systems	3 s.h.
HP 672 Epidemiology of Physical Activity	3 s.h.
HP 680 Seminar	3 s.h.
HP 681 Special Topics	3 s.h.
HP 698 Internship	3 s.h.

\* Electives may be substituted, based upon students undergraduate course record with permission of advisor.



## M. S. in Sport Science Exercise Science Track

Students may choose between a thesis or non-thesis curriculum depending upon individual preference and needs.

### Existing Program

#### I. Thesis Degree Requirements 30 s.h.

A. Core Courses	21-24 s.h.
HP 600 History and Philosophy of Sport	3 s.h.
HP 601 Sport and Society	3 s.h.
HP 602 Sport Psychology	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.
HP 850 Thesis	3-6 s.h.

#### B. Electives 6-9 s.h.

Students may, with the advice and consent of the graduate Coordinator, select electives from any of the approved graduate level courses.

#### II. Non-thesis Degree Requirements 36 s.h.

A. Core Courses	18 s.h.
HP 600 History and Philosophy of Sport	3 s.h.
HP 601 Sport and Society	3 s.h.
HP 602 Sport Psychology	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
GR 516 Statistical Methods I	3 s.h.
GR 615 Elements of Research	3 s.h.

#### B. Electives 18 s.h.

Three Semester hours from the following:

HP 632 Assessment of Human Physiological Function	3 s.h.
HP 633 Kinesiological Principles	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
HP 635 Sport Management	3 s.h.
HP 637 Sport Facility Management	3 s.h.
HP 680 Seminar	3 s.h.
HP 681 Special Topics	3 s.h.

### Proposed Revision

#### I. Thesis Degree Requirements 30 s.h.

A. Core Courses	18 s.h.
HP 601 Sport and Society	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
GR 516 Statistics I	3 s.h.
GR 615 Elements of Research	3 s.h.
HP 850 Thesis	3 s.h.

#### B. Required Courses 12 s.h.

HP 512 Physical Activity and Stress Management	3 s.h.
HP 632 Assessment of Human Physiological Function	3 s.h.
HP 620 Exercise Prescription for Chronic Disease	3 s.h.
HP 672 Epidemiology of Physical Activity	3 s.h.

#### II. Non-thesis Degree Requirement 36 s.h.

A. Core Courses	15 s.h.
B. HP 601 Sport and Society	3 s.h.
HP 603 Physiological Basis of Sport	3 s.h.
HP 634 Current Literature in Sport	3 s.h.
GR 516 Statistics I	3 s.h.
GR 615 Elements of Research	3 s.h.

#### B. Required Courses 12 s.h.

HP 512 Physical Activity and Stress Management	3 s.h.
HP 632 Assessment of Human Physiological Functions	3 s.h.
HP 620 Exercise Prescription for Chronic Diseases	3 s.h.
HP 672 Epidemiology of Physical Activity	3 s.h.

#### \*C. Electives 9 s.h.

HP 510 Exercise Prescription	3 s.h.
HP 513 Physical Activity and Aging	3 s.h.
HP 602 Sport Psychology	3 s.h.
HP 631 Motor Learning	3 s.h.
HP 633 Kinesiological Principles	3 s.h.
HP 680 Seminar	3 s.h.
HP 681 Special Topics	3 s.h.
HP 698 Internship	3-6 s.h.

In addition the student is required to earn 15 semester hours from any approved graduate-level courses with the advice and consent of the graduate coordinator.

\* Electives may be substituted based upon student's undergraduate course record and permission of advisor.

## Master of Science in Sport Science Sport Studies Track

Students may choose between a thesis or non-thesis curriculum depending upon individual preference and needs.

### Existing Program

I. Thesis Degree Requirements 30 s.h.

A. Core Courses 21-24 s.h.  
 HP 600 History and Philosophy of Sport 3 s.h.  
 HP 601 Sport and Society 3 s.h.  
 HP 602 Sport Psychology 3 s.h.  
 HP 603 Physiological Basis of Sport 3 s.h.  
 GR 516 Statistical Methods I 3 s.h.  
 GR 615 Elements of Research 3 s.h.  
 HP 850 Thesis 3-6 s.h.

B. Electives 6-10 s.h.  
 Students may, with the advice and consent of the graduate coordinator, select electives from any of the approved graduate level courses.

II. Non-thesis Degree Requirements 36 s.h.

A. Core Courses 18 s.h.  
 HP 600 History and Philosophy of Sport 3 s.h.  
 HP 601 Sport and Society 3 s.h.  
 HP 602 Sport Psychology 3 s.h.  
 HP 603 Physiological Basis of Sport 3 s.h.  
 GR 516 Statistical Methods I 3 s.h.  
 GR 615 Elements of Research 3 s.h.

C. Electives  
 Three Semester hours from the following:  
 HP 632 Assessment of Human Physiological Function 3 s.h.  
 HP 633 Kinesiological Principles 3 s.h.  
 HP 634 Current Literature in Sport 3 s.h.  
 HP 635 Sport Management 3 s.h.  
 HP 637 Sport Facility Management 3 s.h.  
 HP 680 Seminar 3 s.h.  
 HP 681 Special Topics 3 s.h.

In addition the student is required to earn 15 semester hours from any approved graduate-level courses with the advice and consent of the graduate coordinator.

### Proposed Revision

1. Thesis Degree Requirements

A. Core Courses 18 s.h.  
 HP 601 Sport and Society 3 s.h.  
 HP 603 Physiological Basis of Sport 3 s.h.  
 HP 634 Current Literature in Sport 3 s.h.  
 GR 516 Statistical Methods 3 s.h.  
 GR 615 Elements of Research 3 s.h.  
 HP 850 Thesis 3 s.h.

B. Electives 12 s.h.  
 Students may, with the advice and consent of the graduate coordinator, select electives from any of the approved graduate level courses.

II. Non-thesis Degree Requirements 36 s.h.

A. Core Courses 15 s.h.  
 HP 601 Sport and Society 3 s.h.  
 HP 603 Physiological Basis of Sport 3 s.h.  
 HP 634 Current Literature in Sport 3 s.h.  
 GR 516 Statistical Methods I 3 s.h.  
 GR 615 Elements of Research 3 s.h.

B. Electives 21 s.h.  
 Six Semester hours from the following:  
 HP 510 Exercise Prescription 3 s.h.  
 HP 512 Physical Activity and Stress Management 3 s.h.  
 HP 513 Physical Activity and Aging 3 s.h.  
 HP 602 Sport Psychology 3 s.h.  
 HP 632 Assessment of Human Physiological Functions 3 s.h.  
 HP 633 Kinesiological Principles 3 s.h.  
 HP 635 Sport Management 3 s.h.  
 HP 637 Sport Facilities Management 3 s.h.  
 HP 680 Seminar 3 s.h.  
 HP 681 Special Topics 3 s.h.

In addition the student is required to earn 15 semester hours from any approved graduate-level courses with the advice and consent of the graduate coordinator.

Rationale:

### Proposed Revision of Master of Science of Sport Science Curriculum

The following provides a rationale for the revision of the current Master of Science Degree in Sport Science in the Department of Health and Physical Education, College of Health and Human Services.

The revision of the Master of Science in Sport Science is being proposed for the following reasons: 1) to change the program title, 2) to clearly delineate four specific tracks of study, 3) to update the existing core curriculum, and 4) to update the list of elective courses.

Changing trends and market forces in the areas of sport and exercise science dictate the need for an updated curriculum which will enable Sport Science graduates to be more competitive in the job market with a strong base of clinical knowledge and more comprehensive research skills. The proposed revision is not intended to change the underlying philosophy or primary focus of the degree program, which is based upon movement and sport sciences. It is, however, intended as a means to expand and more specifically define programs of study available to students preparing for a multidisciplinary and rapidly evolving professional arena. The important relationship between physical activity and health is well documented in a current body of professional literature. This relationship is clearly identified in the Surgeon General's Report on Physical Activity and Health (1996), and in the joint position statement released by the American College of Sports Medicine and the Centers for Disease Control and Prevention (Fletcher, G.H., Balady, S.N. and Blair, S.N., 1996). Also, the American Heart Association has recently included lack of physical activity among the primary risk factors for cardiovascular disease (Fletcher, et. al., 1995). As a result of these and other national initiatives, increasing opportunities for qualified exercise and sport professionals are developing in a variety of occupational settings, including corporate and community fitness programs, senior continuous care living facilities, hospital-based programs, working with elderly and chronic disease patients, and recreational and college sport and athletic programs.

The current degree program in Sport Science has always been based upon the principles of exercise science. However, the term "sport science" has traditionally been used to represent this knowledge base of exercise science, encompassing the multiple facets of the discipline. This jargon stemmed from the philosophy of sport as evolving from play and development of basic motor skills, and leading to more advanced sport specific skills and athletic proficiency. According to this traditional philosophy, the existing program of studies, although based upon theories of exercise science, has been defined by the title of "sport." The proposed revision of the Master of Science in Sport Science Degree will reflect the current language of exercise science and more contemporary trend toward emphasis on lifetime physical activity and health-related fitness.

### Delineation of Four Tracks of Study and Update of Electives

We propose to reorganize the curriculum into four individual tracks: *Sport Management, Exercise Science, Aquatics Administration/ Facilities Management, and Sport Studies*. This change will require deletion of "Professional Specialization," "Sports Information," and "Sports Media," and addition of the new track, "Exercise Science." The deletion of "Sports Information" and "Sports Media" is justified by the fact that no students have chosen either of these options since about 1985. It is not anticipated that this lack of interest will change in the future. However, the addition of the new track "Exercise Science"

is justified by both the increasing interest of students in this area and by increasing internship and employment opportunities. Examples of recent intern and employment placements include Windber Hospital Medical Center Fitness Center, Brownsville Medical Center, University of Pittsburgh Medical Center Department of Cardiopulmonary Rehabilitation, Charles Cole Memorial Hospital Department of Cardiac Rehabilitation (Coudersport, PA), Wild 4 Wellness (Pittsburgh senior living facility), University of Pittsburgh and University of South Carolina at Columbia Athletic Departments, and the Philadelphia 76ers Professional Basketball Team.

The Sports Studies track will essentially remain the same. The only change that applies to this track is the revision in the Sport Science core curriculum described below. As a result of this revision, there will be a six-credit elective requirement, rather than the three-credit elective requirement that presently exists.

Course requirements and electives for each of the four tracks are listed in the side-by-side program comparisons. Two additional HP courses will be added to the list of electives (required for Exercise Science Track), *Exercise Prescription for Chronic Diseases, HP 620* (recently approved) and *Epidemiology of Physical Activity, HP 672* (new course). Also, *Organizational Analysis, MG 613* and *Administrative Communications, BE 670* are added to the list of required courses for the Sport Management Track and to the list of electives for the Aquatics Track. These courses provide interdisciplinary support for the program and address basic principles of business management and communications relevant to administrative and managerial skills needed by sport administrators.

#### New Course

*HP 672, Epidemiology of Physical Activity* is a new course that will be required in the Exercise Science Track and offered as an elective in the other tracks. This course is based upon a growing volume of evidence summarized in the Surgeon General's Report on Physical Activity and Health (1996). This area of research has increasingly focused on the role of physical activity to prevent premature morbidity and mortality and to enhance quality of life in healthy populations, and as a treatment approach for patients with chronic disease. It is critical for graduate students to understand the nature of the relationship between physical inactivity and health and to attain knowledge and skills to serve a population suffering from increasing incidence of obesity and other hypokinetic disorders and diseases.

#### Core Curriculum Update

Finally, an update of the existing core curriculum is proposed. Two courses, *History and Philosophy of Sport (HP 600)* and *Sport Psychology (HP 602)* will be removed from the core. *HP 602* has been removed from the core because it is no longer relevant to all students in each of the four new tracks. It will, however, continue to be offered as an elective course. *HP 600* will no longer be taught because the course content is outdated and does not reflect the current literature or the evolving knowledge base in sport science. The course, *Current Literature in Sport (HP 634)* will be added to the core curriculum because it is relevant to all Sport Science students. It provides an introduction to professional literature in sport science, and enables students to develop skills to critically analyze research in the field. Emphasis is given to reading, writing, and critically reviewing professional literature. Due to the reasons described above and due to changes in the HPE graduate faculty resulting from recent retirements, *HP 600* has not been taught for about the last three years and *HP 634* has been regularly substituted in its place.

Motion **APPROVED**.

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

**AWARDS COMMITTEE**—Chairperson Wheat  
No report.

**LIBRARY & EDUCATIONAL SERVICES COMMITTEE**—Co-chairpersons Pagnucci & Popp  
No report.

**NONCREDIT COMMITTEE**—Chairperson Wolfe  
No report.

**RESEARCH COMMITTEE**—Chairperson Numan

The following was presented for Senate information:

University Senate Research Committee Report  
March 21, 2000

This meeting of the Faculty Senate Research Committee was convened at 3: 15 p.m. by Ms. Michele S. Schwietz, Interim Associate Dean for Research. The committee reviewed 11 proposals and a decision was made to fund 7 proposals. The committee awarded \$10,098 in grants:

Dr. Miriam S. Chaiken was awarded \$1,389 for her project “The Death of Cooking.” Dr. Beverly Chiarulli was awarded \$1,500 for her project “Preliminary Investigations at Ma’ax Na, Belize” Dr. Ana Mendes received \$1,500 to present her poster “Acoustic Effects of Vocal Training” at the 4<sup>th</sup> European CPLOL Congress in Paris, France, June 2,3, and 4, 2000. Dr. Elizabeth Palmer was awarded \$1,500 to present her project “Vigilance Among Family Caregivers of Children with Asthma: A Substantive Theory,” at the Sixth Annual Qualitative Health Research Conference in Canada, April 6-8. Dr. Clarence Rodrigues received \$1,500 to present his paper “Longitudinal Effects of Ergonomic Improvements in Skilled Nursing Facilities” at the Second International Conference of Ergonomics and Safety for Global Business Quality and Productivity in Warsaw, Poland, May 19-21, 2000. Awarding of this grant is provisional based on correct per diem rates for Poland being entered in the proposal budget. Dr. Theresa Smith was awarded \$1,208 to travel to Britain to do research for a course she plans to teach in the Spring of 2001 entitled “Magic and Contemplation: Awareness, Consciousness and Connectedness in Neo-Pagan Ritual Life.” Dr. Mary Swinker received \$1,500 to present two papers “Contribution of the Harmony Society to a 19<sup>th</sup> Century American Silk Industry” and “A Multidimensional Approach to Consumers Perception of Clothing Quality” at the 18<sup>th</sup> Annual Arts Texttrina International Textiles Conference to be held June 28-30, 2000 at the University of Leeds, England.

The committee also discussed the following:

- The 2000-2001 Senate Fellowship Proposals were reviewed, and a recommendation to fund 11 of the 16 proposals will be forwarded to the Provost.
- FPDC proposals were disseminated to committee members for review and rank ordering. Funding decisions will be made at the April 11, 2000, USRC meeting.
- The committee should form a policy on whether skills enhancement activities such as workshops should be funded and under what conditions.
- Final revisions to the USRC awards guidelines.

The meeting was adjourned at 4:45 p.m. The next USRC meeting will be on Tuesday, April 11, 2000, at 3:15 p.m.

March 2000 (Final Reports Received)			
Name of Professor	Date Final Report Rcvd.	USRC/ Fellowships	Title of Project
1. Dr. James Nestor	3/13/00	USRC	Exhibition and Lectures at the 1999 Sarajevo International Winter Cultural Festival, "The World Between", Sarajevo, Bosnia, and Herzegovina
2. Dr. Susan Glor-Scheib	3/20/00	USRC	Travel to the Good Childhood Intensive Programme in Groningen, The Netherlands.

#### **STUDENT AFFAIRS—**

The committee continues to discuss the civility issue.

#### **NEW BUSINESS**

**Motion** by Senator Alarcon and seconded, to allow Pat Heilman, APSCUF President, to speak. Motion **APPROVED**.

Dr. Heilman presented information on the action regarding the curriculum committees and answered questions from Senate members.

**Motion** by Senator Sonebraker and seconded, to extend the meeting 10 minutes. Motion **APPROVED**.

The meeting was adjourned at 5:08 p.m.

Respectfully submitted,

Cathleen Ray  
University Senate Secretary