

MINUTES OF THE UNIVERSITY SENATE
November 7, 2000

Chairperson Nowell called the November 2000 meeting of the University Senate to order at 3:20 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: T. Ault, K. Barton, H. Boda, R. DiStanislao, S. Durbin, C. Dugan, J. Eck, A. Fahhi, J. Fisher, M.A. Hannibal, J. Holmes, R. Johnson, L. Pettit, E. Receski, T. Rittenberger, C. Rodrigues, E. Ruffner, H. Soltis, M. Twal, L. Waszak.

The following Senators (students) were **excused** from the meeting: R. Ambrose, W. Bell, J. Johns, L. Klink, N. Spade, J. Starliper, K. Stillwell.

The following Senators were **absent** from the meeting: O. Agozino, M. Gerwick, P. Groomes, J. Heckroth, R. Horton, D. Luo, M. Howe, R. Juliette, E. Nardi, F. Nee, T. Perdue, G. Radakovic, G. Rice, G. Torges-Hoffman, J. VanDyke, K. Weiner, V. Wijekumaar, R. Woan.

In addition, the following Senators (students) were **absent** from the meeting: D. Anderson, J. Baker, M. Dively, D. Dix, J. Ellis, A. Fakhri, M. Feridun, W. Getchel, J. Hardee, K. Hertz, D. Hubbard, A. Hughes, T. Johnson, S. Kupchella, M. Lawther, T. Minor, R. Perez, M. Petrowski, J. Raheem, C. Richardson, A. Ruiz.

The minutes of the October 3, 2000 meeting were **ACCEPTED**.

Agenda items for the November 7, 2000 meeting were **ACCEPTED**.

REPORTS AND ANNOUNCEMENTS

PRESIDENT'S REPORT (Dr. Pettit)

Dr. Pettit was excused from the meeting due to out of town business. No report was made.

PROVOST'S REPORT (Dr. Staszkiwicz)

Dr. Staszkiwicz reported that he had nothing of significance to bring to the Senate at this time. The senators who were present asked no questions.

CHAIRPERSON'S REPORT (Dr. Nowell)

Having found that it is the Chair's prerogative to decide on dates for our meetings, and having consulted with the maintainer of the University calendar, I have made some adjustments in the dates of the meeting for the spring, 2001, semester. Our meeting dates will be the following:

January 30
February 27
April 3
May 1

I have made the following appointments:

ACPAC: Senator Andrew Yang

President's Athletic Advisory Committee: Senator Joe Domaracki

Budget Committee: Senator Deanna Chang

I would like to up-date the Senate about the situation with the doctoral program at East Stroudsburg in administration and leadership. I have been informed by the Graduate Committee that they have received the letter of agreement between IUP and East Stroudsburg, but they have yet to receive a formal proposal for the curriculum extension.

I am pleased to inform the Senate that Senate representatives and APSCUF officers have reached a tentative compromise agreement that will eventually result in proposals to modify the by-laws of both organizations. The Rules Committee, with consultation from the curriculum committees, will eventually be proposing such changes.

For the Senate's information, the statement I made at the last meeting about the policy for not allowing full-time IUP faculty to pursue graduate degrees from IUP is not completely accurate. The issue of the policy violating the new CBA was raised at Meet and Discuss. The Provost indicates that he would see that the CBA was followed and that the policy would be considered void if it violates the CBA. It is my position and that of the Graduate Committee that the policy does NOT violate the CBA. We will continue to pursue this matter with the Provost and APSCUF.

VICE CHAIRPERSON'S REPORT (Senator Joseph)

Student Congress has had a very busy and productive few weeks, and as the semester winds down already, we are looking forward to implementing some of the goals that we have been working towards.

Our committees have been very active this month:

The GREEK AFFAIRS committee has successfully brought together the IFC and And is now working with sororities towards the same goal.

The MILITARY AFFAIRS committee is looking for someone to design a memorial for all veterans for the campus.

The DIVERSITY ACTION committee has helped publicize various events of other organizations including pride alliance's Kick The Door Down dance, and the International Club's Halloween party.

PR has continued to advertise our meetings and events, and is now working diligently to plan the Meeting of the Masses on November 13th.

UNIVERSITY AFFAIRS is looking into extending the one-week Drop/Add period to two weeks, and has been doing research on that.

The RESIDENCE LIFE committee has been busy creating comment boxes for the residence halls as well as posting contact information for various student organizations, to help increase freshmen participation.

Our AD HOC SPIRIT committee successfully sponsored the creation of over 40 spirit signs for homecoming week, and these were hung in the HUB for everyone to see. We are looking forward to a contest to design the new floor of the Field House.

I would like to thank the GOVERNMENTAL RELATIONS committee for their hard work in planning two successful Candidate nights, one with local representatives and one with student debaters. The Republican, Democrat, and Green parties were all well represented, and over 50 people attended these events each night. Those that showed up received information on the candidates and were able to ask questions of the three parties.

Student Congress has also sponsored an informational table in the HUB on all of the local candidates as well as encouraging students to vote.

Meeting of the Masses will be held one week from yesterday and we hope that you can all attend this event. It will be held next Monday in the Program Lounge. Please announce this in all of your classes if you could. We would also like to invite GSA to participate this semester. We plan to have a lot of participation from the students spawned by guest speakers during our meetings, including Dr. Harvey Holtz and representatives from The Entertainment Network.

In addition, our set issues will include Credit Card vendors, the impact of HUB expansion, the Dining Budget, and Retention.

We have a BSGP conference next weekend and will be able to bring you news from the rest of the state system at this event.

We urge all of you to attend, not only to answer our questions, but also to ask your own. This is a great forum to receive student feedback, which I am sure we all agree is very important.

And finally, and maybe most importantly, please do your part and go VOTE today!!!

OLD BUSINESS

There was no old business to discuss.

STANDING COMMITTEE REPORTS

RULES COMMITTEE—(Chairperson Radell)

Senator Radell provided the first reading of the proposed amendments to the IUP Senate Constitution and Bylaws, which will be voted upon at the December 5, 2000 meeting (**see Appendix A**).

CURRICULUM COMMITTEE—(Chairperson Sechrist)

Senate action was taken on the following 8 items:

- | | | |
|----|--|------------------|
| 1. | Liberal Studies Report-MATH 216 for Natural Science | <u>PASSED</u> |
| 2. | Course Revision-SAFE 301 | <u>PASSED</u> |
| 3. | Course Revision-EDSP 202 to EDSP 102 | <u>PASSED</u> |
| | | (w/1 abstention) |
| 4. | Course Revisions of HIST 344, 345 and 346
(By a vote of 52-49, was sent back in current format to Curriculum
Committee/History Department) | |
| 5. | Course Revision of MATH 216 | <u>PASSED</u> |
| 6. | New Course-Learning Center/LRNC 201 | <u>PASSED</u> |
| 7. | Program Revisions-Department of Sociology | <u>PASSED</u> |
| 8. | Revision of Approval Process for Honors College Courses | <u>PASSED</u> |

(For complete text details pertaining to each item, **refer to Appendix B**)

GRADUATE COMMITTEE—(Chairperson Kondo)

Dr. David Chambers requested to address the senate. A motion for Dr. Chambers to speak was made by Senator Radell and seconded by numerous Senators.

Dr. Chambers stated the following:

"The APSCUF Executive Council expressed some serious reservations to the Graduate Committee about the continued adequacy of faculty resources for the TESOL program revisions. The Graduate Committee reacted to those concerns by seeking additional assurances from the Dean and the English Department. Subsequently, members of the English Department met with the Executive Council to address these issues. As a consequence of these actions APSCUF will not exercise its right to ask that the TESOL proposals be removed from the agenda of the Council of Trustees. APSCUF accepts, in good faith, the signatures of the Provost, the College Dean, and the Department to honor their commitments to faculty resources as included in the TESOL proposals."

Senate action was taken on the following 5 items:

- | | | |
|----|---|--|
| 1. | Major Curriculum Revision-
Graduate Studies in Composition and TOESL | <u>PASSED</u>
(1 nay/3 abstentions) |
| 2. | Minor Program Revisions-English Department
(M.A. in Teaching English to Speakers of Other Languages) | <u>PASSED</u> |

- | | | |
|----|---|----------------------------|
| 3. | Minor Program Revisions-English Department
(M.A./Generalist) | PASSED |
| 4. | Proposal for IUP Graduate Certificates of Recognition | PASSED |
| 5. | New Certificate of Recognition in Safety Sciences | PASSED
(w/1 abstention) |

(For complete text details pertaining to each item, **refer to Appendix C**)

At 5:00 p.m., a motion was made and approved to extend the meeting 10 minutes.

The meeting was adjourned at 5:20 p.m.

It should be noted that due to the length of the meeting, the following reports were not made:

- LIBRARY AND EDUCATIONAL SERVICES COMMITTEE
- NONCREDIT COMMITTEE
- RESEARCH COMMITTEE
- STUDENT AFFAIRS COMMITTEE
- UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE
- ACADEMIC COMMITTEE
- AWARDS COMMITTEE
- NEW BUSINESS

Respectfully submitted,

Jonathan B. Smith, Ed.D.
University Senate Secretary

APPENDIX A-RULES COMMITTEE
(Chairperson Radell)

From IUP Senate Rules Committee:

Proposed Amendments to the IUP Senate Constitution and Bylaws, first reading November 7, 2000, to be voted upon December 5, 2000.

Requested by Undergraduate Curriculum Committee, October 18, 2000

IUP Senate Rules Committee vote to advance proposed amendments, October 24, 2000

(Amendments in bold)

IUP Senate Constitution:

The Association of Pennsylvania State College and University Faculties (APSCUF-IUP) has delegated its contractual curricular responsibility to the Graduate Committee and the **University Wide** Undergraduate Curriculum Committee.

IUP Senate Bylaws:

V. Standing Committees

C. **University Wide** Undergraduate Curriculum Committee

**APPENDIX B-UNDERGRADUATE CURRICULUM COMMITTEE
ACTIONS REQUESTED**

For Senate Information:

1. Honors College Report
 - A. HIST 305 Renaissance and Reformation was approved for Honors credit.
2. Prefix Changes -- Department of Theater and Dance
The following courses were approved to have a DANC prefix change from THTR.

Present Course ID

THTR 102 Introduction to Dance
 THTR 150 Fundamentals of Dance
 THTR 250 Contemporary Dance
 THTR 260 Jazz Dance
 THTR 270 Ballroom and Tap Dance
 THTR 280 Ballet
 THTR 290 Ethnic Dance
 THTR 351 Choreography
 THTR 353 Dance Curriculum & Instruction
 THTR 485 Dance Studio

Requested Course ID

DANC 102 Introduction to Dance
 DANC 150 Fundamentals of Dance
 DANC 250 Contemporary Dance
 DANC 260 Jazz Dance
 DANC 270 Ballroom and Tap Dance
 DANC 280 Ballet
 DANC 290 Ethnic Dance
 DANC 351 Choreography
 DANC 353 Dance Curriculum & Instruction
 DANC 485 Dance Studio

3. Course Number and Title Change -- Department of Educational and School Psychology
 - A. Old Number and Title:
EDSP 377 Educational Tests and Measurements
 - B. New Number and Title:
EDSP 477 Assessment of Student Learning: Design & Interpretation of Educational Measures

Senate Action Taken:

1. **Liberal Studies Report-MATH 216 for Natural Science (PASSED)**
 - A. MATH 216 Probability and Statistics for Natural Sciences: prerequisite change to add MATH 123 as another prerequisite to MATH 121.
2. **Course Revision - Department of Safety Sciences-SAFE 301 (PASSED)**
 - A. SAFE 301
 Current Catalog Description:
 Health Hazard Identification 3c-0l-3sh
 Prerequisites: CHEM 102, PHYS 111, MATH 122, BIOL 155
 Provides an understanding of the primary health hazards found in industry and their effects on the human body. Students learn to recognize hazards involved with air contaminants, noise, heat, radiation, and chemicals on the skin, and other stressors. Emphasis is placed on the study of occupational disease, industrial toxicology, and use of threshold limit values.

Proposed Catalog Description:

Health Hazard Identification

3c-01-3sh

Prerequisites: CHEM 102, PHYS 111, MATH 121, BIOL 155

Provides an understanding of the primary health hazards found in industry and their effects on the human body. Students learn to recognize hazards involved with air contaminants, noise, heat, radiation, and chemicals on the skin, and other stressors. Emphasis is placed on the study of occupational disease, industrial toxicology, and use of threshold limit values.

Rationale:

To be consistent with the recently approved curriculum changes in the program (Senate May 2000) where MATH 121 is now required. At the same time the department revised the course objectives and added a new section of material.

3. **Course Revision - Department of Educational and School Psychology-
EDSP 202 to EDSP 102 (PASSED w/1 abstention)**

A. Current Catalog Description:

EDSP 202

Educational Psychology

3c-01-3sh

Prerequisites: PSYC 101, admission to sophomore standing in teacher certification or permission

Designed to promote a better understanding of the principles of psychology governing human behavior, with particular emphasis on their relation to the learner, learning process, and learning situation in an educational environment.

Proposed Catalog Description:

EDSP 102

Educational Psychology

3c-01-3sh

Prerequisites: None

Designed to promote an understanding of the principles of psychology governing human behavior, with particular emphasis on their relation to the learner, learning process, and learning situation in an educational environment.

Rationale:

We propose the number change to comply with revisions of the teacher education program recently approved by the University Senate and at the request of the Teacher Education Coordination Council. This change will allow students to take the course as freshman and before they are admitted to the teacher education program. Student retention of key information relevant to EDSP 202 from PSYC 101 is not great and relevant topics from PSYC 101 have been retaught in EDSP 202 so no change in content will be necessary by the elimination of the prerequisite.

4. **Course Revisions - Department of History**

(Sent Back to Department and Curriculum Committee/vote of 52-48)

A. HIST 344

Current Catalog Description:

The Age of Big Business in America, 1877-1917 3c-0l-3sh

Examines how big business developed in America, how economic change reshaped society, and how the reshaped society responded politically.

Proposed Catalog Description:

Industrializing America 3c-0l-3sh

Prerequisites: sophomore standing; completion of HIST 195 (non-majors)

Study of the industrial revolution and its consequences in America through 1917. Topics include new technology and entrepreneurship, the development of middle and working class consciousness, immigration and ethnicity, gender, urban growth, the beginnings of consumer culture and commercialized leisure, intellectual developments, protest movements, and the Progressive Era's political reforms.

B. HIST 345

Current Catalog Description:

The Age of Ragtime: American History, 1900-1929 3c-0l-3sh

Using the nation's cultural development as its thematic foundation, analyzes the transitional character of the Progressive Era, World War I, and the 1920s.

Proposed Catalog Description:

Prerequisites: sophomore standing; completion of HIST 195 (non-majors)

America in War and Depression, 1914-1945 3c-0l-3sh

Study of the social, economic, political and cultural response to war and depression in America. Topics include the First World War, the 1920's, the Depression, the New Deal and the Second World War.

C. HIST 346

Current Catalog Description:

Recent United States History 3c-0l-3sh

A study of political, economic, and cultural changes in American life since 1929; examines roots of social problems facing us today. Some recent foreign policy trends also studied.

Proposed Catalog Description:

Recent United States History 3c-0l-3sh

Prerequisites: sophomore standing; completion of HIST 195 (non-majors)

Examines the major political, economic, social, and cultural changes in America since 1945 with a focus on their causes, character, and significance; also explores the role of the United States in global relations.

Rationale:

Because the time span of "Recent United States History" inevitably expands with each passing year, it is necessary from time to time to revise the boundaries of the

department's standard chronological courses in American History. All three courses are being revised to incorporate new scholarship and to emphasize themes of current interest to the profession. HIST 344 and HIST 345 are being re-titled to reflect their new chronological boundaries or emphases. The prerequisite "sophomore standing"; is being added to all undergraduate courses in the department that have a dual-level graduate equivalent.

5. Course Revision - Department of Mathematics-MATH 216 (PASSED)

A. MATH 216

Current Catalog Description:

Probability and Statistics for Natural Sciences

4c-01-4sh

Prerequisite: MATH 121

Frequency distributions, measures of central tendency and variation, probability, probability distributions, sampling distributions. Hypothesis testing for means, variances, proportions. Correlation and prediction, regression, analysis of variance, and non-parametric statistics. Emphasis will be on applications.

Proposed Catalog Description:

Probability and Statistics for Natural Sciences

4c-01-4sh

Prerequisites: MATH 121 or MATH 123

Frequency distributions, measures of central tendency and variation, probability, probability distributions, sampling distributions. Hypothesis testing for means, variances, proportions. Correlation and prediction, regression, analysis of variance, and non-parametric statistics. Emphasis will be on applications.

Rationale:

MATH 216 was originally approved with a prerequisite of MATH 121 Calculus I for Business, Natural and Social Sciences. MATH 121 is a course in calculus for non-mathematics majors, and it was understood that students taking the more rigorous first course in calculus, MATH 123 Calculus I for Physics, Chemistry, Mathematics, also knew the prerequisite material. However, with the coming of registration on BANNER, the computer will not permit students to register for a course unless they satisfy the exact list of prerequisites in the catalog.

6. New Course-Learning Center-LRNC 201 (PASSED w/3 abstentions)

A. LRNC 201

Vocabulary Expansion

2c-01-2sh

Students will acquire an enriched vocabulary through learning and applying knowledge of 168 Latin and Greek word parts and mastering the meanings and the use of 100 mature words based on some of those word parts. Primary emphasis is on developing the reading vocabulary, but attention is also given to students' writing, listening and speaking vocabularies.

Rationale:

Vocabulary Expansion is a course designed to teach students to use a systematic process for deciphering unfamiliar written words. It is intended as a free elective for any student (especially freshmen or sophomores) who wish to improve their knowledge of structural

analysis and skills using this strategy to decipher unfamiliar words encountered in reading, or who wish to improve their vocabulary repertoire.

7. Program Revision-Department of Sociology (PASSED)

A. Bachelor of Arts – Sociology/Human Services Track

CURRENT PROGRAM

Bachelor of Arts – Sociology/ Human Services Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 recommended
Social Science: SOC 151 required, ANTH 110, and PSYC 101 recommended
Liberal Studies Electives: no courses with SOC prefix

College:
Foreign Language Intermediate Level (1)

Major: 42
Required Courses:

SOC 151 Principles of Sociology	*(2)
SOC 301 Foundations of Sociological Practice	3
SOC 302 Clinical Sociological Practice	3
SOC 303 Social and Cultural Change	3
SOC 320 Sociological Theory	3
SOC 380 Social Research Methods	3
SOC493 Internship in Sociology	12

Controlled electives: One substantive area (3) 15 (4)
Medical Sociology: ANTH 444 or SOC 342, and 4 courses from list: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 336, 342, 357, 457

PROPOSED PROGRAM

Bachelor of Arts – Sociology/ Human Services Track

53-55 **Liberal Studies:** As outlined in Liberal Studies section with the following specifications:
Mathematics: MATH 217 recommended
Social Science: SOC 151 required, ANTH 110, and PSYC 101 recommended
Liberal Studies Electives: no courses with SOC prefix

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

42 **Major:** 42
Required Courses:

SOC 151 Principles of Sociology	*(2)
SOC 301 Foundations of Sociological Practice	3
SOC 302 Clinical Sociological Practice	3
SOC 303 Social and Cultural Change	3
SOC 320 Sociological Theory	3
SOC 380 Social Research Methods	3
SOC493 Internship in Sociology (3)	12

Controlled electives: One substantive area (4) 15 (5)
Medical Sociology: ANTH 444 or SOC 342, and 4 courses from list: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 336, 342, 357, 448, 457

Gerontology: PSYC 378 or SOC 357, and 4 courses from list: ANTH 444, ECON 335, PSYC 312, 378, RGPL 350, SOC 231, 251, 336, 342, 352, 357, 448, 457

Juvenile Delinquency: CRIM 451 or SOC 333, and 4 courses from list: CRIM 102, 270, 361, 370, 451, GEOG 432, HIST I374, SOC 231, 333, 335, 336, 345, 361, 362, 428, 457

Interpersonal and Family Sociology: SOC 336 or 345, and 4 courses from list: HMEC 218, 224, PSYC 311, 321, 330, SOC 251, 335, 336, 345, 361, 363, 427, 428, 448, 452, 457

Labor and Industry: SOC 340 or 348, and 4 courses from list: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 340, 348, 361, 448, 457, 458

Community Development: SOC 231 and PLSC 354 and 3 courses from list: ANTH 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 333, 336, 341, 363, 448, 457

Other Requirements:

0

Free Electives:

21-29

Total Degree Requirements:

124

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

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

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

(4) At least two courses in any

Gerontology: PSYC 378 or SOC 357, and 4 courses from list: ANTH 444, ECON 335, PSYC 312, 378, RGPL 350, SOC 231, 251, 336, 342, 352, 357, 448, 457

Juvenile Delinquency: CRIM 451 or SOC 333, and 4 courses from list: CRIM 102, 270, 361, 370, 451, GEOG 432, HIST 374, SOC 231, 333, 335, 336, 345, 361, 362, 428, 457

Interpersonal and Family Sociology: SOC 336 or 345, and 4 courses from list: HMEC 218, 224, PSYC 311, 321, 330, SOC 251, 335, 336, 345, 361, 363, 427, 428, 448, 452, 457

Labor and Industry: SOC 340 or 348, and 4 courses from list: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 340, 348, 361, 448, 457, 458

Community Development: SOC 231 and PLSC 354 and 3 courses from list: ANTH 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 333, 336, 341, 363, 448, 457

Other Requirements:

0

Free Electives:

21-29

Total Degree Requirements:

124

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

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

(3) SOC 301 and 302 must be taken before SOC 493. Generally, SOC 493 is taken in the summer before the senior year.

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

(5) At least three courses in any

substantive area must be SOC
(Sociology) courses.

substantive area must be SOC
(Sociology) courses.

Rationale: Footnote 3 in the proposed column was accidentally omitted from the program presented to Senate last April. The footnote had been approved by the Undergraduate Curriculum Committee.

B. Bachelor of Arts – Sociology/Applied Social Research Track

CURRENT PROGRAM

Bachelor of Arts – Sociology/
Applied Social Research
Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications
Mathematics: MATH 217 recommended
Social Science: SOC 151 required, ANTH 110 recommended
Liberal Studies Electives: COSC 101, no courses with SOC prefix

College:
Foreign Language Intermediate Level
(1)

Major:

Required Courses:

SOC 151 Principles of Sociology	*(2)
SOC 320 Sociological Theory	3
SOC 380 Social Research Methods	3
SOC 456 Field Research Methods	3
SOC 457 Computer Use in Sociology	3
SOC 458 Political Sociology	3
SOC 493 Internship in Sociology (3)	12
Controlled electives: One substantive area (4)	15 (5)

Medical Sociology: ANTH 444 or SOC 342, and 4 courses from list: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 335, 336, 342, 448, 452

Gerontology: PSYC 378 or SOC 357, and 4 courses from list: ANTH

PROPOSED PROGRAM

**Bachelor of Arts – Sociology/
Applied Social Research Track**

53-55	Liberal Studies: As outlined in Liberal Studies section with the following specifications Mathematics: MATH 217 recommended Social Science: SOC 151 required, ANTH 110 recommended Liberal Studies Electives: COSC 101, no courses with SOC prefix	53-55
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0-6	College: Foreign Language Intermediate Level (1)	0-6
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30	Major:	30
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Required Courses:

SOC 151 Principles of Sociology	*(2)
SOC 320 Sociological Theory	3
SOC 380 Social Research Methods	3
SOC 456 Field Research Methods	3
SOC 457 Computer Use in Sociology	3
SOC 458 Political Sociology	3
SOC 493 Internship in Sociology (3)	12
Controlled electives: One substantive area (4)	15 (5)

Medical Sociology: ANTH 444 or SOC 342, and 4 courses from list: ANTH 222, 444, BIOL 151 or 155, ECON 335, FDNT 212, PSYC 321, 378, RGPL 350, SOC 231, 335, 336, 342, 448, 452

Gerontology: PSYC 378 or SOC 357, and 4 courses from list: ANTH

444, ECON 335, 360, PSYC 312, 378, RGPL 350 SOC 231, 251, 336, 342, 352, 357, 448

Juvenile Delinquency: CRIM 451 or SOC 333, and 4 courses from list:

CRIM 102, 270, 361, 370, 451, GEOG 432, HIST 374, SOC 231, 333, 335, 336, 345, 361, 362, 428

Interpersonal and Family Sociology: SOC 336 or 345, and 4 courses from list:

HMEC 218, 224, PSYC 311, 321, 330, SOC 251, 335, 336, 345, 361, 363, 427, 428, 448, 452

Labor and Industry: SOC 340 or 348, and 4 courses from list: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 340, 348, 361, 448, 458

Community Development: SOC 231 and PLSC 354 and 3 courses from list: ANTH 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 333, 336, 341, 363, 448

Free Electives:

21-29

Total Degree Requirements:

124

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

(2) Semester hours counted in Liberal Studies, not in the major.

(3) SOC 380, 456, and 457 must be taken before taking SOC 493.

Generally, SOC 493 is taken in the summer before the senior year.

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

(5) At least three courses in any substantive area must be SOC (Sociology) courses.

444, ECON 335, 360, PSYC 312, 378, RGPL 350 SOC 231, 251, 336, 342, 352, 357, 448

Juvenile Delinquency: CRIM 451 or SOC 333, and 4 courses from list:

CRIM 102, 270, 361, 370, 451, GEOG 432, HIST 374, SOC 231, 333, 335, 336, 345, 361, 362, 428

Interpersonal and Family Sociology: SOC 336 or 345, and 4 courses from list:

HMEC 218, 224, PSYC 311, 321, 330, SOC 251, 335, 336, 345, 361, 363, 427, 428, 448, 452

Labor and Industry: SOC 340 or 348, and 4 courses from list: ECON 330, 350, 371, 372, 373, HIST 373, ILR 426, 480, PSYC 390, SOC 231, 303, 340, 348, 361, 448, 458

Community Development: SOC 231 and PLSC 354 and 3 courses from list: ANTH 271, 272, 314, ECON 336, 383, FDNT 402, GEOG 331, 332, PLSC 251, RGPL 350, SOC 333, 336, 341, 363, 448

Free Electives:

21-29

Total Degree Requirements:

124

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

(2) Semester hours counted in Liberal Studies, not in the major.

(3) SOC 380, 456, and 457 must be taken before taking SOC 493.

Generally, SOC 493 is taken in the summer before the senior year.

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

(5) At least three courses in any substantive area must be SOC (Sociology) courses.

Rationale: The addition of SOC 303 to the Labor and Industry substantive area was accidentally omitted from the program presented to Senate last April. The Undergraduate Curriculum Committee had approved the addition.

8. Revision of Approval Process for Honors College Courses (PASSED)

Text highlighted in gray is being removed from the document.

Text in bold and italics at the bottom of the Procedures for Approval of an Honors Course section of an Existing Course page is being added.

Rationale: To bring approval for honors sections of LBST 499, and departmental 281 and 481 courses in line with normal college and departmental approval processes.

Honors College Courses

Criteria for Honors College Courses

The program approved by the IUP Senate in December 1992 proposed that the major differences between honors courses and other IUP courses should be:

1. *they are populated by outstanding students whose presence will in itself change what happens inside the classroom.*
2. *they will involve students in qualitatively different work rather than simply assigning more work.*
3. *their pedagogy would show a preponderance of the following characteristics: a) more student-centered, interactive pedagogy, b) concern for affective as well as cognitive growth, c) higher expectations for self-initiated learning, d) integrative or synthetic approach to knowledge, e) opportunities to enhance written and oral communication skills, f) development of critical thinking skills, g) movement at a pace appropriate to outstanding students, g) enhancements such as guest lecturers and trips, and h) limited enrollment [presented in the budget as enrollment of maximum 20 students].*

Additionally we would emphasize that because these students are on the whole outstanding in ability it does not follow that we can assume basic skills are already developed. For example, while the honors student may have much ability as a reader, it does not follow that we can assume he/she will already know how to identify voices in a text or be familiar with the technical jargon and paradigms of literary analysis. Skills cannot be assumed and must still be taught.

The program approved in December 1992 further specifies that the Honors College Committee have the responsibility to develop a proposal for honors sections of LBST 499 (which will provide closure to the four years of honors work. As with the Honors College "core courses," Honors LBST 499 will meet the objectives of all synthesis courses, but will also address objectives unique to the Honors College section.

In December 1994 the University Senate adopted the following criteria for Honors Courses:

- a. honors courses will be limited to an enrollment of 20 honors students. However, at the discretion of the instructor and his/her department, an honors course which is unable to fill with students enrolled in the Honors College will be allowed to enroll non-Honors College students whom the instructor assesses as being capable of doing honors-level work in this particular course with the approval of the Honors

College Committee. These non-Honors College students would receive the "H" prefix for the course on their transcripts.

This option should be used primarily for upper-level, discipline-specific courses where there won't be enough majors in the Honors College to fill, for example, a 300-level biology course with all of its prerequisites. This option also provides a way of increasing student and faculty participation in the Honors College beyond those students officially accepted into the total program.

b. honors courses will evidence a commitment to an interactive pedagogy and the characteristics of that pedagogy described in the original program approved in December 1992 (see above). Proposals should at a minimum show evidence of an integrative learning environment (synthesis skills) that promote student discovery of models or learning paradigms.

c. honors courses will evaluate students in accordance with the principles of an interactive pedagogy. Honors courses should emphasize student projects, presentations, and papers. A minimum of 33% of the final grade in H courses will be based on projects, presentations, writing assignments, and/or performance. It is presumed that honors courses will rely primarily on essay examinations rather than objective exams for their testing.

d. honors courses should not attempt to have students "cover" more information and should recognize that honors students also need training in the skills which comparable traditional courses at IUP provide. Differences in course content may exist, but the focus should be more on depth of content.

While the Honors College Committee recognizes that there are legitimate alternative pedagogies to those implied by the criteria and that there are some courses for which these criteria are not well suited (as is also the case for writing-intensive courses), we maintain that honors students will be exposed to these alternatives in the 102 credit hours of non-honors IUP courses they will take before graduation.

What kinds of honors courses may be proposed?

Honors course proposals may come from any area of the IUP curriculum except for the ENGL 101, ENGL 121, HIST 195, PHIL 120, RLST 100, or FIAR 101 which are already offered in interdisciplinary form as the Honors "Core Courses" (HNRC 101, 102, and HNRC 201) and honors LBST 499 for which the Honors College Committee has responsibility to develop honors sections.

Honors students will come from all majors. Liberal studies courses and upper-level courses which are requirements of several majors (for example, Management 310, which all majors in the College of Business are required to take) are especially good choices for this population. Honors sections of multi-sectioned courses will often be easier for your department to schedule.

What if I have a great synthesis course proposal? May I not offer it to honors students?

You may choose to offer it as a synthesis course. But also consider that all Honors College courses should share many of the qualities of synthesis courses and could be offered under another heading. Honors students will also be required and will want to take upper-level courses in or related to their majors. Applicants are encouraged to conceive these as interdisciplinary courses or courses with few prerequisites to facilitate

enrollment by students of various majors. Remember, too, that the option exists to enroll qualified non-Honors College students in the class with approval of the Honors College Committee.

This would be the perfect situation to take a "synthesis" proposal and turn it into an interdisciplinary 300- or 400-level honors course.

How many honors courses will be offered? Will my/our honors course actually be scheduled?

Decisions about which honors courses will be scheduled in a given academic year will largely depend upon the number of Honors College students enrolled and their scheduling needs at that time. These decisions will be made by the Honors College Director in consultation with the Honors College Committee, the Provost, Academic Deans, and Department Chairpersons. This is similar to the procedure for scheduling synthesis courses.

Obviously, the Honors College Committee must assure that an adequate number of honors courses exist to meet the minimum requirements of enrolled students. It is our hope, however, that we can exceed these minimum requirements and allow Honors College students the option of taking more than 23 hours of honors work.

While there is a mechanism to replace faculty where necessary to offer honors courses, this budget is limited. Thus, you have a greater chance of offering your honors course frequently if:

1. it is likely to enroll 20 qualified students
2. it does not require replacement FTE

Can we expect replacement faculty when we offer an honors course?

Departments requiring replacement faculty because of staffing needs of the Honors College will receive replacement FTE where necessary and as the budget allows. The Provost will oversee this process in consultation with Academic Deans and Department Chairpersons. The Honors College Committee will NOT be involved in this process.

What is the approval process for Honors College courses?

Determine if the course will be:

_____ an honors section of an existing course

A proposal for an H-designation for an existing course involves primarily a change in how the instructor will teach the course; it does not involve a change of the goals, objectives, or content of the course. This procedure is similar to proposing a writing intensive section of an existing course. It is assumed that the course title and objectives remain the same as the syllabus of record, which originally went through the IUP approval process. All that is required is an application to the Honors College Committee after you have secured the approval of your department and college dean.

This procedure is designed to insure that H courses meet the definition and criteria for Honors College courses passed by the Senate in both December 1992 and December 1994.

_____ a new honors course

A proposal for a new honors course must go through the normal IUP approval process for new courses with the additional step of approval by the Honors College Committee.

What if I need help in completing the application?

The Honors College periodically offers workshops for faculty who want to propose honors courses. These are usually held just before and just after the spring semester. Contact the Honors College at x4971 for more information.

The Honors College Committee is also happy to offer you individual consultation and feedback.

Are there any requirements for who may teach an honors course?

No. The approval process is for the course, not the instructor. Staffing decisions are made by department chairs and deans who may consult with the Honors College Committee as they feel it is necessary.

How long will the approval process take?

If the proposal is for an honors section of an existing course, the process can be completed very quickly. The Honors College Committee meets 2-4 times per month during the normal academic year and will review proposals as they are received.

If the proposal is for a new honors course, the timetable is roughly the same as the approval process for any new course.

In both cases, the approval process is facilitated when the application is carefully and thoroughly written.

Procedures for Approval of a New Honors Course

Department Approval (Curriculum Committee and Department Chair)
College Curriculum Committee Approval
College Dean Approval (in Consultation with Provost)
Honors College Committee Approval
Liberal Studies Committee Approval (if Liberal Studies)
UWUCC Approval
Senate Approval
President and Council of Trustees Approval
Catalog Change Forwarded by UWUCC to Catalog Editor

Procedures for Approval of an Honors Section of an Existing Course*

Department Approval (Curriculum Committee and Department Chair)
College Dean Approval
Honors College Committee Approval
Liberal Studies Committee Informed of HCC Action (if Liberal Studies)
UWUCC Informed of HCC Action
Senate Informed of HCC Action
President and Council of Trustees informed of HCC Action

***** *Within each college, the approval for honors designation of existing synthesis courses will follow the same approval mechanism used to approve synthesis courses. Proposals are then forwarded to the Honors College Committee for approval. Following Honors College Committee approval, the proposal is submitted to the UWUCC for information.*

Similarly, a department proposal for an honors section of ___281 or 481 should follow the same procedures as normally required for approval of special topics courses in that college. Proposals are then forwarded to the Honors College Committee for approval. Following Honors College Committee approval, the proposal is submitted to the UWUCC for information.

Form to Request Approval of an Honors College Course

HCC# _____

Action/Date _____

COVER SHEET: Proposal for Honors College Course

Course Title: _____ Course Number

Department(s): _____

Professor(s): _____ Phone and e-mail _____

Prerequisites: _____

Please check all that apply:

- _____ This is a proposal for an Honors section of an existing course
- _____ This is a proposal for a new Honors course.
- _____ This course is designed to meet a Liberal Studies requirement
- _____ This course is open to non-majors
- _____ If offered, this course would NOT require replacement FTE for my department
- _____ If offered, this course would SOMETIMES require replacement FTE for my dept.
- _____ If offered, this course would ALWAYS require replacement FTE for my department.
- _____ My department/college is willing to offer this course in summer as needed.
- _____ I understand that I may not propose an honors synthesis course. **DELETE**
- _____ When is the earliest semester/summer session that you will be ready to teach this course?

Signatures: Dept. Curriculum Committee _____

Department Chairperson _____

College Dean _____

Director, Honors College _____

Please attach the following components to this cover sheet:

- _____ 1. a UWUCC course proposal cover sheet (for new courses only!)
- _____ 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- _____ 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, *i.e.* "*The course will attempt to enable students to answer the questions: What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?*"
- _____ 4. answers to the 10 questions of the Honors College Committee

Please number all pages. Provide 14 copies to the Honors College Committee

Honors College Course Proposal Questions:

To help us understand the pedagogy for your syllabus, please submit your thoughtful and concrete answers to the ten questions below:

1. Upon what definition of an honors student is this course description built?
2. Describe how this course is different from a regular (non-honors) section of this or a similar course? Explain how the differences meet the criteria of being qualitatively different from a normal undergraduate course rather than just covering quantitatively more material?
3. How does this course demonstrate a commitment to the development of critical thinking skills as a primary objective? Give specific examples. Are there ways in which there could be more emphasis in critical thinking? If so, what are the impediments to a greater emphasis on critical thinking in the proposed course?
4. Demonstrate how the pedagogy of this course is interactive and student-centered. Explain the ways in which your method of instruction creates a classroom environment, which is truly open to discovery by students. (As opposed to being one in which the professor plans to lead the students--however interactively--to predefined conclusions.)
5. Explain how this course reflects high expectations for self-initiated student learning? In what ways does this course provide a foundation, which teaches students HOW TO be self-initiated learners rather than just assuming they will be?
6. Describe how this course meets the criteria of providing an integrative or synthetic approach to knowledge? How could this feature be enhanced? Describe the impediments to a more enhanced synthetic approach.
7. Give evidence that this course moves at a pace appropriate for honors students while recognizing that, though honors students may be very bright, they do not necessarily come with pre-existing academic SKILLS.
8. How does this course demonstrate concern for students' affective and moral/ethical as well as cognitive growth? Do you have suggestions for strengthening the affective and/or moral/ethical focus? Describe the impediments to strengthening this aspect of the course.
9. How does this course provide opportunities for students to enhance written and oral communication skills? Is there evidence that the methods of evaluation demonstrate a commitment to interactive pedagogy with at least 33% of the final grade based on projects, presentations, writing and/or performance?
10. Describe your likely response to a group of students from the proposed honors class coming to you and indicating that this class is not being taught in an appropriate manner for an honors course.

**APPENDIX C-GRADUATE COMMITTEE
ACTIONS REQUESTED**

Senate Action Taken:

1. Proposal for Major Curriculum Revision (PASSED, 1 nay/3 abstentions)

Graduate Studies in Composition and TESOL

ENGLISH DEPARTMENT

Catalog Revision

Current Catalog Description

The Rhetoric and Linguistics track of the Doctor of Philosophy in English is designed for teachers of English in secondary schools in two- and four-year colleges. Different emphases in the program allow students to focus upon the native speaker of English or upon international students who are learning English as a second language. Students without demonstrable teaching experience are expected to complete an internship experience in order to demonstrate the ability to teach effectively. Students with teaching experience must file a waiver of this requirement with the director of Graduate Studies in Rhetoric and Linguistics.

Proposed Catalog Description

The Composition and TESOL Program (formerly Rhetoric and Linguistics) began in 1975 and was revised in 1986 and again in 2000. Consistently, the program has been designed to meet the needs of English and TESOL (Teaching English to Speakers of Other Languages) instructors at two-year and four-year colleges and universities. The program's core courses provide a foundation for students to build a specialized course of study in composition or TESOL. This foundation is flexible enough to meet students' individual needs and the ever-changing needs of the academic marketplace. Moreover, the core curriculum enables students to connect theory with authentic practice. The program is designed to increase the professional qualifications and teaching effectiveness of instructors now in teaching positions.

The Composition and TESOL Program recognizes the changing structure of education and the interdisciplinary nature of research into the nature and transmission of fluent literacy, allowing the mature graduate student to design an innovative schedule of courses to meet his or her special needs. It provides central courses in research methods, technology and literacy, and language theory, and offers options for a 9-credit specialization in Composition or TESOL. Students have 15 elective hours in the program, with courses offered in rhetoric, reading theory, and literacy theory. In addition, students may take courses from other programs or they may opt to take the second specialization in the CT Program.

The emphasis of the program is on the flexible, yet intensive, preparation of instructors of literacy. To achieve this flexibility, the program is designed to permit variation in the fields of concentration. Course and program alternatives may be adjusted to reflect the

personal goals of students in consultation with the Composition and TESOL Committee, a committee of those faculty approved to teach Composition and TESOL graduate courses (see list of faculty). Nonetheless, all students study a common body of knowledge in central courses and focus inquiry and research on the uses of interdisciplinary knowledge for the transmission of literacy in the teaching of English.

Comparison of Current vs. Proposed Program

Rhetoric & Linguistics	Composition & TESOL
<u>Current Program</u>	<u>Proposed Program</u>
<i>Core Courses</i> 15 cr.	<i>Core Courses</i> 9 cr.
<u>EN 710 Research Methodology</u>	<u>ENGL 705 Language and Social Context</u> OR ENGL 703 Language and Cognition
<u>EN 720 Linguistics & English Teacher</u>	<u>ENGL 700 Introduction to Research</u>
<u>EN 721 Psycholinguistics</u> <u>OR EN 722 Sociolinguistics</u>	<u>ENGL 708 Technology & Literacy</u>
<u>EN 730 Teaching Writing</u>	
<u>EN 689 Field Experience in Comm. College</u>	
	<i>Specialization</i> 9 cr.
	<u>Composition Specialization</u>
	<u>ENGL 733 Theories of Composition</u>
	ENGL 730 Teaching Writing
	<u>ENGL 731 Rhetorical Traditions</u>
	<u>TESOL Specialization</u>
	<u>ENGL 723 Second Language Teaching</u>
	<u>ENGL 724 Second Language Acquis</u>
	<u>ENGL 725 Second Language Literacy</u>
<i>Research</i> 6 cr.	<i>Research</i> 3 cr.
<u>4 options (foreign language option, research methodology/design option, computer option, linguistic option)</u>	<u>ENGL 715 Qualitative Research</u> OR a course in another dept., such as EDSP 616 App Educ Res Methods
<i>Electives</i> 15 cr.	<i>Electives</i> 15 cr.
EN 696 Internship in ESL/EFL	<u>ENGL 632 Linguistics & Eng Teacher</u>
EN 715 Qualitative Research	ENGL 745 Theories of Literacy
EN 731 Rhetorical Traditions	ENGL 742 Cross-Cultural Communication
EN 732 Adv. Seminar in Composition	ENGL 744 Reading Theory & Coll Eng Tch
EN 736 Reading Theory & Coll Eng Tchr	ENGL 746 Adv Seminar in Literacy
EN 740 TESL/TEFL Methodology	ENGL 748 Adv Topics in Linguistics
EN 741 ESL Materials and Media	ENGL 797 Independent Seminar
EN 743 Second Language Acquisition	Courses in other programs such as Literature or specific courses such as ELEM 700 Writing for Prof. Publication
<u>Total Course Hrs.</u> 36 cr.	<u>Total Course Hrs.</u> 36 cr.
<u>Dissertation</u> 12 cr.	<u>Dissertation</u> 12 cr.

Summary

In summary, we have retained the interdisciplinary core of the program and expanded the number of electives, while keeping the number of credit hours the same as in the old program. We propose minor changes to existing program syllabi in order to update and strengthen course content. In addition, we propose eight new courses to reflect current conceptions of language, literacy, and research. Finally, we propose adjustments to

program requirements that will permit 9-credit specializations in the areas of Composition and TESOL, approached from the broad perspective of teaching and research on literacy at the secondary and college levels.

Rationale

The Ph.D. in English Rhetoric and Linguistics Program (RL Program) has been a state-approved doctoral program at IUP since 1975. The program underwent a major revision in 1986. This document proposes another major revision, including a change of the program name to **Graduate Studies in Composition and TESOL** (CT Program). This name change more aptly describes the needs of our current and prospective population who hold teaching or administrative positions in Composition and TESOL (Teaching English to Speakers of Other Languages) at academic institutions throughout the world. Moreover, it reflects our view of the study of Composition and TESOL through interdisciplinary perspectives, which build on the relationships between these two fields. The new and revised courses reflect our commitment to the development of teaching scholars whose work primarily involves the teaching of writing, TESOL, or English Education.

The proposed Composition & TESOL Program is in accordance with the primary mission of the SSHE, which charges the State Universities to provide undergraduate and graduate instruction, including doctoral-level instruction for students in liberal arts, sciences, the professions, and other applied fields. Moreover, *The Mission of IUP* identifies the mission of doctoral programs as “primarily professional” and “allowing for distinctive, theoretical programs in the arts and sciences.” We believe our new program design does this.

Enrollment in the current RL Program remains strong, and the need for composition and TESOL instructors continues to be healthy. As Alison Schneider writes in the Feb. 13, 1998 issue of *Chronicle of Higher Education*, more than 30 percent of the jobs advertised in the MLA’s 1997 “Job Information” list were in composition. Recent literature in both the fields of composition and TESOL support the need for both specialties, as well as the natural link between them. At a time when interdisciplinary knowledge is becoming more necessary, it is nevertheless rare for students to have an opportunity to pursue more than one specialty. The Composition and TESOL Program will provide this opportunity.

New Courses --- English Department

ENGL 703 Language and Cognition, 3 cr. (Start Fall 2001)

Examines areas where language, thought, and cognitive process interact. Studies the essential nature of meaning and mental concepts, the core characteristics of language, and the complex relations between the two domains.

Rationale: This is one of the core courses in our new program; students may take either this course or EN 705, Language and Social Context. Material covered in this course forms a foundation for later courses in Language Acquisition, Theories of Composition, and others.

ENGL 705 Language and Social Context, 3 cr. (Start Fall 2001)

Introduces the study of language as a social phenomenon, including such topics as language varieties, stereotypes and social identity; language planning and language policy; standard and nonstandard usage; censorship; discourse analysis; language attitudes; language, culture and thought; communicative competence; small group communication; and classroom interactions.

Rationale: This is one of the core courses in our new program; students may take either this course or EN 703, Language and Cognition. Current approaches to language and literacy emphasize the importance of social context, and this course will draw upon research in sociolinguistics and other fields to provide students with a disciplinary basis for this emphasis.

ENGL 708 Technology and Literacy, 3 cr. (Start Fall 2001)

Presents an overview of the interrelationship between literacy and technology. Demonstrates approaches to teaching English using computer technology.

Rationale: This is a required core course in our new program. Technology has changed the way we teach and learn language and literacy. This course will help to prepare future teachers to use technology, but more importantly, will help them to understand its limits and possibilities.

ENGL 723 Second Language Teaching, 3 cr. (Start Fall 2001)

Considers trends, issues, and research in second language teaching and assessment, as well as considers ways teachers can explore teaching beliefs and practices. Prereq: ENGL 640

Rationale: As a required course in the TESOL Specialization, this course will focus on pedagogical approaches and their underlying theories for second language teaching. The course follows directly from a recommendation contained in the TESOL organization's "Statement of Core Standards for Language and Professional Preparation Programs."

ENGL 725 Second Language Literacy, 3 cr. (Start Fall 2001)

Studies theory, research, and pedagogy associated with the development of literacy in two languages, either simultaneously or successively. Focuses on how individuals and groups become literate in English as an additional or second language. Includes explorations of political, cultural, social, contextual, as well as cognitive, textual, and educational issues that arise in acquiring and using a second literacy. Open to MA TESOL and Ph.D. students in Composition and TESOL.

Rationale: As a component of the TESOL Specialization in the revised program, this course takes a broader view of second language development by looking at the larger social, cultural, and educational contexts that define what it means to be literate. The title and content of this course is consistent with recent theoretical developments in the field of second language literacy.

ENGL 733 Theories of Composition, 3 cr. (Start Fall 2001)

Reviews the major theories of composition, especially those of the modern and postmodern eras. Examines how cultural factors such as education, history, politics, ideology, gender, race and ethnicity affect the theorizing about composition. Encourages students to construct their own theories of composition by entering into a collaborative cultural and intellectual process.

Rationale: As a component of the Composition Specialization in the revised program, this course examines various theories that have influenced composition over the past 30 years and helps students to develop their own theories of composition. Most doctoral programs in composition have courses similar to this one.

ENGL 745 Theories of Literacy, 3 cr. (Start Fall 2001)

Examines the status of current and past theories of literacy, including: the nature of literacy itself, the ways literacy is shared and used by individuals, families, and cultures; and the political, social, and personal ramifications of literacy.

Rationale: An elective course in the new program, this course allows students to explore the different functions of literacy in various cultures and to understand these differences in light of current theories. While this course overlaps slightly with LT 600 in the M.Ed. Literacy/Reading Program, the emphasis is different and the Director of that program has written a letter of support for our course.

ENGL 748 Advanced Topics in Linguistics, 3 cr. (Start Fall 2001)

Focuses on a single topic in depth. Topics will be announced in advance and will include language history and change, writing systems, models of language, linguistic stylistics, narrative analysis, cross-linguistic patterns in syntax, language structure and use, and more. Prerequisite: ENGL 703 or ENGL 705

Rationale: This is an elective course that allows each instructor to focus on a topic that is not covered in other courses, that reflects a newly emerging area of research, or that is a response to students' interests. In the current program, a similar course was consistently valued by students and faculty.

Course Revisions -- English Department**ENGL 731 Rhetorical Traditions (Major Revision; Start Fall 2001)**

Current Catalog Description

EN 731 Rhetorical Traditions, 3 cr.

Surveys the rhetorical tradition from classical Greece to the present day, with emphasis on continuing philosophical and professional issues.

Proposed Catalog Description

ENGL 731 Rhetorical Traditions, 3 cr.

Studies how rhetorical traditions influence the teaching of composition. Examines how cultural factors such as history, politics, ideology, gender, race and ethnicity affect the composing process. Encourages students to think of composition as an open, multicultural event of imagination and social innovation.

Rationale: EN 731 was approved in 1988 as EN 731 The Rhetorical Tradition and the Teaching of Composition. Since then, however, disciplinary knowledge about the teaching of rhetoric and writing has grown. Responding to professional development, the faculty who teach this course have been making substantive revisions in its content as they have taught the course. In order to keep the course current, we are now proposing this revision.

ENGL 632 Linguistics and the English Teacher (Minor Revision; Start Fall 2001)

Current Catalog Description

EN 720 Linguistics and the English Teacher, 3 cr.

Introduces the principles and uses of linguistics for the teaching of English.

Proposed Catalog Description

ENGL 632 Linguistics and the English Teacher, 3 cr.

Examines four key topics: Foundations of linguistic thought, applications of linguistics to the teaching of English, classroom discourse patterns, and language pedagogy.

Rationale: Linguistics and the English Teacher, formerly a required introductory course in the Rhetoric and Linguistics Program, is now a Master's level course in the MA/TESOL Program. Consequently, the course number has been changed from EN 720 to ENGL 632. The syllabus has been revised to reflect the change from a 700-level to a 600-level course.

ENGL 643 TESL/TEFL Methodology (Minor Revision; Start Fall 2001)

Current Catalog Description

EN 740 TESL/TEFL Methodology, 3 cr.

Surveys current theory and practice in teaching English to non-native speakers. Includes traditional and innovative approaches, methods, and techniques for teaching all the language skills at various educational levels.

Proposed Catalog Description

ENGL 643 TESL/TEFL Methodology, 3 cr.

Introduces students to theories and practices in teaching English to non-native speakers.

Rationale: TESL/TEFL Methodology, formerly an elective course in the RL program, is now a Master's level course in the MA/TESOL Program. Consequently, the course number has been changed from EN 740 to ENGL 643. The syllabus has been revised to reflect the change from a 700-level to a 600-level course.

ENGL 644 ESL Material and Media (Minor revision; Start Fall 2001)

Current Catalog Description

EN 741 ESL Materials and Media, 3 cr.

Treats current principles of syllabus design, instructional materials, and systems for observing and evaluating the ESL-EFL classroom. Emphasis is placed on preparing or adapting language lessons as well as producing materials in audio, visual, and computer-assisted media for particular language learners and situations and demonstrating their effectiveness. Prerequisite: EN 740.

Proposed Catalog Description

ENGL 644 ESL Material and Media, 3 cr.

Introduces students to the principles of ESL course design. Students will gain hands-on experience in creating and using instructional media and will display their projects at a Media Fair.

Rationale: ESL Material and Media, formerly an elective in the Rhetoric and Linguistics Program, is now a master's level course in the MA/TESOL Program. Consequently, the course number has been changed from EN 741 to ENGL 644. The syllabus has been revised to reflect the change from a 700-level to a 600-level course.

ENGL 700 Introduction to Research, 3 cr. (Minor revision; Start Fall 2001)

Current Catalog Description

EN 710 Research Methodology in Rhetoric and Linguistics, 3 cr.. Interdisciplinary dimensions of the transmission of literacy and its position as a domain for scientific inquiry, including bibliographical resources for the study of rhetoric and linguistics.

Proposed Catalog Description

ENGL 700 Introduction to Research, 3 cr.

Introduces students to various types of research in Composition and TESOL for examining the transmission of literacy.

Rationale: The title of Research Methodology in Rhetoric and Linguistics has been changed in order to avoid confusion concerning the former name of the program. The course number has been changed from EN 710 to ENGL 700 to accommodate the additional new courses in the core specializations. As in the former program, this course will be one of the first required courses which students take.

ENGL 724 Second Language Acquisition, 3 cr. (Minor revision; Start Fall 2001)

Current Catalog Description

EN 743 Second Language Acquisition, 3 cr.. Introduces current research in second language acquisition especially of English. Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of learner, language, and context. Prerequisites: EN 720 and 740.

Proposed Catalog Description

ENGL 724 Second Language Acquisition, 3 cr.

Introduces current research in second language acquisition especially of English.

Focuses on prominent research trends in the study of the language learner, the process of acquisition, and the interaction of learner, language, and context.

Rationale: Second Language Acquisition, formerly an elective in the RL Program, is now a required course for the core specialty of TESOL in the Composition and TESOL Program. Accordingly, it has been re-numbered to reflect the new sequencing.

ENGL 744 Reading Theory and the College English Teacher, 3 cr. (Minor revision; Start Fall 2001)

Current Catalog Description

EN 736 Reading Theory and the College English Teacher, 3 cr. Examines the psycholinguistic and ethnographic research on the fluent reading process of native and non-native college readers, relevant to the teaching of reading and writing for academic purposes.

Proposed Catalog Description

ENGL 744 Reading Theory and the College English Teacher, 3 cr.

Examines the psycholinguistic and ethnographic research on the fluent reading process of native and non-native college readers, as it pertains to the teaching of reading and writing for academic purposes.

Rationale: Reading Theory and the College English Teacher remains an elective in the Composition and TESOL Program. The course number has been changed in order to reflect the new sequencing of courses.

ENGL 746 Advanced Seminar in Literacy, 3 cr. (Minor revision; Start Fall 2001)

Current Catalog Description

EN 732 Advanced Seminar in Composition Theory, 3 cr. Explores a single topic in depth. Topics, announced in advance, include such areas as approaches to the teaching of style, writing across the curriculum, the evaluation of composition instruction, the development of the writing process in children, computers in composition, writing in the professions, and discourse analysis. May be taken more than once. Prerequisites: EN 730 and 731.

Proposed Catalog Description

ENGL 746 Advanced Seminar in Literacy, 3 cr.

Explores a single topic in depth in the fields of Composition and TESOL. Topics are announced in advance and have recently included writing centers, computers in composition, alternative research methods, discourse analysis, and writing program administration. May be taken more than once. Prerequisites: Any one of ENGL 723, 724, 725, 730, 731, 733

Rationale: The title has been changed to Advanced Seminar in Literacy to reflect the emphasis on literacy in the Composition and TESOL Program. In addition, the number has been changed to EN 746 to accommodate the additional new courses in the core specialization.

Course Deletions – English Department (Start Date: Fall 2001)

EN 721 Psycholinguistics

Rationale: Replaced by ENGL 703 Language and Cognition

EN 722 Sociolinguistics

Rationale: Replaced by ENGL 705 Language and Social Context

2. Minor Program Revisions (PASSED) M.A. in Teaching English to Speakers of Other Languages

A. Rationale for Minor Revision of Program:

The M.A. /Teaching English to Speakers of Other Languages (TESOL) program has not undergone a revision since 1987. In order to meet the needs of our student population, which has been surveyed, and adapt to new professional developments in the field of TESOL, the program has undergone a minor revision.

B. Summary:

The following changes will be made in the new program:

1. *Restructuring Course Requirements:* Adding ENGL 625 as a required, first semester core course. Promoting ENGL 724 (Second Language Acquisition) to core requirement instead of a TESOL elective. Creating a Teacher Education course requirement component. Moving ENGL 694 (Observation of English Teaching) and adding ENGL 688 (Practicum in TESOL) to the Teacher Education component. Changing TESOL electives to reflect relevant new courses in Ph.D. curriculum (i.e., adding ENGL 632 [Linguistics & the English Teacher] ENGL 723 [Second Language Teaching] and ENGL 725 [Second Language Literacy] and deleting EN 721 Psycholinguistics and EN 722 Sociolinguistics which no longer will be offered). Reducing the number of open electives permitted to 6 s.h.

2. *Changing Two Course Numbers:* Two course numbers from 700 level to 600 level: EN 740 (TESL/TEFL Methodology) to ENGL 643 (TESL/TEFL Methodology) and EN 741 (ESL Media and Materials) to ENGL 644 (ESL Media and Materials).

3. *Adding Two New Courses:* ENGL 625 (Introduction to TESOL) and ENGL 688 (Practicum in TESOL).

4. *Adding a Portfolio Requirement:* at the end of the program.

Master of Arts English (TESOL Program)
Current Program and Proposed Curriculum Changes

Current Program	Proposed Program
<u>Core Requirements (15 s.h.)</u>	<u>Core Requirements (15 s.h.)</u>
EN 641: Topics in ESL Pedagogy EN 692: American English Grammar EN 694: Observation of English Teaching EN 740: TESL/TEFL Methodology EN 742: Cross-Cultural Communication	ENGL 625: Introduction to TESOL (new) ENGL 692: American English Grammar ENGL 643: TESL/TEFL Methodology ENGL 644: ESL Media and Materials ENGL 724: Second Language Acquisition (# change in Ph.D. revision)
<u>Internship (3 s.h.)</u>	<u>Teacher Education Component (6 s.h.)</u>
EN 696: Internship in ESL	Students take <i>two</i> of the following courses:
<u>Program Electives (9 s.h.)</u> Students choose any three from the following courses:	ENGL 688: Practicum in TESOL (new) ENGL 694: Observation of English Teaching ENGL 696: Internship in ESL
EN 720: Linguistics and the English Teacher EN 721: Psycholinguistics EN 722: Sociolinguistics EN 730: Teaching Writing (non-majors section) EN 741: ESL Media and Materials EN 743: Second Language Acquisition	<u>TESOL Electives (9 s.h.)</u> Students choose any <i>three</i> from the following courses:
<u>Open Electives (9 s.h.)</u> Students choose three other courses	ENGL 632: Linguistics & the English Teacher (# change in Ph.D. revision) ENGL 641: Topics in ESL Pedagogy ENGL 699: Independent Study ENGL 723: Second Language Teaching (Proposed in Ph.D. course) ENGL 725: Second Language Literacy (Proposed in Ph.D. course) ENGL 730: Teaching Writing (non-majors section) ENGL 742: Cross-Cultural Communication ENGL 744: Reading Theory (# change proposed in Ph.D. revision)
	<u>Open Electives (6 s.h.)</u> Students choose <i>two</i> other courses (500 level or higher).
Total Credits: 36	Total Credits: 36

New Courses – English Department (Catalog start date: Fall 2001)

ENGL 625 Introduction to TESOL

3 s. h.

An introduction to key concepts in teaching English as a second or foreign language. In addition to offering a broad introduction to the knowledge and skills needed to become a professional teacher of ESL or EFL, this course serves to prepare students for the remainder of the MATESOL program. Students are expected to improve their language ability as well as their research and presentation skills in this course. Required for MATESOL students in their first semester.

Rationale: This course introduces graduate students in their first semester of study to the diverse disciplines associated with the profession of TESOL. Students with diverse backgrounds become acclimated to the academic discourse of TESOL so as to perform more effectively in their subsequent courses.

ENGL 688 Practicum in TESOL

3 s. h.

This course is intended to provide a balance between observation and practical teaching experience. Students plan, teach, and reflect on lessons. Emphasis is placed on application of theory and pedagogical knowledge gained from course work, as well as on developing skills to reflect on teaching and its consequences for learners. Class size is limited to 15 students. Although not a prerequisite, this course can be used as a way to prepare for a teaching internship.

Rationale: Introduces an additional opportunity to strengthen professional teaching through supervised observation and reflection on teaching practice.

Revised Courses – English Department (Catalog start date: Fall 2001)

ENGL 643 TESL/TEFL Methodology

3 s. h.

This course surveys current theory and practice in teaching English to non-native speakers and includes traditional and innovative approaches, design, and procedures for teaching all language skills at various educational levels.

Rationale: This course is devoted primarily to master's degree students and is renumbered in the new M.A. and Ph.D. renumbering scheme.

ENGL 644 ESL Media and Materials

3 s. h.

This course offers an introduction to the basic principles of ESL course design, and the evaluation, adaptation, and design of ESL classroom materials and media. Students will gain an understanding of the structure and uses of ESL materials, as well as a hands-on experience in syllabus design, and the evaluation, adaptation, and creation of ESL materials for specific purposes. Students experience working on an ESL/EFL media and materials project and putting on a Materials & Media Fair where they show their projects.

Rationale: This course is devoted primarily to master's degree students and is renumbered in the new M.A. and Ph.D. renumbering scheme.

**3. Minor Program Revision (PASSED)
M.A./Generalist (Starting date: Fall 2001)**

The MA/Generalist degree will be affected in four ways:

- 1) ENGL 720 will change number to ENGL 632 and will be so list in printed materials and the catalogue.
- 2) ENGL 740 will change number to ENGL 643 and will be so listed in printed materials and the catalogue.
- 3) ENGL 721 will be deleted (as part of revisions to the Ph.D. in Composition and TESOL) and replaced by ENGL 703.
- 4) ENGL 722 will be deleted (as part of revisions to the Ph.D. in Composition and TESOL) and replaced by ENGL 705.

Rationale for Changes: All four changes result from the revision of the doctoral program in Composition and TESOL.

Program Summary and Resource Implications: ENGL 721 and ENGL 722 were part of a pool of 13 Literature/Linguistics Electives from which students selected four. In this minor revision ENGL 721 and ENGL 722 are replaced with ENGL 703 and ENGL 705; so the total number of electives remains the same as does the number that students have to select.

There are no changes in resources by this minor revision.

**4. Proposal for IUP GRADUATE Certificates of Recognition (PASSED)
(Starting Date: Spring 2001)**

A. Role of Certificate of Recognition

The Graduate School and Research (GSR) will issue Graduate Certificates of Recognition (CORs) to graduate students who successfully complete a short sequence of courses or studies apart from a degree program. Students, admitted under a special "Certificate of Recognition Status" admission category, will complete between 12 to 18 credits from a curriculum-reviewed, prescribed set of courses, which constitute the Graduate Certificate of Recognition (COR) (see Guidelines below). Graduate CORs will typically be designed for students who do not intend to pursue graduate degrees. When appropriate, however, CORs may be designed to provide additional specializations to students in master's or doctoral programs. Graduate CORs are consistent with the IUP mission statement of the master's and specialist/certificate levels "to sustain and to develop programs of similarly high quality (to the doctoral programs) while, in general, emphasizing more applicable professional skills." The title "Certificate of Recognition" is consistent with the wording in the SSHE Board of Governors Policy 1985-01, Requirements for Initiation or Change of Credit-Based Academic Programs, and of

Academic Units. The guidelines below were developed in conjunction with the guidelines published by the Council of Graduate Schools, which states that the graduate certificate is “a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines.”¹

This document gives the rationale for introducing Graduate CORs (Section B) and lists guidelines for their development (Section C). In Section D the admission and status of students in these CORs are discussed. Section E contains the requirements for the proposal format for curricular review of Graduate CORs for inclusion in the Graduate Handbook.

B. Rationale for Graduate CORs:

The potential advantages of permitting Graduate CORs include:

1. CORs will address the educational needs of post-baccalaureate students who seek a specific body of knowledge, but who do not want or need a graduate degree.
2. CORs result in documents that indicate completion of a sequence of specialized courses and can be cited on a student’s resume to enhance his/her marketability.
3. CORs are meant to be completed in significantly less time and at less expense than a graduate degree.
4. CORs are expected to increase graduate enrollment and, hence, increase revenue for IUP.
5. CORs may provide a recruitment mechanism for graduate degree programs at IUP.
6. CORs are expected to generate a higher rate of new graduate course development and revision as departments respond to the needs of the regional, national and international community.

Possible concerns about offering Graduate CORs include:

1. The term “certification” usually implies accreditation of an individual or a program by a state board or national professional organization. Many graduate degree programs at IUP lead to certification. The proposed Graduate CORs will not necessarily be accredited and, as such, can contribute to public confusion over the credentials and qualifications of individuals having the Certificate.
2. “Certificates,” because they may not be accredited, may be open to misrepresentation by the bearer or misinterpretation by the employer regarding to the qualifications of the individual named on the certificate.
3. CORs may be a drain on resources from established graduate degree programs.

Clearly, Graduate CORs at IUP must address these three issues so that a Graduate COR (a) gives the student a useful and substantial base of knowledge at the graduate level; (b) enhances students credentials with employers, locally, nationally, and internationally; (c)

¹ W. Patterson, Dean-in-Residence, Council of Graduate Schools, “Analyzing Policies and Procedures for Graduate Certificate Programs”, 1999. www.cgsnet.org/PublicationsPolicyRes/index.htm.

represents a clearly defined level of education in the area of specialty; and (d) promotes the reputation of graduate education at IUP.

C. Guidelines for Developing Graduate CORs

In keeping with the IUP Mission Statement for Graduate Education and the guidelines of the Council of Graduate Schools, and to ensure the quality, relevance, and marketability of these Graduate CORs, the Graduate Committee has established the following guidelines for departments wishing to develop CORs:

1. Credits: A COR contains a minimum of 12 credits and a maximum of 18 credits.
2. Required courses: At least 50 % of the credits for a COR must be courses specifically required and uniquely designed for the COR.
3. Electives: All COR electives must be consistent with the purpose of the COR, and a rationale must be provided for their inclusion as permissible courses. Therefore, not all courses included in another graduate offering would be appropriate as COR electives. Given that a COR is to be well-defined, special topics courses are likely inappropriate for credit towards a COR.
4. Relationship to Masters programs: A COR is an independent and unique entity, targeting a different audience from that of existing graduate degree programs. Thus, a COR should not consist of a group of courses required for a master's degree. It cannot use more than three credits from the required courses of a single graduate degree program. However, it can use electives from graduate degree programs. Regardless of the course overlap between a COR and a graduate degree program, a student is limited to three transfer credits whether moving from a COR to a graduate degree program, or moving from a graduate degree program to a COR. In addition to those set by the GSR, COR admission standards are determined by the department(s) offering the COR and should be unique to that COR. A COR student choosing to pursue a graduate degree will have to submit an application to the GSR for admission to the graduate degree program.
5. Approval of professional organizations: The proposal of a COR will be greatly strengthened by written standards of professional organizations providing accreditation in related fields and, especially, by a specific statement of support by such an organization.
6. Interdisciplinary CORs: An interdisciplinary COR will consist of courses that would normally be offered by two or more departments. Faculty coordinating an interdisciplinary COR may be from a department that does not offer any graduate degrees. Proposers of an interdisciplinary COR are encouraged to balance course offerings from the departments involved. As always, all instructors of courses within

a COR must have received approval to teach at the graduate level. Interinstitutional CORs may be proposed, following the additional guidelines in the Variability in Delivery Policy given in the Graduate Handbook.

7. Distance Education: New courses for a COR must go through the regular approval process and then through the Distance Education Approval process. Please note that, according to the Commission on Higher Education, which accredits IUP graduate offerings, when an institution plans to offer at least 50% of a program through distance learning, it must receive advance approval from the Commission to have those programs included within the scope of the institution's accreditation.

A proposal that deviates from the above guidelines must present a compelling rationale.

D. Admission and Status of Students in Graduate CORs

1. Criteria for Admission: Applicants apply for Certificate of Recognition Status as a student in a COR and must meet all the Admission Requirements as given in the current IUP Graduate Catalogue.
2. Process for Admission: Applicants complete a GSR application form, pay the nonrefundable application fee, and submit official transcripts from all postsecondary institutions attended. "Certificate of Recognition" will be added on the GSR application form as an option under "Program Sought". The GSR will send the completed application to the department offering the COR and, upon the recommendation of the department, issue to the applicant a letter of admission that also assigns a departmental advisor.
3. Student Status: A student admitted to a COR will have "Certificate of Recognition Status." This is a non-degree status; consequently, a student with this status is not eligible for financial aid or assistantships. A student with Certificate of Recognition Status who wishes later to pursue a graduate degree at IUP will have to apply for admission to a degree program.
4. Transfer Credits: A graduate student at IUP may not apply more than three approved credits to both a COR and the graduate degree. Transfer credits from other institutions are not permitted, unless the COR is part of an inter-institutional cooperative program. For inter-institutional programs, see also the "Variability in Delivery" chapter in the Graduate Handbook.
5. Academic Standing: A student admitted to a COR must maintain academic good standing, defined as a 3.0 GPA (unless a higher GPA is required by the admitting department).

6. Completion of COR: A student must complete his/her COR studies within the timeframe and parameters established by the COR. The COR may be awarded at departmental ceremonies.
7. Transcripts: The successful completion of an approved COR will be noted on a student's transcript.
8. Other: Other existing GSR policies and procedures govern COR students.

E. COR Proposal Format and Content
(for inclusion in the Graduate Handbook)

A proposal for a new COR or revisions to an existing COR must follow a Level II Program Proposal. The format below has been tailored specifically to CORs. Other Level II proposals should use the format given in Chapter 3 of the 2000/2001 Graduate Handbook.

1. Graduate Curriculum Authorization Form (Appendix D)
Indicate the type of submission. This page becomes the cover sheet of your proposal.
Each change within the proposal, such as new course proposals, course revisions, and course deletions, will require a separate Authorization Form.
2. Introduction
Provide a short introduction, including definitions of key concepts or terms, a summary of the COR, and a brief rationale.
3. Appropriateness to Mission--Omit
4. Need and Impact
 - a. Provide evidence that:
 - i) Demand for this COR exists. For example, cite an assessment of employer/employee needs or other sources and include a bibliography. A more detailed description of the needs assessment and its results can be appended to the proposal.
 - ii) Students who complete the COR can enhance their career opportunities in a national or regional market.
 - b. Assess the impact of this COR on existing graduate degree programs or other CORs.
5. Academic Integrity
Proposers must demonstrate the adequacy of the COR, how it relates to any professional or accrediting standards (even if accreditation will not be pursued or already exists), and the quality of the instructional staff. Include:
 - a. An outline of the COR requirements, including credit requirements, core courses and electives, and any additional requirement(s) (e.g., internships, portfolio projects).

Indicate which courses have prerequisites. Include course descriptions and discuss how each course is relevant/important to the educational objectives of the COR.

- b. An example of how a student would progress through the COR (e.g., first semester courses). Specify the catalog term. The needs of both part-time and full-time students should be addressed. Include a time limit for completion of the COR.
 - c. Individual proposals for each new graduate course or graduate course revision. (See Chapter 10 for new course proposals and major course revisions or Chapter 11 for minor course revisions.) The inclusion of each course within the COR should be justified.
 - d. A list of faculty to be involved in the proposed COR and the nature and level of their proposed involvement (teaching, advising students, etc.). Identify the faculty member who will be designated as the coordinator of the COR. Please note that all faculty must be eligible to teach at the graduate level. To describe the nature and level of his/her proposed involvement (teaching, advising students, etc.), please have the participating faculty complete the Faculty Summary Sheet (Chapter 2, Section D.1).
 - e. An explanation of why the proposed new or revised COR is substantially different from existing CORs or graduate degree programs at IUP and the extent, if any, to which the proposed curriculum overlaps that of existing degree programs or other CORs.
 - f. Letters of notification to and response from each department potentially affected by the COR. These letters should verify that the information has been relayed to their departments and provide such comments that make clear each department's position. If a department is unresponsive, please include copies of two notification attempts.
 - g. A statement of CBA compliance. Please state that, to the best of your knowledge, the COR is in compliance with the current CBA. CORs found to be in violation of the CBA, even after formal approval, will require the prompt submission of a new proposal containing the necessary modifications. Typical issues of concern are faculty workload, dependence on temporary faculty, and sufficiency of resources.
6. Coordination with Programs at Other Institutions—Omit, unless relevant.

7. Periodic Assessment

Since CORs are meant to address the needs of the marketplace, proposers will be asked to put an expiry date on their COR. In no case may a COR exist for more than five years without application for extension. In the year leading up to expiration, proposers may apply for an extension by completing an Authorization Form (Appendix D), attaching a narrative assessing their COR and student learning outcomes, and demonstrating continued need and demand. In addition to an expiry date, please:

- i) Describe what constitutes student learning for the COR. These outcomes may be stated as goals and objectives.
- ii) Describe the methodology (ies) to be used for assessing whether or not student learning has been achieved.

See Appendix C for the current SSHE statements on the topic of outcomes assessment.

8. Resource Sufficiency

Proposers must ensure that the proposing department has sufficient resources to offer the COR without draining resources from existing graduate degree programs.

- a. If the COR requires an increase in departmental offerings, describe a strategy for the distribution of faculty workload that includes integration with undergraduate teaching responsibilities, if applicable. Utilize workload tables to summarize these data (see Chapter 2, Section D.2).
- b. Detail the need for and availability of resources necessary to support the COR during the initial start-up year and for a subsequent three-year period. Show how the department will obtain required resources (i.e., new allocations or reallocations of existing resources), including:
 - i) Learning resources (books, periodicals, films, cassettes, etc.),
 - ii) Instructional equipment (including equipment maintenance) and supplies, and
 - iii) Facilities or facility modifications.

Provide letters of notification to and response from the University Library and the Instructional Design Center (if relevant) regarding adequacy of resources. If no response is received, please include copies of two notification attempts.
- c. Summarize the information in 8.a and 8.b above in the budget table (see Chapter 2, Section D.3)

9. Impact on Educational Opportunity

The proposal must provide appropriate information regarding the probable impact of the new or revised COR on SSHE and IUP goals for enhancing educational opportunity and assurance of civil rights.

- a. Provide a plan to recruit, retain, and graduate students from underrepresented groups, e.g., ethnic minorities, women.
- b. Description of Faculty Composition -- Omit.
- c. Explain plans for inclusion in the curriculum of scholarship from under-represented groups.

10. Catalog Description

On a separate page attach a COR description suitable for inclusion in the Graduate Catalog. This description must include 1) COR objectives, 2) admission prerequisites, and 3) COR requirements.

11. Senate

After notification of approval by the Graduate Committee, please submit to the recording secretary of the Graduate Committee:

- a. Three hard copies of the fully revised COR proposal
- b. Three hard copies of the Senate agenda item (see below)
- c. One disk copy of both the fully revised proposal and the Senate agenda item. The Senate agenda item should include the title of the COR and the sponsoring department, a brief description of and rationale for the COR, the catalog description from Section C.10, and brief summaries of each major change (new

courses, course deletions, etc.). The hard and disk copies must be submitted to the recording secretary of the Graduate Committee no later than 14 days before the next Senate meeting.

**5. New COR: Certificate of Recognition in Safety Sciences (PASSED
(Catalog Start Term: Spring 2001) w/1 abstention)**

Rationale:

The goal of the Certificate of Recognition in Safety Sciences is to provide a program of study that will introduce the students to the fundamentals of occupational safety and health. The fundamentals will stress the recognition, evaluation, and control of common workplace hazards, which will provide a sufficient background so those individuals with peripheral responsibilities in safety can function effectively. Therefore, this Certificate of Recognition is designed for those individuals who already have a bachelor's degree and have safety and health program activities as peripheral responsibilities within an organization. It should also be noted that the Certificate of Recognition in Safety Sciences could also serve as a foundation for those individuals who would like to pursue a graduate program in safety but do not have an undergraduate degree in safety. Professionals who would benefit from this certificate are Human Resource Managers, Occupational Health and Environmental Health Professionals or others who have safety as a peripheral responsibility.

In addition to the requests for a certificate program, department faculty members have also been encouraged by safety professionals, including many alumni, to offer graduate courses using distance education technologies. Because of this interest, several department faculty members use distance education technologies in existing classes.

With the demonstrated need for the certificate, as well as the need for graduate classes offered by distance education, it is appropriate to combine the two and develop a Certificate of Recognition in Safety Sciences that would be initially offered using distance education technologies, primarily the World Wide Web. The key to the success of this Certificate of Recognition in Safety Sciences is that it will be available to a global marketplace and provide working professionals the flexibility they need to take graduate classes.

The need for such programs as well as the opportunities that distance education offer has been recognized by other organizations involved in safety education. East Carolina University offers their M.S. in Industrial Technology with a Concentration in Safety via distance education. Old Dominion University offers a Certificate in Occupational Safety as part of their graduate program in Environmental Health. The National Safety Council has just recently introduced an Advanced Safety Certificate Program and the Board of Certified Safety Professionals (BCSP), recently endorsed safety certificate programs in a recent article in the American Society of Safety Engineers Newsletter.

The Certificate of Recognition in Safety Sciences will advance the missions of both IUP and SSHE. The fifth objective of the Mission of the State System of Higher Education states: ...“to provide continuing education and public service in accord with the needs and aspirations of citizens and the social, cultural, economic, and technical needs of the commonwealth.” The proposed Certificate of Recognition in Safety Sciences is also consistent with the IUP mission statement of the master’s and specialist/certificate levels “to sustain and to develop programs of similarly high quality while, in general, emphasizing more applicable professional skills”.

Proposed Catalog Description

The Department of Safety Sciences offers a program of studies leading to a Certificate of Recognition in Safety Sciences. The Certificate of Recognition in Safety Sciences is a twelve-credit program that introduces the students to the fundamentals of occupational safety and health. The fundamentals will stress the recognition, evaluation, and control of common workplace hazards. The Certificate of Recognition in Safety Sciences is designed for those individuals who already have a bachelor's degree and have safety and health program activities as peripheral responsibilities within an organization. It should also be noted that the Certificate of Recognition in Safety Sciences could also serve as a foundation for those individuals who would like to pursue a graduate program in safety but they do not have an undergraduate degree in safety. Professionals who would benefit from this certificate are Human Resource Managers, Occupational Health and Environmental Health Professionals or others who have safety as a peripheral responsibility.

Program Objectives:

After completing the Certificate of Recognition in Safety Sciences the student will be able to:

1. Develop safety and health programs that address common safety and health hazards as well as compliance to federal regulations.
2. Recognize, evaluate and control common safety and health hazards associated with the workplace.
3. Expand their knowledge level in specific safety and health topics based on individual and workplace needs.
4. Provide leadership within the organization as well as in professional organizations regarding the promotion of workplace safety and health.
5. Utilize research and problem solving skills to address workplace safety and health issues.

Admission:

Admission into the Certificate of Recognition in Safety Sciences will follow the same admission procedures as those established for a degree program. For this program that will include a Baccalaureate Degree with a minimum 2.6 CGPA. As with the M.S. in Safety Sciences there will be no requirement for the GRE. Applicants will apply for

Certificate of Recognition status as a student in the Certificate of Recognition Program in Safety Sciences.

Academic Standing:

Students admitted to the Certificate of Recognition in Safety Sciences must maintain good academic standing (3.0 CGPA).

Program Requirements:

All students will be required to successfully complete a total of twelve credits, of which six hours are core courses. The student must choose the remaining six hours in elective courses.

A. Required Core Courses (6 hours)

SAFE 645	Principles of Occupational Safety	3 s.h.
SAFE 667	Principles of Occupational Health	3 s.h.

B. Elective Courses (6 hours)

Select two courses from the following list:

SAFE 562	Radiological Health	3 s.h.
SAFE 623	Advanced Safety Administration	3 s.h.
SAFE 630	Pollution Control	3 s.h.
SAFE 643	Construction Safety	3 s.h.
SAFE 673	Disaster Preparedness	3 s.h.