

MINUTES OF THE UNIVERSITY SENATE

September 4, 2001

Chairperson Nowell called the September 4, 2001 meeting of the University Senate to order at 3:25 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: M. Anthony, S. Brewer-Josefowicz, T. Eisenhower, L. Federoff, G. Kline, V. Mancuso, F. Nee, K. Putirka, E. Receski, M. Schwietz, J. Solak, C. Strittmatter.

The following Senators (students) were **excused** from the meeting: M. Longley.

The following Senators were **absent** from the meeting: F. Anderson, M. Ashamalla, J. Bullard, S. Durbin, J. Ellerbach, D. Wllermeyer, M. Gerwick, R. Hartman, D. Hulings, H. Hull, R. Martin, M. Moore, S. Mukasa, R. Peterson, K. Polansky, M. Rahman, J. Rodger, E. Ruffner, M. Vella, A. Wutsch.

In addition, the following Senators (students) were **absent** from the meeting: J. Baker, A. Berol, J. Boring, C. Dziados, T. Ellis, R. Howard, M. McCafferty, S. Richards, J. Roth, A. Thomas, J. Walsh, A. Wiest, L. Zack.

The minutes of the May, 2001 meeting were **ACCEPTED**.

Agenda items for the September 4, 2001 meeting were **ACCEPTED**.

REPORTS AND ANNOUNCEMENTS

PRESIDENT'S REPORT (Dr. Pettit)

I have no prepared comments today, but I do wish to welcome all of you back to the season of expectation. We are in the only profession that enjoys this annual rite of renewal, and we ride the crest of good feelings until about March, when we become cranky in our weariness. And then summer mercifully plucks us asunder and we labor in our respective vineyards until we gather again in the fall and begin the cycle once more. And so it goes.

Because of the way we scheduled the official opening this year, I have not delivered the usual fall speech. This is a very good thing, as I have not had time to prepare anything. We do plan, however, to schedule a university-wide convocation at some point in the early fall, and you will have the opportunity to hear the president once more speak of what a wonderful university this is, what our current problems are, and where we hope to go over the course of the next several years. Meanwhile, the provost, in his remarks here today, will give you a snapshot of our current situation and will touch on a few issues that are on the minds of several of you. I am sure that the Senate president as well will have things on his mind that are ready for release.

Any questions?

PROVOST'S REPORT (Dr. Staszekiewicz)

I am pleased to add my welcome to the returning and new senators for 2001-02.

As usual, we begin the year full of anticipation and excitement, rejuvenated from the busy, but hopefully less hectic, summer. We enter this year a bit more focused in that what we need to do as a result of the priorities established by the Board of Governors. This should come as no surprise because we've been talking about it for over a year. However, much of that discussion revolved around how we might shape what the Board will do. It is now clear to us what they expect and what we must do to support them and to maintain our position as the premier university within the System.

Our priorities for this year must include:

1. **Continued emphasis on recruitment and retention of students.** Last year we increased the amount of scholarship support to recruit students by \$250,000 in Board of Governor and other private support. These funds were made available directly to the colleges and departments in an attempt to increase the yield in attracting high quality students who applied and were accepted. This year we will add another \$250,000 and will, once again, rely heavily on the faculty in our academic departments to recruit students. We also implemented retention programs through a special allocation from the System Office. Last year we committed over \$500,000 toward this effort. Those activities will need to continue if we are to maintain our current enrollments. Since approximately 97% of our funding is enrollment driven, this has to continue to be our highest priority.
2. **Review all low-enrolled academic programs.** The mandate from the Board of Governors is clear: All low enrolled programs must be reviewed and justified. As part of our response to the System Office regarding this charge, we have identified all programs that have enrollments below the system average. These programs will be reviewed during the fall semester and a decision will be made as to their viability. Similarly, all non-credit programs will be reviewed. Some of you have already read the article in the Indiana Gazette concerning the possible closing of the University School. That program, along with the Culinary Program, Criminal Justice, and American Language Institute will be reviewed.
3. **Review all Alternate Workload Equivalencies (AWE).** Approximately 80% of the university's budget continues to be tied up in personnel costs. This year we will have to review all AWE's and a decision will need to be made as to their continuation.
4. **Strengthen our Federal agenda.** We have been more successful than any other university within the System at attracting legislative and competitive Federal funds. We need to develop an infrastructure to support these activities and to further our success at attracting these funds.
5. **Funding Formula Revision.** This appears to be the make or break year with regard to how the System allocates State appropriations. During the past year, task forces have been at work reviewing various aspects of the funding formula. This year, the results of that effort will be incorporated into a new formula to be used for 2002-03. I am pleased to report that there is now official recognition in the System Office that the new formula should not build in as much of an

Economy of Scale (EOS) and that it should provide for IUP's doctoral mission. We will, however, need to work hard to insure that these results are appropriately incorporated into any new formula.

6. **Branch Campuses.** We need to continue to move forward with our plans for Punxsutawney and Armstrong. The new, privately financed, residence halls at Punxsutawney and the new campus at Slatelick for Armstrong are critical to our repositioning of those campuses.
7. **Capital Campaign and the Regional Development Complex.** A key ingredient to our economic development efforts is the Regional Development Complex (RDC) and the capital campaign to raise the \$20,000,000 match to the State's share.

These are just some of the activities this coming year. Unfortunately, if you look at them closely, you will see that many of them are tied to the financial side of our enterprise. To many of us, that's a disturbing reality – but, please make no mistake, it is a reality that we cannot ignore and hope that it goes away. These have become a necessary, but not sufficient, component of our work. That is, they don't define who we are or what we do, but unless we address them, we won't be given the opportunity to do the other things.

The Senate is the only body on campus that includes students, faculty, staff and administrators. It is the logical body to discuss and debate many of the issues I've outlined above. Unfortunately, we continue to do business as we always have, weekly committee meetings and monthly senate meetings - and no meetings between semesters or during the summer. The response time for action items from the Board of Governors or the System Office is often weeks, rather than months, and without regard to whether we are in session or not. I challenge the Senate this year to look at how we do business, to streamline our approaches, and to find better and more comprehensive ways to engage its members. There are useful technologies and interactive communities that could be established to do this.

CHAIRPERSON'S REPORT (Dr. Nowell)

It is my pleasure to welcome back all of you who have previously served in the Senate and those of you who are new to the Senate. Personally, I had a wonderful summer, with a fascinating experience of teaching overseas, and I came back rejuvenated by this exciting new experience. I am also excited by my department's filling of three vacant positions with three talented and enthusiastic faculty members. The major in which I teach has one of the largest freshman classes entering this year. Here in the Senate, we passed the modifications of our by-laws and constitution that should ensure a settlement of the controversy about the curriculum process, pending final approval this month by the Council of Trustees. A week and a half ago APSCUF passed its own bylaws changes to coincide with our changes. So many things are good for me this year.

Why is it, then, that I have such an unsettling feeling about this year? Despite my personal good feelings, I am afraid that I see storm clouds on the horizon. Here in the Senate we have a situation in which faculty, students, and administration work together, supposedly to ensure the furthering of the academic goals of this university. But recent developments continue to reveal the true forces that are determining the direction this university is going. We have a governor in the Commonwealth and a Board of Governors of the State System of Higher Education who continue to believe this is a business

instead of an institution of higher education. Their bottom line as to what should or should not happen on this campus is the big dollar mark -- money.

We are all realists enough to know that we cannot continue to function as a university if we can't pay our bills. When the curriculum committees of this body examine proposed changes in curriculum, they must be concerned with resources that those changes would require. Much of our creativity and leadership as faculty in our fields is throttled by the limited monies we have available to implement our ideas. Indeed, as our costs go up through inflation, increased expenses related to technology, and decentralization of budgets without related transfer of funds, while our operating budgets remain the same, we sometimes wonder whether we will be able to continue with the most basic functions of our departments.

This year is going to be truly hard on all of us. As our dear governor slashed the increases in budgets for higher education, tuition went up for the students. This year a new contract will be negotiated for the faculty, and we will be told that the economy is bad and we make too much money. We will be told this by the members of the Board of Governors while they collect their salaries and dividends that equal much more than we ever can dream to make, despite our more extensive education and national recognition in our fields. Our university administration will continue to suffer losses in funding from the state, whose leaders seem to be particularly anxious to make IUP suffer as they develop formulas that ensure we are penalized by the characteristics that make us unique in the state system. Make no mistake about it. Decisions are already being made that are driven solely by money. Last year the administration, in collusion with faculty set up a new joint doctoral program at Edinboro without the consent of this body. (Despite promises, we still have no proposal before the Graduate Committee.) Why was this program set up? Oh, there may be some very good reasons with which we would feel comfortable, but I was told that the importance of this program was that the College of Education and Educational Technology cannot continue to exist without outside income such as provided by this program, given the internal patterns of funding in the University. Just recently a whole department for which a new director has been appointed and three new faculty just hired has been told it will likely not exist after this academic year. Why? Because it doesn't make money.

We will probably continue to pass policies in this Senate without asking, "Will this policy somehow make money for the university?" We will probably continue to pass curriculum changes based on the academic integrity of the proposals and their benefit to our students. But we must be diligent. We must be alert. The forces in Harrisburg will do everything they can to prevent our making of decisions for the right reasons. And our own administration will likely be carrying out the wishes of those bureaucrats, who appear to have little idea what we are all about.

Perhaps our new Chancellor will turn things around. I, for one, will not be holding my breath. What I will be doing is trying to make sure that we work together here in this Senate without letting these influences turn us against each other. At the same time, I will not sit quietly if our administration continues to flagrantly abuse their power by ignoring existing procedures for decision-making. And I will not sit by quietly if the administration makes decisions that are made for what appears to be the mighty dollar and not the reasons this university exists.

And so, as my first formal action of the academic year, I will be returning the RSVP for the President's Reception, indicating that I will not be attending, and requesting that the money that would be spent on

the food and drink for myself and my wife be put into a fund to ensure the continued existence of the University School. Thank you.

ELECTION OF THE VICE CHAIR

Pat Coulson (a student senator) was nominated and elected unanimously as Vice Chair of the Senate.

VICE CHAIRPERSON'S REPORT (Senator Coulson)

Student Congress Plan for the Upcoming Semester

Plan on a massive campus wide advertising campaign which will inform students how to deal with the major complaints that have been voiced in the past. This will include information on the Student Congress but it will also include policy's within the university that benefit all student's that is not currently common knowledge.

Signs – are going to use to communicate with the student body as a whole.

1. How to join Student Congress and what the purpose of Student Congress is.
2. Advising system seems to be a large problem with the students on campus. With the help of Dr. Staszkiwicz last year we are going to be implementing a plan that can inform students on how to change advisors through the university's current policy. Hopefully this can help improve the advising system, and find obvious shortcomings in it.
3. Grade Appeals is the way for students to deal with a grade in which they believe they were wrongfully given. The majority of students on campus do not even know this policy exists
4. A website is going to be implemented for teaching and advising. This will be either through an undetermined website that already exists or a new one in which Student Congress will be able to control. The reason for the website is that there has been a generally complaint among many students that the current evaluation system is ineffective and the review is never made public knowledge. We believe this will be a tremendous help to a student looking for a particular teaching style or a class setup that would be more geared towards their strengths in learning.

Organizational Leaders Summit

There student population has perceived Student Congress is not representing the views of the majority of students, and it does not reach out to the other groups on campus. Student Congress is going to schedule a meeting with all of the leaders of the major and minor student organizations and see what problems they are having and how they can be resolved.

We want to make Congress look effective in a positive way this year and we think by taking these measures we will do exactly that.

That is all I have, Thank you and have a good week.

OLD BUSINESS

Senator Smith, (the Secretary of the Senate reviewed a few items briefly for all senators which included the following:

1. The agenda and past meeting minutes will be projected to the screen in the front, and today's lack of this is due to problems with the ECOB Auditorium computer. For those who want to see the screen the best, sitting in the middle section in the front ½ of the room is advised;
2. Please email any departmental changes and student changes to the Secretary (jbsmith@grove.iup.edu) and Senator Radell (ciboney@grove.iup.edu) the Rules Committee Chair .
3. It would be greatly appreciated by the Secretary if all committee chairs could email the Secretary with their reports just prior to a meeting, or hand a printed copy at the monthly meetings.
4. The Senate will be embarking on moving to WebCT with a variety of aspects associated with Senate business. Any ideas will be appreciated.
5. The Secretary would like to have a "purging party" of many past senate documents, but he doesn't want to do it alone (for example, do we need to keep the sign in sheets from meetings back in 1989?). Any past Senate officers should contact the Secretary if they can spare fifteen minutes to one half of an hour. Lunch will be provided!

STANDING COMMITTEE REPORTS

RULES COMMITTEE (Chairperson Radell)

1. "As a matter of expediency, occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation. The initiators of such policies shall immediately give notification of their action to the senate Chair and the Chair of the Rules Committee. If it applies, notification shall also be given to the Chair of the Senate Committee within whose purview subject policy matters ordinarily fall. Such policies will automatically be included as New Business on the agenda of the Senate meeting immediately following such enactment" [IUP University Senate Constitution].
2. Check the Rosters for accuracy of your name and other information. Note your committee assignments and listen for the committee meeting information as the committee chairs make their announcements as we proceed through the agenda.
- 2.5. "99-01" If your term is thus listed- I don't know who your Department Rep is.
3. Committee Assignments- Where possible, you were given your first choices of the committees to which you were elected. In some cases that was not possible to accomplish while maintaining required representation from all colleges.

Some of you have had to make big sacrifices in order to be sure that your college would have representation on the 4 committees requiring college representation: UWUCC, UWGC, Awards, and Research. For Fine Arts, if any available Fine Arts Senator had been given her first choice or rejected her committee assignment, then one of those committees would be without Fine Arts representation. I'd like to publicly thank Lynda LaRoche, Barb Blackledge, Holly Boda, and Patricia Villalobos-Echeverria for their willingness to accept committee assignments that give their college full representation on all committees that require Fine Arts representation. No other colleges' senators have had to make the kinds of sacrifices these four Senators have made, and they deserve a lot of credit for being willing to accept high levels of service on committees that were not their number one choices.

4. All members should study the Senate Constitution and Bylaws available at the Senate web page. You'll be better Senators if you know the rules of operation of the Senate.
5. Student government should get me the names of student senators with email addresses as soon as possible. If you have any questions about representation, please ask.
6. Attendance is required at Senate meetings and at committee meetings. Committee chairs should report to the Rules Committee when any senator has missed two meetings. That applies to all segments.
7. Committees should be convened by the chairs you had last year. If your chair's term has expired, you need to elect a new chair as soon as possible within your committee.
8. Over the summer the Academic Committee of the Trustees authorized the Senate to proceed with the proposed changes to our Bylaws and Constitution in anticipation of the full Trustees passing the changes on September 14. As a result, APSCUF has appointed Gail Sechrist as their appointment as co-chair of the UWUCC. David Chambers has been named by APSCUF as their co-chair of the Graduate Committee. David Chambers, thus, takes a seat in the Senate and this is his first meeting as a Senator. Gail Sechrist was already a senator. I trust the Trustees will pass the changes next week and we can then begin planning for full implementation of the new structure.
- 8.5. Volunteers for vacancies on committees- please complete and return forms.
9. Rules Committee will meet next Tuesday at 3:15 in 205 MCL.

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE (Chairperson Domaracki)

The first meeting this semester will be held on Tuesday, September 11, 2001 in 257 Davis.

ACADEMIC COMMITTEE (Chairperson Andrew)

The first meeting this semester will be held on Tuesday, September 11, 2001 in Pratt 313.

AWARDS COMMITTEE (Chairperson Jackson)

The first meeting this semester will be held on Tuesday, September 25, 2001 in 257 Davis.

UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE (Chairperson Sechrist and Numan)

See Appendix A, page 9 for this committee report.

GRADUATE COMMITTEE (Chairpersons Kondo and Chambers)

See Appendix B, page 17 for this committee report.

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE (Chairperson Pagnucci)

The first meeting this semester will be held on Tuesday, September 11, 2001 in Stabley 101.

NONCREDIT COMMITTEE (Chairperson Barton)

No Report

RESEARCH COMMITTEE (Chairperson Numan)

The first meeting this semester will be held on Tuesday, September 11, 2001 in Clark 317.

STUDENT AFFAIRS COMMITTEE (Chairperson Hall)

The first meeting this semester will be held on Tuesday, September 18, 2001 in the Oak Room West. Additional meetings this semester will be on October 16, 2001 and November 27, 2001.

NEW BUSINESS

There was no new business to discuss.

ADJOURNMENT

With no further business, the meeting was adjourned at 4:37 p.m.

Respectfully Submitted,

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

APPENDIX A
University-Wide Undergraduate Curriculum Committee
Co-Chairpersons Sechrist and Numan

FOR INFORMATION

1. Liberal Studies Committee Report:

Dr. Carolyn Camp, English Department, has received Type I, Professor Commitment, writing intensive approval.

Dr. Gwendolyn Torges, Political Science Department, has received Type I, Professor Commitment, writing intensive approval.

BIOL 118 History of Pain was approved as a Natural Science, Non-laboratory course.

FOR ACTION

1. Department of Nursing and Allied Health -- New Catalog Description

PASSED

A. Old Catalog Description for Nursing Program

The College of Health and Human Services offers a curriculum leading to the Bachelor of Science Degree in Nursing. Students are admitted to the nursing major as freshmen. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and other states. The program is fully accredited by the National League for Nursing and has preliminary approval from the Commission on Collegiate Nursing Education.

The nursing curriculum has as its primary goal the development of competent professional nurses who are liberally educated, clinically competent, and aware of their social responsibilities as members of the health professions. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care professions, and to utilize scientific principles in planning and implementing health care. The nursing program emphasizes concepts in health promotion and maintenance and restoration of wellness for people of all ages.

The first three semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. The first clinical nursing courses begin in the fourth semester. Clinical experiences in patient care are provided in acute and long-term care facilities as well as community health agencies throughout the last five semesters. Detailed information is available in the department office regarding health screening requirements, professional uniform requirements, liability insurance needs, and transportation requirements. There is an option to complete the program in five years.

Registered Nurse students are enrolled in the basic baccalaureate program in nursing. They will have an upper-division major in Nursing and will fulfill all degree requirements set by the university and the Nursing Department. The Registered Nurse student may be awarded advanced standing, based on prior

work completed at an accredited college or university and on exemption tests in nursing at a given point in the curriculum.

B. New Catalog Description for Nursing Program

The College of Health and Human Services offers a curriculum leading to the Bachelor of Science Degree in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.

The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, clinically competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care team, and to utilize scientific principles in planning, implementing and evaluating health care. The nursing curriculum emphasizes concepts in primary, secondary and tertiary prevention of health problems.

The first two semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. Throughout the last 6 semesters clinical experiences in patient care are provided in acute and long-term care facilities as well as community settings.

The Bachelor of Science in Nursing degree is offered for registered nurses who are graduates of accredited diploma or associate degree nursing programs and who have met IUP's admission requirements. The track for registered nurses awards advanced standing based on prior work completed in a nursing program. Registered nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the professional nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

2. Department of Geography and Regional Planning

A. Correction of typo presented on October 3, 2000 Senate Agenda

PASSED

Bachelor of Science in Education -- Social Science Education/Geography Track

PROGRAM APPROVED 10/3/01

Bachelor of Science in Education -- Social Science Education/Geography Track

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Social Science: ECON 121, GEOG 102, PSYC 101
Liberal Studies Electives: ECON 122, SOC 337 or 362(1), and one of the following: ANTH 271-274 (SOC 271-274) 54-55

College:		32
Professional Education Sequence:		
COMM 301	Technology for Learning & Instruction	3 sh
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Programs	2 sh
EDSP 202	Educational Psychology	3 sh
EDSP 377	Educational Tests and Measurement	3 sh
EDUC 242	Pre-student Teaching Clinical Experience I	1 sh
EDUC 342	Pre-student Teaching Clinical Experience II	1 sh
EDUC 441	Student Teaching	12 sh
EDUC 442	School Law	1 sh
EDUC 455	Teaching of Social Science in Secondary Schools	3 sh
FDED 202	American Education in Theory and Practice	3 sh

Major Requirements 24

Required Courses:

GEOG 213	Cartography I	3 sh
GEOG 230	Cultural Geography	3 sh

Controlled Electives:

(At least one course from each of the following three groups)

Environmental Geography:

GEOG 341	Climatology	3 sh
GEOG 342	Physiography	3 sh
GEOG 343	Geography of Fresh Water Resources	3 sh
GEOG 440	Conservation: Environmental Analysis	3 sh

CORRECTED PROGRAM

Bachelor of Science in Education -- Social Science Education/Geography Track

Liberal Studies: As outlined in the Liberal Studies section with the following specifications:
Social Science: ECON 121, GEOG 102, PSYC 101
Liberal Studies Electives: ECON 122, SOC 337 or 362(1), and one of the following: ANTH 271-274 (SOC 271-274) 54-55

College:		32
Professional Education Sequence:		
COMM 103	Digital Instructional Technology	3 sh
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Programs	2 sh
EDSP 102	Educational Psychology	3 sh
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3 sh
EDUC 242	Pre-student Teaching Clinical Experience I	1 sh
EDUC 342	Pre-student Teaching Clinical Experience II	1 sh
EDUC 441	Student Teaching	12 sh
EDUC 442	School Law	1 sh
EDUC 455	Teaching of Social Science in Secondary Schools	3 sh
FDED 102	American Education in Theory and Practice	3 sh

Major Requirements 24

Required Courses:

GEOG 213	Cartography I	3 sh
GEOG 230	Cultural Geography	3 sh

Controlled Electives:

(Two courses from each of the following three groups)

Environmental Geography:

GEOG 341	Climatology	3 sh
GEOG 342	Physiography	3 sh
GEOG 343	Geography of Fresh Water Resources	3 sh
GEOG 440	Conservation: Environmental Analysis	3 sh

Human Geography:

GEOG 231	Economic Geography	3 sh
GEOG 331	Population Geography	3 sh
GEOG 332	Urban Geography	3 sh
GEOG 333	Trade and Transportation	3 sh
GEOG 334	Political Geography	3 sh
GEOG 335	Geography of Energy	3 sh
GEOG 336	Social Geography	3 sh
GEOG 337	Historical Geography	3 sh
GEOG 431	Geography of American Indians	3 sh

Regional Geography:

GEOG 251	Geography of Pennsylvania	3 sh
GEOG 252	Geography of Latin America	3 sh
GEOG 253	Geography of Europe	3 sh
GEOG 254	Geography of Russia & the Soviet Sphere	3 sh
GEOG 255	Geography of Africa	3 sh
GEOG 256	Geography of East Asia	3 sh
GEOG 257	Geography of South and SE Asia	3 sh

Social Science Distribution Requirements: 15-18

The following courses are required:

PLSC 280	Comparative Government I: Western Political Systems	3 sh
HIST 203	U.S. History for Historians	3 sh

Plus one of the following options: 9-12 sh

1. 6 additional sh not counted above in one social science field (history recommended) and 3 sh in another.
2. 9-12 additional sh in one social science field (history recommended), sufficient to meet the requirements for a minor.

Other Requirements: 0

Free Electives: 0

Total Degree Requirements: 125-129

- (1) The SOC 151 prerequisite will be waived with instructor permission if a student has completed ANTH/SOC 271-274.

Human Geography:

GEOG 231	Economic Geography	3 sh
GEOG 331	Population Geography	3 sh
GEOG 332	Urban Geography	3 sh
GEOG 333	Trade and Transportation	3 sh
GEOG 334	Political Geography	3 sh
GEOG 335	Geography of Energy	3 sh
GEOG 336	Social Geography	3 sh
GEOG 337	Historical Geography	3 sh
GEOG 431	Geography of American Indians	3 sh

Regional Geography:

GEOG 251	Geography of Pennsylvania	3 sh
GEOG 252	Geography of Latin America	3 sh
GEOG 253	Geography of Europe	3 sh
GEOG 254	Geography of Russia & the Soviet Sphere	3 sh
GEOG 255	Geography of Africa	3 sh
GEOG 256	Geography of East Asia	3 sh
GEOG 257	Geography of South and SE Asia	3 sh

Social Science Distribution Requirements: 15-18

The following courses are required:

PLSC 280	Comparative Government I: Western Political Systems	3 sh
HIST 203	U.S. History for Historians	3 sh

Plus one of the following options: 9-12 sh

1. 6 additional sh not counted above in one social science field (history recommended) and 3 sh in another.
2. 9-12 additional sh in one social science field (history recommended), sufficient to meet the requirements for a minor.

Other Requirements: 0

Free Electives: 0

Total Degree Requirements: 125-129

- (1) The SOC 151 prerequisite will be waived with instructor permission if a student has completed ANTH/SOC 271-274.

3. Department of Technology Support and Training

A. Course Number Change

PASSED

BTST 301 Microcomputer Software Solutions to
BTST 283 Microcomputer Software Solutions

Rationale: The renumbering of BTST 301 to BTST 283 will enable the Department of Technology Support and Training to better utilize its resources since one course, BTST 283, will be offered rather than two, BTED 273 and BTST 301, currently listed in the catalog. The renumbering will also allow the department to better serve two of its constituencies: Computer and Office Information Systems (COIS), a two year program, and Business Technology Support (BTS), a four year program. BTST 301 has been substituted for BTED 273 for some time as no complement existed to teach BTED 273 and its content is similar.

B. Course Deletion

PASSED

BTED 264 Office Procedures is to be deleted.

Rationale: This course has been replaced by BTED 250 Electronic Office Procedures, which more accurately reflects the current needs of majors in Business Education and Business Technology Support.

C. Program Revision

PASSED

Current Program

Bachelor of Science in Education—Business Education (*)

Liberal Studies: As outlined in Liberal Studies section 53-55 with the following specifications:

Mathematics: BTED 111

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214

College:

32

Professional Education Sequence:

BTED 311	Methods and Evaluation in Business and Marketing Education	3 sh
BTED 312	Methods and Evaluation in Business and Marketing Education II	3 sh
COMM 103	Digital Instructional Technology	3 sh
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2 sh
EDSP 102	Educational Psychology	3 sh
EDUC 242	Pre-student Teaching Clinical Exp I	1 sh
EDUC 342	Pre-student Teaching Clinical Exp II	1 sh
EDUC 441	Student Teaching	12 sh
EDUC 442	School Law	1 sh
FDED 102	American Ed in Theory and Practice	3 sh

Proposed Program

Bachelor of Science in Education—Business Education (*)

Liberal Studies: As outlined in Liberal Studies section 53-55 with the following specifications:

Mathematics: MATH 115

Social Science: ECON 121, PSYC 101

Liberal Studies Electives: BTED/COSC/IFMG 101, ECON 122, MATH 214

College:

32

Professional Education Sequence:

BTED 311	Methods and Evaluation in Business and Marketing Education I	3 sh
BTED 312	Methods and Evaluation in Business and Marketing Education II	3 sh
COMM 103	Digital Instructional Technology	3 sh
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2 sh
EDSP 102	Educational Psychology	3 sh
EDUC 242	Pre-student Teaching Clinical Exp I	1 sh
EDUC 342	Pre-student Teaching Clinical Exp II	1 sh
EDUC 441	Student Teaching	12 sh
EDUC 442	School Law	1 sh
FDED 102	American Ed in Theory and Practice	3 sh

Major: 45-48
Required Courses: Business Education Core
Required Courses: Business Education Core

ACCT 201	Accounting Principles I	3 sh
ACCT 202	Accounting Principles II	3 sh
BTST 101	Introduction to Business	3 sh
BTST 321	Business and Interpersonal Comm	3 sh
BTED 132	Computer Keyboarding and Formatting	3 sh
BLAW 235	Introduction to Business Law	3 sh
IFMG 300	Info Systems: Theory and Practice	3 sh
MKTG 320	Principles of Marketing	3 sh

Controlled Electives:		
Areas of Certification (1)		21-24 sh
Accounting: ACCT 300, 301, 421		
Data Processing: IFMG 205, 251, and one approved programming elective		
Distributive Education: DEDU 413, MKTG 421, 433, one MKTG elective (advisor approved)		
Marketing: DEDU 331, MKTG 435, MKTG 436		
Office Technologies: BTED 250, BTST 301, 313, 400		
Secretarial: BTED 260, 261, 262 (2)		
Other Requirements:	0	

Free Electives:	0
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(#) Total Degree Requirements 130-132

- (*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) According to Pennsylvania Commonwealth guidelines, students must be certified in office technologies and at least one other area (accounting, data processing, marketing, or secretarial). An exception to this is certification in marketing/distributive education.
- (2) Students can transfer credit from another regionally accredited institution.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

D. Program Revision

Current Program

Associate of Arts—Business-Computer and Office Information Systems Specialization

Liberal Studies: As follows:	31
English: ENGL 101	
Fine Arts: one course from list	
Humanities: HIST 195 and one course from LBST list of Philosophy and Religious Studies	
Liberal Studies Electives: (1)	
BTED/COMM/COSC/IFMG/LIBR 201, COSC/IFMG 101, ECON 122	
Math: BTED 111 or MATH 121	
Social Science: PSYC 101 and one course from non-western cultures LBST Social Science list	

Major: 45-48

ACCT 201	Accounting Principles I	3 sh
ACCT 202	Accounting Principles II	3 sh
BTST 101	Introduction to Business	3 sh
BTST 321	Business and Interpersonal Comm	3 sh
BTED 132	Computer Keyboarding and Formatting	3 sh
BLAW 235	Introduction to Business Law	3 sh
IFMG 300	Info Systems: Theory and Practice	3 sh
MKTG 320	Principles of Marketing	3 sh

Controlled Electives:		
Areas of Certification (1)		21-24 sh
Accounting: ACCT 300, 301, 421		
Data Processing: IFMG 205, 251, and one approved programming elective		
Distributive Education: DEDU 413, MKTG 421, 433, one MKTG elective (advisor approved)		
Marketing: DEDU 331, MKTG 435, MKTG 436		
Office Technologies: BTED 250, BTST 283, 313, 400		
Secretarial: BTED 260, 261, 262 (2)		
Other Requirements:	0	

Free Electives:	0
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(#) Total Degree Requirements 130-132

- (*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.
- (1) According to Pennsylvania Commonwealth guidelines, students must be certified in office technologies and at least one other area (accounting, data processing, marketing, or secretarial). An exception to this is certification in marketing/distributive education.
- (2) Students can transfer credit from another regionally accredited institution.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

PASSED

Proposed Program

Associate of Arts—Business-Computer and Office Information Systems Specialization

Liberal Studies: As follows:	31
English: ENGL 101	
Fine Arts: one course from list	
Humanities: HIST 195 and one course from LBST list of Philosophy and Religious Studies	
Liberal Studies Electives: (1)	
BTED/COMM/COSC/IFMG/LIBR 201, OSC/IFMG 101, ECON 122	
Math: MATH 115 or MATH 121	
Social Science: PSYC 101 and one course from non-western cultures LBST Social Science list	

Major: Business (Associate) Core			12	Major: Business (Associate) Core			12
Required Courses:				Required Courses:			
ACCT 201	Accounting Principles I	3 sh		ACCT 201	Accounting Principles I	3 sh	
ACCT 202	Accounting Principles II	3 sh		ACCT 202	Accounting Principles II	3 sh	
BTST 101	Introduction to Business	3 sh		BTST 101	Introduction to Business	3 sh	
BTST 221	Business Technical Writing	3 sh		BTST 221	Business Technical Writing	3 sh	
Other Requirements:				Other Requirements:			
Computer and Office Specialization:			12	Computer and Office Specialization:			12
BTED 250	Electronic Office Procedures	3 sh		BTED 250	Electronic Office Procedures	3 sh	
BTED 273	Word Processing Applications	3 sh		BTED 273	Word Processing Applications	3 sh	
IFMG 205	Foundations of MIS	3 sh		IFMG 205	Foundations of MIS	3 sh	
	Advisor-Approved Elective	3 sh			Advisor-Approved Elective	3 sh	
Free Electives:			6	Free Electives:			6
Other Requirements:			0	Other Requirements:			0
Total Degree Requirements			61	Total Degree Requirements			61

(1) Students can not repeat the same prefix in this category.

(1) Students can not repeat the same prefix in this category.

Rationale: The Math Department developed MATH 115 to provide a course particularly suited to the needs of business majors. This course covers virtually the same material as that presented in BTED 111.

E. Program Revision

PASSED

Current Program

Minor--Business Technology Support 15
(for Business Majors in the Eberly College of Business and Information Technology only)

Required Courses:

BTST 301	Microcomputer Software Solutions	3sh
BTST 310	Telecommunications	3sh
BTST 313	Office Systems Technologies	3sh
BTST 315	Records Administration	3sh
BTST 411	Microcomputer Support for OSYS	3sh

Proposed Program

Minor--Business Technology Support 15
(for Business Majors in the Eberly College of Business and Information Technology only)

Required Courses:

BTST 283	Microcomputer Software Solutions	3sh
BTST 310	Telecommunications	3sh
BTST 313	Office Systems Technologies	3sh
BTST 411	Microcomputer Support for OSYS	3sh
BTST 413	Enterprise Technology Support	3sh

Rationale: BTST 315 has not been taught for several semesters. Records Administration is no longer a viable area for those obtaining a minor in the field of business technology support. BTST 413 represents an area of study that is much more pertinent.

4. Department of Biology--New Course

PASSED

BIOL 118 The History of Pain

3c-01-3sh

Prerequisite: Non-biology and non-biology education majors and non-biology minors only
Despite its many individual, social, and cultural characteristics, pain is based on an anatomical and physiological foundation. The course will look at the history of scientific theories and hypotheses about understanding the pain mechanism. Through this type of study, students will learn about the status of pain in various societies throughout the ages.

Rationale: A 3-credit non-laboratory science course that would be a part of the 4-3-3-science option of liberal studies. It will be exclusively for non-biology or biology education majors.

5. **Department of Hotel and Restaurant--
Course Revision, Number and Title Change**

PASSED

Current Catalog Description:

HRIM 356 Human Resources in the Hospitality Industry

3c-0l-3sh

Prerequisites: PSYC 101, HRIM 313

Organization and administration of hospitality business, including human resource theories and policies, work simplification, training, communication, and safety.

Proposed Catalog Description:

HRIM 256 Principles of Hospitality Human Resource Management

3c-0l-3sh

This course examines human resource management in the hospitality and healthcare industries. Major topics include cultural diversity, legal requirements, job analysis, recruitment and selection, training and development, performance appraisal, compensation and benefits administration, and classic management theory.

Rationale: The revised title and description more closely define the course content. The lowered course number enables sophomores to take the course, a situation deemed desirable by HRIM faculty. Elimination of HRIM 313 as a prerequisite enables this course to be taken prior to enrolling in HRIM 313. Elimination of PSYC 101 was done as it was deemed non-essential for an understanding of this course's content; majors will still take PSYC

**APPENDIX B
Graduate Committee
Chairperson Kondo**

FOR ACTION

New Course:

PASSED

**SOC 650 Gender and Society
(Catalog start term: Spring 2002)**

3c-01-3sh

Considers the position of women and men in society. Examines current perspectives and research on the nature of gender differences and causes of gender inequality. Explores how gender is structured and maintained in both public and personal lives: in such arenas as family, education, work, and gendered interactions of friendship and love, sexuality, and violence.

New Cross-Listed Course:

PASSED

**XXX* 590 and
XXX* 591 Improving Professional Practice in Instructional Settings
(Catalog start term: Spring 2002)**

3c-01-3sh

***(ACE, ALS, COMM, COUN, CURR, ECED, EDAD, EDSP, EDUC, ELED, EDHL, EXED, FDED, LTCY, MEDU, RHAB, SAHE, SPLP)**

Reviews current research in instructional practices, motivational techniques, and professional issues. The course may focus on any of these aspects of teaching, learning, or professional practice. In addition, the course may be presented with a kindergarten through grade twelve, elementary, middle school, secondary, or adult orientation. This course is offered only for continuous professional development and may not be applied toward a graduate degree.

Prerequisite: Appropriate teaching certificate or other professional credential or preparation.