

MINUTES OF THE IUP UNIVERSITY SENATE

December 2, 2003

Chairperson Smith called the December, 2003, meeting of the University Senate to order at 3:21 p.m., in the Alumni Auditorium of the Eberly College of Business.

The following Senators informed the Senate Leadership that they could not attend:

Ault, Baker, Distanislao, Federoff, Ferro, Gearhart, Goldsmith, Hall, Hanrahan, Hemby, Jones, Joseph, Kolb, Linzey, Luckey, Mancuso, Norwood, Riesenman, Ruffner, Strittmatter, Trinkley, Van Weiren, Villalobos-Echeverria.

The following Senators were absent from the meeting:

Black, Camp, Chaudhry, Diaz-Martin, Ezekiel, Gasbarro, Green, Higgins, Klingaman, Masilela, Talwar.

Agenda items for the December 2, 2003, meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

President's Report (Senator Hodgson):

I am pleased to inform the Senate that our design for the Middle States accreditation process has been described by our Middle States liaison as a model. Indeed, she has asked our permission to use it as a demonstration piece for other institutions. Congratulations are due to all of the members of our Middle States accreditation teams, and particularly to Dr. Kolb.

I have recently learned that our program in Education of Persons with Hearing Loss has received accreditation from the Council on Education of the Deaf. I'm sure the Senate would join me in congratulating Professor Dee Klein and her colleagues, and also Dean Butzow.

I remind the Senate that we will have a meeting of the Council of Trustees on Friday December 5.

I am pleased to inform the Senate that you and your colleagues were awarded \$5.8 million in external contracts and grants during the last quarter. This amount represents an increase of more than 10% over the same period last year. Very recently, the College of Fine Arts has received \$510,000 for a Center for Turning and Furniture Design. These successes are likely to continue to grow, since I am happy to report that during that same quarter, more than 150 proposals left the campus. This is a remarkable accomplishment by you and your colleagues.

I am happy to report some significant student accomplishments:

- IUP ROTC cadet Bruce A. Fillman of Williamsport was selected to join senior Bush Administration officials at a National Security Seminar as IUP's 2003 winner of **The Marshall Award**.
- IUP political science major Samuel Richards was selected as a **2003 Gallagher Fellow**. He was one of only six winners recognized this year, joining IUP student Laura B. Regal's 1982 win to again represent the University. Fellowships are awarded by the Finnegan Foundation, which was established to honor the memory of James A. Finnegan, former Pennsylvania secretary of the Commonwealth.

- Eben Henderson, has been selected as a 2003 **Coro Fellow for the Coro Community Problem-Solving Fellowship** program. Coro Centers throughout the US, founded in 1942 to address a need for post graduate training in the area of leadership, offer participants in its training programs hands-on training that empowers them to make meaningful contributions to society.

Provost's Report (Senator Staszkievicz):

Like most of you, the realization has hit me that I have six weeks of work to fit into the two weeks remaining for the fall semester. Anticipation of the semester break is wonderful - if we can survive the hectic pace we'll all be going through until commencement.

There has been less "high visibility" activity taking place this semester - although "behind the scenes" activity is everywhere. The Middle States subgroups, the University Planning Council, the Academic Council, the Senate and its committees as well as departmental and college work has each remained active as we try more fully to adhere to principles of shared governance. To those of you who have participated in any of these activities, I thank you as we end another semester. On a more "high visibility" front, the negotiations between the State System and State APSCUF do continue with meeting scheduled in Harrisburg for December 12 and December 18-19. It would be a wonderful holiday present for each of us if we could reach closure on this soon. In the meantime, I continue to be impressed with the professionalism of the IUP faculty, staff and students for putting up with all the ambiguity these negotiations create.

While the work of the UWUCC seems tame compared to last year, they and the UWGC have been busy. I'm impressed with the way both these committees have been sending out minutes and keeping people informed. There appears to be a genuine spirit of trying to make our approaches more efficient and effective. We must also challenge our non-senate members of department and college curriculum committees to take the time to carefully review proposals. If we can work at this from both directions, I'm confident we can have a fast, efficient and effective curriculum approval process. In addition to our ongoing process of curriculum review and revision and in addition to our efforts to re-invent liberal studies, we still need to follow up on President Hodgson's challenge to incorporate certificates into degree programs, we need to prepare our case to the System Office for exceptions to the 120 rule, we need to make sure our internal procedures coincide with System-level expectations so we do not create any bottlenecks once curriculum passes our internal peer-review process, and we need to review with our Council of Trustees which academic decisions need to go to them for approval and which only go to them for information. I mention this because I understand that IUP is the only institution that takes discrete courses to the Trustees for their approval.

I hope each of you survives the remainder of the semester and that you each have an opportunity to get away and relax over the holidays.

Chairperson's Report (Senator Smith):

Many thanks to all of the Senate Committee Chairs, to President Hodgson and to Provost Staszkievicz for attending the luncheon meeting we recently held. It was a useful time of discussion and of coordination.

Additionally, Senators are encouraged to contact me with any information that you would like to have posted on the Senate Website.

Have a great break, and see you next semester.

Vice Chairperson's Report (Senator Aion)

Senator Aion reported that student leaders from IUP traveled to Mansfield to meet with other student leaders from across the State System for a productive time of workshops and to continue work on their yearly project. This year's project is to examine and make recommendations for the First Year Student Experience.

Senator Aion also urged both faculty and student members of the Senate to recruit additional student senators.

STANDING COMMITTEE REPORTS

Rules Committee (Chair Broad):

No report.

University-Wide Graduate Committee (Co-chairs LaPorte and Chambers):

Senator Chambers announced that the Graduate Committee has adopted a standardized process of review of proposals for offering Special Topics courses more than three times.

Library and Education Services Committee (Chair Johnson):

No report.

Noncredit Committee (Chair Karimi):

No report.

Research Committee (Chair Guth):

See Appendix A, page 4.

Student Affairs Committee (Chair Hall):

No report.

University Development and Finance Committee (Chair Domaracki):

No report.

Academic Committee (Chair Andrew):

See Appendix B, page 5.

Awards Committee (Chair Jackson):

No report.

University-wide Undergraduate Curriculum Committee (Co-chairs Sechrist and Numan):

See Appendix C, pages 7-20.

APPENDIX A:
University Senate Research Committee (USRC) Report
Submitted by Lorraine J. Guth

FOR INFORMATION:

The USRC met on November 11, 2003 and reviewed proposals. The committee awarded \$4,500 in grants to the following individuals:

- Prashanth Nagendra Bharadwaj received \$1,500 to present the paper “Strategies to Enhance E-commerce in Rural Areas” at the Third International Conference on Electronic Business in Singapore.
- Ramesh G. Soni received \$1,500 to present the paper “Assessment and Strategies for Enhancing E-commerce in Rural Pennsylvania” at the Fifth International Conference on Learning Beyond Borders in the WTO Regime in New Delhi, India.
- Devki N. Talwar received \$1,500 to present the paper “Effects of Composition on the Far Infrared Reflectivity and Raman Scattering in N-type $\text{Al}_x\text{Ga}_{1-x}\text{As}$ Layers and GaAs/AlGaAs Superlattices” at the International Conference on Communication, Device and Intelligence Systems in Kolkata and to present the paper “Modeling and Simulation of Lattice Dynamical Properties on Cubic Silicon Carbide and Explanation of Phonon-assisted Raman and Photoluminescence Experimental Features” at the International Conference on Materials for Advanced Technologies in Singapore.

The next USRC meeting will be on December 9, 2003 at 3:15 p.m. in 317 Clark Hall.

**Academic Committee
Chair Andrew**

FOR INFORMATION:

The following change in language has been made to IUP Student Grade Appeal Policy.

Under Grade Review Policy

1. Discrimination: On the basis of race, religion, national origin, sex, age, ancestry, handicapped status, ~~affectional or lifestyle preference,~~ **gender identity, sexual orientation,** or political affiliation.

FOR ACTION:

PASSED

The Academic Committee moves the following change in the Undergraduate Attendance Policy. The additional guideline protects students who have enrolled in a class during the regular drop-add period.

Undergraduate Course Attendance Policy

The university expects all students to attend class

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards within the following guidelines

1. Each policy must be distributed in writing during the first week of a course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the Semester Course Syllabus.
2. Each policy must recognize students' need to miss class because of illness or personal emergency.
3. Each policy must define some limited level of allowable absence, normally at least a number of clock hours equal to course credits.
4. **Each policy must not penalize students who add the class during regular or specified university drop-add period and must allow those students to make-up work missed prior to adding the class.**

FOR ACTION:

PASSED

The Academic Committee recommends the following faculty for Emeritus status.

Dr. Al Bouffard	Philosophy	27 years
Dr. James Byers	Industrial and Labor Relations	17 years
Dr. David Grover	Psychology	34 years
Dr. Herbert Hunter	Sociology	18 years
Dr. Robert King	Professional Studies in Ed	37 years
Mr. Joseph Krupnik	English	34 years
Dr. John Matolyak	Physics	36.5 years
Dr. Gary Olmstead	Music	37 years

Dr. John Quirk	Ed and School Psych	30 years
Ms Clarice Reber	Special Ed.	31 Years
Dr. James Reber	Math	32 years
Ms. Rosaly Roffman	English	37 years
Mr. Ronald Steiner	Library	33 years
Ms. Connie Sutton	Geoscience	35 years
Dr. Dennis Whitson	Physics	34 years
Dr. John Worzbyt	Counseling	31 years

APPENDIX B:
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Numan

FOR INFORMATION:

Liberal Studies Committee Report:

Approved LBST 499 Heroes: More than Just a Sandwich, Dr. Chauna Craig, Department of English and Dr. Alan Temes (aka talks to trees), Department of Health and Physical Education.
 Approved LBST 499 Apocalypse and Beyond, Dr. Tawny Holm, Department of Religious Studies.
 Approved Dr. Catherine McClenahan, Department of English for Type I writing status.
 Approved ARHI 224 Introduction to Asian Art for the LS Elective/Non-Western Culture categories.
 Approved the Liberal Studies components for the following proposals: BA Biology, BS Biology, BS Biology/Pre-Medical Track, and BS Biology/Pre-Veterinary Track.

FOR ACTION:

PASSED

1. Department of Professional Studies in Education—New Courses, Title and Catalog Description Changes, Course Deletions, and Program Revision

A. New Courses:

1) ECED 180 Orientation to the ECED/ELED Program 1c-01-1cr

Prerequisite: Declared Early Childhood/Elementary Education major

Designed to familiarize students with the professional development school communities in which they will become involved and to provide students with an overview of the Early Childhood/Elementary Education teacher certification program of study. *Offered Spring Semester Only*

Rationale: This course introduces ECED/ELED majors to the professional development school model by giving them an overview of the communities in which they will be involved throughout their teacher certification program of study. It is required of freshmen who have declared early childhood education as their major. For students who declare this major in their sophomore year, they may enroll in this course in conjunction with their Professional Sequence I sequence of courses. Class time does not permit these field trips to be incorporated into existing courses. Also, as students will be moving through the program of study as a cohort, this course introduces them to cohort members, thus creating a sense of community.

2) ECED 280 Maximizing Learning 3c-01-3cr

Prerequisite: Admission to IUP Early Childhood, Pre-Kindergarten through Grade Six, BSED

Designed to further students' understanding of the organization and management of functional learning environments and the use of curriculum development principles and strategies to design, implement and evaluate educationally sound and developmentally effective learning experiences for young children.

Rationale: This will be a required course and will replace ELED 257 Pedagogy I in the Professional Sequence I. This course is a combination of Pedagogy I and Pedagogy II. There

is no course content being eliminated. The course content from Pedagogy II is either included in this new course or has always been included in other ECED courses.

3) ECED 314 Creative Experiences to Enhance Literacy Acquisition 3c-01-3cr

Prerequisite: Admission to IUP Early Childhood/Elementary Education Teacher Certification Program

Designed to provide teacher candidates with the knowledge and skills necessary to incorporate creative music, art, movement and play activities into the comprehensive early childhood curriculum. Integration of creative experiences designed to enhance literacy acquisition will be emphasized, as will the historical, theoretical and research base for the integration of creative experiences into the curriculum. Students will engage in supervised field experiences during which they will engage preschool students in literacy focused creative experiences. Eight hours of service learning focusing on early literacy acquisition are a requirement of this course.

Rationale: This course will be required for students in the ECED/ELED Early Childhood, Pre-Kindergarten through Grade Six, BSED program. ECED 312 Aesthetic Experiences for Young Children and ECED 315 Development and Learning through Play are being deleted and this course, a combination of the two, has been designed to: eliminate overlap in course content within the major and streamline the program so that additional courses focused on the teaching of reading can be incorporated into 120 credits.

4) ECED 480 Professional Seminar: Teacher as Researcher and Advocate 1c-01-1cr

Prerequisite: Admission to Student Teaching; Enrollment limited to Early Childhood, Pre-Kindergarten through Grade Six, BSED majors. Must be taken in conjunction with EDUC 441 Student Teaching

Designed to provide ongoing support related to candidates' work in early childhood classrooms. Students will conduct a rudimentary action research project focused on literacy acquisition, engage in informed advocacy efforts for young children and the profession, and examine the theoretical and research base for multicultural and anti-bias educational practices.

Rationale: This course is designed for Early Childhood, Pre-Kindergarten through Grade Six, BSED majors and must be taken during the student teaching semester. The students will meet for one hour each week and will share their classroom experiences and engage in collegial conversation and collaboration. As these students are student teaching, they are in the classroom on a daily basis and will have the opportunity to conduct an action research project. The classroom and school experiences are conducive to reflections on and discussion of multicultural and anti-bias experiences. Also, daily interactions with children, families and colleagues will foster engagement in advocacy efforts focused toward children and families.

B. Course Title and/or Catalog Description Changes

PASSED

1) Current Catalog Description:

ECED 200 Introduction to Early Childhood Education

3c-01-3cr

An introductory course for prospective teachers of young children. Provides students with the opportunity to gain knowledge of historical, sociological, and political aspects of early childhood

education. Emphasizes systematically observing, recording, and evaluating children's behavior in classrooms.

Proposed Catalog Description:

ECED 200 Introduction to Early Childhood Education

3c-01-3cr

Prerequisite: Admission to the Early Childhood, Pre-Kindergarten through Grade Six, BSED program.

Designed to introduce prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them. Five hours of service learning are required.

Rationale: Verifies inclusion of content from EDUC 499 Multicultural/Multiethnic Education, a course being deleted from the Early Childhood Education course of study. Addresses the requirement of five hours of community service. Twenty hours are required before completion of the program, distributed over three courses. Each course for which service learning is a component is identified in the catalog. Students in this course have been learning to identify quality child care and early education environments, but the observation and evaluation of these facilities is a component of the course previously not addressed in the college catalog. This new course description more closely aligns with the NAEYC Teacher Preparation Standards, with current practice, and it more clearly defines the current goals of this course.

2) Current Catalog Description:

ECED 220 Language Development and Children's Literature

3c-01-3cr

Includes the study of children's language acquisition and children's literature within the context of a developmentally appropriate language arts curriculum, preschool through the primary grades. Strategies for developing children's linguistic competence and integrating literature throughout the early childhood program are emphasized. Observations, interviews, and teaching experiences are an integral part of the course. (Offered as writing intensive)

Proposed Catalog Description:

ECED 220 Children's Literature to Enhance Emergent and Beginning Reading

3c-01-3cr

Prerequisite: Admission to the Early Childhood, Pre-Kindergarten through Grade Six, BSED program.

Designed to focus on the study of young children's acquisition of speaking, listening, reading and writing skills and the importance of a developmentally appropriate and effective language arts curriculum for young children. Strategies for developing children's literacy skills and integrating children's literature throughout the early childhood curriculum are emphasized. Observations, interviews, and teaching experiences are an integral part of the course. Seven hours of service learning are a required component. (Offered as writing-intensive)

Rationale: With the focus in the restructured Early Childhood/Elementary Education Teacher Preparation program on the teaching of reading and children's acquisition of literacy skills, it is

necessary to more clearly and more broadly define literacy in the catalog description. The definition of literacy includes reading, writing, listening and speaking. The current description, with the emphasis on “language”, may be interpreted as too limited. The changes also reflect the more recent language in the NAEYC Standards for Early Childhood Teacher Preparation programs. Also, seven hours of service learning have been included as a requirement of this course. A total of twenty hours will be required by the end of the program and the three courses in which these hours are embedded are described as such in the catalog descriptions.

3) **Current Catalog Description:**

ECED 310 Integrated Curriculum I

3c-01-3cr

Examines the sequence of cognitive development in children and the implications for instructional programs. Stages of cognitive understanding are applied to the basic components of numerical concepts and science concepts. Classroom management strategies that can be utilized in varied environments are stressed.

Proposed Catalog Description:

ECED 310 Science and Health in the Literacy-based Early Childhood Curriculum 3c-01-3cr

Prerequisite: Admission to the Early Childhood, Pre-Kindergarten through Grade Six, BSED program

Designed to emphasize the need for high-quality, meaningful science and health experiences in early childhood, across a developmental curriculum. Teacher candidates will learn how to provide young children with unique opportunities to: explore phenomena, use skills of scientific inquiry, cultivate scientific dispositions, and build a foundation for understanding core scientific and health concepts.

Rationale: In the program restructuring, the teaching of health and nutrition is being added to this course. As the course content in science, health and nutrition is interrelated, this change to the course content will be only a minor change to the Early Childhood Education program of study and will not cause our students to be less-informed in this area. Also, the new course description is in alignment with the NAEYC Standards for Early Childhood Teacher Preparation programs and standards-terminology is used to reflect this alignment.

C. Course Deletions Effective Fall 2004:

PASSED

ECED 311 Integrated Curriculum II

ECED 312 Aesthetic Experiences for Young Children

ECED 315 Development and Learning Through Play

Rationale: In the current program, students take ECED 310 Integrated Curriculum I (focusing on the teaching of science) and ECED 311 Integrated Curriculum II (focusing on the teaching of social studies, health, nutrition and safety). In the new program the teaching of health and nutrition is incorporated into ECED 310 Integrated Curriculum I and the teaching of social studies has been placed into ECED 280 Maximizing Learning and the teaching of social studies is a focus in EDUC

408 Reading in the Content Areas. Safety issues will be addressed in the new course, ECED 314 Creative Experiences to Enhance Literacy Acquisition.

A new course, ECED 314 Creative Experiences to Enhance Literacy Acquisition, is being added to the Early Childhood Education program and will combine course content from ECED 312 and ECED 315. When restructuring the Early Childhood/Elementary Education program of study to include a reading academic concentration, it became imperative to streamline current courses to maintain the 120 credit hour limit.

D. Catalog Description Change:

PASSED

Current Catalog Description:

Early Childhood Education Program

The Early Childhood Education Program is designed to provide learning experiences which assist students to become competent and effective teachers in N–Grade 3.

It prepares the students to select from among a variety of techniques and strategies those which appropriately expand children's cognitive, social, emotional, and physical development. Through lectures, research, and on-site experiences with young children, students are able to expand their own knowledge of and attitudes toward education of young children.

A minimum GPA, in accordance with Pennsylvania standards, is required to apply for teacher certification, to take major courses in the department and to student teach. Students must meet the requirements leading to teacher certification as outlined in this catalog.

Proposed Catalog Description:

Early Childhood, Pre-Kindergarten through Grade Six, BSED

The Early Childhood, Pre-Kindergarten through Grade Six, BSED Program is designed to assist students in becoming highly competent and effective teachers of children in Preschool - Grade 6. This program has a strong emphasis on early childhood education and the teaching of reading. Students in this program will meet the academic requirements for certification in both Early Childhood Education and Elementary Education with an academic concentration in reading. This unique program, combining course work, extensive field experiences and community involvement, prepares students to be professional educators who are well-qualified to utilize appropriate techniques and strategies to expand children's cognitive, language, social, emotional, and physical development.

Admission to this program requires satisfactory completion of an interview in addition to the university general requirements. Detailed information will be sent to the applicant upon request. A minimum GPA, in accordance with Pennsylvania standards, is required to apply for teacher certification, to take major courses in the department and to student teach. Students must meet the requirements leading to teacher certification as outlined in this catalog.

E. Program Revision

Current Program:

Bachelor of Science in Education – Early Childhood Education (*)

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

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, and 104

Social Science: GEOG 101, 102 or 104; PSYC 101

Liberal Studies Electives: 6cr, must include MATH 152, no courses with ECED prefix, not to include CDFR 218

College:

Preprofessional Education Sequence:

COMM 103 Digital Instructional Technology

EDSP 102 Educational Psychology

Professional Education Sequence:

EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures

EDUC 242 Pre-student Teaching Clinical Experience I

EDUC 342 Pre-student Teaching Clinical Experience II

EDUC 441 Student Teaching

EDUC 442 School Law

Major:

Required Courses: (1)

CDFR 426 Techniques of Parent Education

ECED 200 Introduction to Early Childhood Education

ECED 220 Language Development and Children's Literature

ECED 310 Integrated Curriculum I (Math, Science)

ECED 311 Integrated Curriculum II (Social Science)

ECED 312 Aesthetic Experiences for Young Children

ECED 315 Development and Learning Through Play

ECED 451 Teaching Primary Reading

EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms

EDEX 415 Preschool Education for Children with Disabilities

EDUC 499 Multicultural/Multiethnic Education

ELED 215 Child Development

ELED 257 Pedagogy I

ELED 357 Pedagogy II

MATH 320 Mathematics for Early Childhood

Total Degree Requirements:

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

(1) A 3.0 cumulative GPA is required to register for major courses.

Proposed Program:

Bachelor of Science in Education – Early Childhood, Pre-Kindergarten through Grade Six, BSED (*)

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

Mathematics: MATH 151

Natural Science: SCI 101, 102, 103, and 104

Social Science: GEOG 101, 102 or 104; PSYC 101

Liberal Studies Electives: 6cr, must include MATH 152, no courses with ECED prefix; not to include CDFR 218

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College:

Preprofessional Education Sequence

3cr COMM 103 Digital Instructional Technology

3cr ECED 180 Orientation to the ECED/ELED Program

EDSP 102 Educational Psychology

Professional Education Sequence:

3cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures

1cr EDUC 242 Pre-student Teaching Clinical Experience I

12cr EDUC 342 Pre-student Teaching Clinical Experience II

1cr EDUC 441 Student Teaching

EDUC 442 School Law

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Major:

Required Courses: (1)

3cr CDFR 426 Techniques of Parent Education

3cr ECED 200 Introduction to Early Childhood Education

3cr ECED 220 Children's Literature to Enhance Emergent and Beginning Reading

3cr ECED 280 Maximizing Learning

3cr ECED 310 Science and Health in the Literacy-based Early Childhood Curriculum

ECED 314 Creative Experiences to Enhance Literacy Acquisition

3cr ECED 451 Teaching Primary Reading

3cr ECED 480 Professional Seminar: Teacher as Researcher and Advocate

3cr EDEX 300 Education of Students with Disabilities in Inclusive Elementary Classrooms

3cr EDEX 415 Preschool Education for Children with Disabilities

3cr EDUC 408 Reading in the Content Areas

ELED 215 Child Development

120 ELED 422 Diagnostic and Remedial Reading

ELED 425 Language Arts Across the Curriculum

MATH 320 Mathematics for Early Childhood

Total Degree Requirements:

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education," in the College of Education and Educational Technology section of this catalog.

(1) A 3.0 cumulative GPA is required to register for major courses.

Rationale: With grant funding from Heinz Endowments through SSHE, the Professional Studies in Education (PSE) Department is restructuring its Early Childhood Teacher Certification program. The goal of the restructured program is to prepare highly competent and sincerely caring teachers who are exceptionally capable of teaching young children to read. The design of the program is grounded in the latest research on teacher preparation and addresses the need to have all children reading by grade three, as mandated by the No Child Left Behind Legislation.

A major concern of both PSE faculty and administration is that recruitment of students in an Early Childhood Certification program is extremely difficult because of the overlapping Early Childhood Education (ECED)/ Elementary Education (ELED) certifications in PA. ECED certification is N-Grade 3 and ELED certification is K-Grade 6. Students are actively discouraged from seeking the sole ECED certification because it limits their job possibilities, as public school administrators seek the mobility in placement inherent in the broader ELED certification. While PSE offers dual ECED/ELED certification programs, these programs require 17-21 additional hours in 1.5– 2 extra semesters beyond the 120 credits. This overlapping certification issue has led to an ECED program enrolling fewer than the required number of majors for a viable program. This newly restructured program is designed to prepare students to meet the academic requirements necessary for both ECED and ELED teacher certification and for an academic concentration in reading. Enrollment will be limited to one cohort of 30 students, as all field experiences for these majors will be in currently established professional development school districts. Admission to this program will be selective and an interview with PSE faculty, following established guidelines, will be required as part of the admission process. The Early Childhood, Pre-Kindergarten through Grade Six, BSED program will help PA meet two of the nation's educational goals: having "all children read by grade 3" and having "a highly qualified teacher in every classroom."

2. Department of Human Development and Environmental Studies—New Course

PASSED

CDFR 325 Youth, Family and Society

3c-0l-3cr

Prerequisites: CDFR 218, CDFR majors or by permission

Focuses on the parenting of adolescents and adolescents as parents. Special emphasis is given to identifying risk and resiliency factors when working with adolescents and families in the field of human services. A variety of human development theories are examined in an attempt to understand the adolescent from both an individual and a societal point of view.

Rationale: This course will be an elective for students in the B.S. in Child Development and Family Relations. The course is not intended for inclusion in the Liberal Studies program.

3. Departments of Computer Science, Management Information Systems and Decision Sciences, and Technology Support and Training—Course Revision

PASSED

Current Catalog Descriptions:

BTED 101 Microbased Computer Literacy

3c-0l-3cr

An introductory course designed to provide students with a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management), and the social and ethical aspects of the impact of computers on society. Note: Cross-listed as COSC and IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

COSC 101 Microbased Computer Literacy**3c-0l-3cr**

An introductory course designed to provide students with a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major.) Note: Cross-listed as BTED and IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

IFMG 101 Microbased Computer Literacy**3c-0l-3cr**

An introductory course designed to provide students with a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management), and the social and ethical aspects of the impact of computers on society. Note: Cross-listed as BTED and COSC 101. Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Proposed Catalog Descriptions:**BTED 101 Microbased Computer Literacy****3c-0l-3cr**

An introductory course designed to provide students with a fundamental understanding of computers. The course familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. Note: This course is cross-listed as COSC and IFMG 101. Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

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An introductory course designed to provide students with a fundamental understanding of computers. The course familiarizes students with the interaction of computer hardware and software. Emphasis is placed on the application of microcomputers, the use of productivity software (word processing, spreadsheet management, file and database management, presentation graphics, web browsers, search strategies, and e-mail), and the social and ethical aspects of the impact of computers on society. (Does not count toward Computer Science major.) Note: This course is cross-listed as BTED and COSC 101.

Any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

Rationale: In 1989, when IUP introduced Microbased Computer Literacy its goal was to give students the following knowledge set: 1) basic concepts of information technology, 2) using the computer and managing files, 3) word processing, 4) spreadsheets, and 5) databases. Technology has transformed much of this knowledge over the years, but it is a testimony to the foresight of the creators of the original course that these topics remain as relevant today as they did over a decade ago. Several new developments, however, have expanded our definition of what it means for an individual to be computer literate. Specifically, it is time to formally include in our syllabus of record three additional areas: 1) presentation, 2) information and communication, and 3) societal issues. These areas can be accommodated into the current course structure due in large part to two factors: prior exposure to computers that results in a shorter learning curve and secondly, the improvements in the software packages that again reduce the time necessary to accomplish these units.

4. Department of Biology—Program Revisions and Two New Tracks

A. Program Revisions

PASSED

Current Program:

Bachelor of Arts – Biology

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

Mathematics: MATH 121

Natural Science: CHEM 111-112

Liberal Studies Electives: 3cr, no courses with BIOL prefix

Major:

Required Courses:

BIOL 111 Principles of Biology I
BIOL 112 Principles of Biology II
BIOL 210 Botany
BIOL 220 General Zoology
BIOL 250 Principles of Microbiology
BIOL 263 Genetics

Controlled Electives:

Biology electives (major courses only)

Other Requirements:

Chemistry Sequence
CHEM 231 Organic Chemistry 1
CHEM 351 Biochemistry (2)

Foreign Language Intermediate Level (3)

Free Electives:

Total Degree Requirements:

- (1) No more than 6cr total from Independent Study, Special Topics or Internship applies to major; excess applied as free electives.
- (2) The two semester (6cr) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.
- (3) See Foreign Language requirement. Intermediate-level foreign language may be included in Liberal Studies electives. Introductory foreign language courses count as free electives

Proposed Program:

Bachelor of Arts – Biology

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

Mathematics: MATH 121 or 217

Natural Science: CHEM 111-112

Liberal Studies Electives: PHYS 111, no courses with BIOL prefix

32

Major:

Required Courses:

4cr BIOL 111 Principles of Biology I
4cr BIOL 112 Principles of Biology II
3cr BIOL 210 Botany
3cr BIOL 220 General Zoology
3cr BIOL 250 Principles of Microbiology
3cr BIOL 263 Genetics

12cr(1)

Controlled Electives:

Biology electives (majors courses only)

8

Other Requirements:

PHYS 121
Ancillary Science Courses:
An additional 4 to 5 credits to be selected from the following (2,3):
BIOC: 301, 302, 311, 312
CHEM: 231, 232, 321, 323, 351
GEOS: 121 and 122, 131 and 132, 141, 310, 330, 331, 361
MATH: 122, 216, 217, 417, 418
PHYS: 112 and 122, 151

0-6

25-31

120

Planned Program in Complementary Field 15cr (requires advisor approval) with at least 6cr in 300/400 level courses (4)

Foreign Language:(5)

Total Degree Requirements:

53

32

12cr(1)

20-21
1cr

0-6

120

- (1) No more than 6cr total from Independent Study, Special Topics or Internship applies to major; excess applied as free electives
- (2) If MATH 121 (4cr) is elected as the Liberal Studies MATH course the additional requirement is 4 hours, if MATH 217 (3cr) is elected the additional requirement is 5 hours.
- (3) Other appropriate major courses in the above departments may be substituted for one or more of those on the above list with the approval of the student's advisor.
- (4) Recommended complementary fields include: Anthropology, Art, Business, Chemistry, Communications Media, Computer Science, Criminology, Dietetics, Economics, English, Foreign Language, Geography, Geoscience, Journalism, Mathematics, Physics, Political Science, Psychology, Regional Planning, or Safety Science. Some courses in complementary field may also fulfill Liberal Studies requirements (see Liberal Studies section). However if complementary field selected is Chemistry, Geoscience, Mathematics or Physics courses used to fulfill the ancillary science requirement above may not be applied to the complementary field requirement of 15sh
- (5) Two courses beyond placement or intermediate level.

Rationale: Biology is a field that is rapidly developing and diversifying in part due to the advent of new technologies. It is also unique among all of the natural sciences in its heavy reliance on information from other natural science disciplines. An appropriate education in Biology (the study of life) requires not only a concentrated body of knowledge in the life sciences but also a strong grounding in other sciences. The traditional approach to meeting the need of other sciences in Biology Programs has been for the student to take a fairly static selection of courses from Mathematics, Physics, and Chemistry. This “one-size-fits-all” system no longer meets the demands of all biology majors. While many students are best served by the traditional approach others are not. Because of this the Department of Biology has decided to revise its B.A. program as well as its B.S. program to better meet the needs of all of our students.

Additional courses have been added to broaden the choices for students. Currently the B.A. does not require a course in Physics. The new program requires PHYS 111 and 121. We feel that a basic understanding of Physics is necessary for a Biology major. MATH 217 Probability and Statistics has been included as an option because Biology is, to a large degree, a probabilistic science and most biological data undergoes statistical analysis of one sort or another. CHEM 231 and 351 have been removed as absolute requirements, and they have been placed as electives with a number of other courses in the “Ancillary Science Courses” requirement for the revised program. There has also been the inclusion of a large number of ancillary courses. The Department of Biology recognizes the fact that Biological Sciences is a diverse field and that a one-size fits all approach to ancillary sciences is not going to serve the needs of a diverse group of majors. Inclusion of the Complementary Fields has expanded the possibilities to pick up a minor, or two, or a second major.

Current Program:**Bachelor of Science – Biology**

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

Mathematics: MATH 121

Natural Science: CHEM 111-112

Liberal Studies Electives: PHYS 111 and either MATH 122 or 216, no courses with BIOL prefix

Major:**Required Courses:**

BIOL 111	Principles of Biology I
BIOL 112	Principles of Biology II
BIOL 210	Botany
BIOL 220	General Zoology
BIOL 250	Principles of Microbiology
BIOL 263	Genetics

Controlled Electives:

Biology electives (major courses only)

Other Requirements:

Chemistry Sequence
 CHEM 231 Organic Chemistry I
 CHEM 232 Organic Chemistry II (2)
 CHEM 351 Biochemistry (3)
 Physics Sequence:
 PHYS 121 Physics I Lab
 PHYS 112 Physics II
 PHYS 122 Physics II Lab
 Foreign Language Intermediate Level (4)

Free Electives:**Total Degree Requirements:**

- (1) No more than 6cr total from Independent Study, Special Topics or Internship applies to major; excess applied as free electives.
- (2) Students may substitute a third math course (MATH 122 or 216) for CHEM 232
- (3) The two semester (6cr) sequence of BIOC 301-302 can be substituted for CHEM 351 to meet the biochemistry requirement.
- (4) See Foreign Language requirement. Intermediate-level foreign language may be included in Liberal Studies electives. Introductory foreign language courses count as free electives

Proposed Program:**Bachelor of Science – Biology**

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

Mathematics: MATH 121 or 217

Natural Science: CHEM 111-112

Liberal Studies Electives: PHYS 111, no courses with BIOL prefix

Major:**Required Courses:**

BIOL 111	Principles of Biology I	4cr
BIOL 112	Principles of Biology II	4cr
BIOL 210	Botany	3cr
BIOL 220	General Zoology	3cr
BIOL 250	Principles of Microbiology	3cr
BIOL 263	Genetics	3cr

Controlled Electives:

Biology electives (majors courses only)

Other Requirements:

PHYS 121
 Ancillary Science Courses:
 An additional 20 to 21 credits to be selected from the following (3,4):
 BIOC: 301, 302, 311, 312
 CHEM: 231, 232, 321, 323, 351
 GEOS: 121 and 122, 131 and 132, 141, 310, 330, 331, 361
 MATH: 122, 216, 217, 417, 418
 PHYS: 112 and 122, 151
 Foreign Language:(5)

Free Electives:**Total Degree Requirements:**

- (1) No more than 6cr total from Independent Study, Special Topics or Internship applies to major; excess applied as free electives
- (2) Twenty-one hours if the student elects MATH 121 in Liberal Studies or 22 hours if the student elects to take MATH 217
- (3) If MATH 121 (4cr) is elected as the Liberal Studies MATH course the additional requirement is 20 hours, if MATH 217 (3cr) is elected the additional requirement is 21 hours.
- (4) Other appropriate major courses in the above departments may be substituted for one or more of those on the above list with the approval of the student's advisor.
- (5) Two courses beyond placement or intermediate level. In lieu of a foreign language students in programs or tracks other than the Pre-Medical Track and the Pre-Veterinary Track may elect to take a sequence of courses in either Computer Science exclusive of COSC 101 (COSC 110 and 210 recommended) or Regional Planning (from the following: RGPL 213, 314, 316, 415).

Rationale: The current program revision primarily involves changes in the nature of the “Ancillary Science Courses” that our majors are required to take. The Biological Sciences rely heavily on the findings of other natural science disciplines such as Chemistry, Biochemistry, Geoscience, Mathematics and Physics, far more so than any of the other natural sciences. We currently require our majors to take 36cr in ancillary science and mathematics courses. We propose allowing our majors more freedom in the ancillary courses from which they may choose. Physics II Lecture and Laboratory have been removed as requirements. We recognize that a basic understanding of Physics is necessary for a Biology major, but do not feel that a two semester course is necessary for all Biology majors. Those

tracks where PHYS 112 and 122 are still necessary requirements (e.g., Pre-Met and Pre-Veterinary) will retain them as requirements. In the revision, the students are required to take only one MATH course and have the option of taking either MATH 121 or MATH 217 Probability and Statistics. With the addition of the “Ancillary Science Courses” the student would then have the option of continuing with additional mathematics courses. Indeed, with the proper selection of “Ancillary Science Courses” a Biology major could minor in Applied Statistics. CHEM 231 and 351 have been removed as absolute requirements for the revised B.S. in Biology, but have not been completely removed from the program. Rather they have been placed as electives with a number of other courses in the “Ancillary Science Courses” requirement for the revised program. A large number of ancillary courses have been added. Again this recognizes the fact that Biological Sciences is a diverse field and that a “one-size fits all” approach to ancillary sciences is not going to serve the needs of a diverse group of majors. We have decided to pursue this option to allow our students to gain necessary skills in areas other than a foreign language. While many of our students will benefit most from taking a foreign language others would be better served by increasing their skills in computer programming. Many areas of biology now use computer models and simulations to address biological problems. As a result for some of our students a sequence of courses in computer science would be more appropriate than a foreign language. The other area that is beginning to have a major impact on biological studies at the population level and higher is remote sensing and the utilization of Geographic Information Systems (GIS). We felt that a number of our students would be better served by being able to take a sequence of courses in GIS and remote sensing than by taking a foreign language.

B. New Tracks

Bachelor of Science—Biology/Pre Veterinary Track

Liberal Studies Courses: As outlined in the Liberal Studies section **48**
with the following specifications:

Mathematics: MATH 121

Natural Science: CHEM 111-112

Liberal Studies Electives: PSYC 101, no courses with BIOL prefix

Major:

Required Courses: **38**

Biology Core Courses:

BIOL 111	Principles of Biology I	4cr
BIOL 112	Principles of Biology II	4cr
BIOL 210	Botany	3cr
BIOL 220	General Zoology	3cr
BIOL 250	Principles of Microbiology	3cr
BIOL 263	Genetics	3cr

Additional Required Biology Courses:

BIOL 242	Comparative Vertebrate Anatomy	3cr
BIOL 331	Animal Developmental Biology	3cr
BIOL 352	Comparative Animal Physiology	3cr

Controlled Biology Electives : (1)

BIOL 151, 269, 271, 363, 364, 401, 405, 453, 466, 476, 477, 481, 482, 493

Ancillary Science Requirements: 20**Chemistry Sequence:**

CHEM 231 Organic Chemistry I 4cr

CHEM 232 Organic Chemistry II 4cr

CHEM 351 Biochemistry 4cr

Physics Sequence:

PHYS 111 Physics I Lecture 3cr

PHYS 121 Physics I Laboratory 1cr

PHYS 112 Physics II Lecture 3cr

PHYS 122 Physics II Laboratory 1cr

Mathematics:

MATH 216 Probability and Statistics 4cr

Foreign Language Intermediate Level 0-6

Free Electives: 4-10**Total Degree Requirements: 120**

(1) No more than 6cr total from Independent Study, Special Topics and Internship applies to major, excess applied as free electives.

Rationale: The proposed Pre-Veterinary Track will provide students with a formal well-defined curriculum that will give the students the courses required for admission to Colleges of Veterinary Medicine in the United States and Canada. The proposed track is also designed to give students the ability to choose elective courses that may be required by different veterinary colleges.

Bachelor of Science—Biology/Pre Medical Track

Liberal Studies Courses: As outlined in the Liberal Studies section 48
with the following specifications:

Mathematics: MATH 121**Natural Science:** CHEM 111-112**Liberal Studies Electives:** 3cr, no courses with BIOL prefix**Major:****Required Courses: 38**

Biology Core Courses:

BIOL 111 Principles of Biology I 4cr

BIOL 112 Principles of Biology II 4cr

BIOL 210 Botany 3cr

BIOL 220	General Zoology	3cr
BIOL 250	Principles of Microbiology	3cr
BIOL 263	Genetics	3cr

Additional Required Biology Courses:

BIOL 242	Comparative Vertebrate Anatomy	3cr
BIOL 331	Animal Developmental Biology	3cr
BIOL 352	Comparative Animal Physiology	3cr

Controlled Biology Electives: (1)

BIOL 151, 269, 271, 363, 364, 401, 405, 453, 466, 476, 477, 481, 482, 493

Ancillary Science Requirements:**20****Chemistry Sequence:**

CHEM 231	Organic Chemistry I	4cr
CHEM 232	Organic Chemistry II	4cr
CHEM 351	Biochemistry	4cr

Physics Sequence:

PHYS 111	Physics I Lecture	3cr
PHYS 121	Physics I Laboratory	1cr
PHYS 112	Physics II Lecture	3cr
PHYS 122	Physics II Laboratory	1cr

Mathematics:

MATH 216	Probability and Statistics	4cr
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Foreign Language Intermediate Level

0-6**Free Electives:****4-10****Total Degree Requirements:****120**

(1) No more than 6cr total from Independent Study, Special Topics and Internship applies to major, excess applied as free electives.

Rationale: The proposed Pre Medical Track will provide students with a formal well defined curriculum that will give the students the courses required for admission to all medical schools, both allopathic and osteopathic, in the United States. The proposed track is also designed to give students the background needed to earn competitive scores on the Medical College Admissions Test (MCAT).