#### MINUTES OF THE IUP UNIVERSITY SENATE

#### February 24, 2009

Chairperson Broad called the February 24, 2009, meeting of the University Senate to order at 3:35 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Belch, Boser, Carranza, Craig, Domaracki, Frenzel, Lemasters, Marx, Peavler, Rittenberger, Schwietz, and Stephenson.

The following Senators were absent from the meeting: Balint, Beck, Clutter, Hoch, Janicak, Jones, Julian, Martin J., McGowan, Mensch, Mocek, Newcomer, Numan, Peterson, Schroeder, Turner, Zorich, and Zuraikat.

The minutes of the January 27, 2009 meeting were <u>APPROVED</u> with an amendment to pages 7 and 8, the Literal Studies electives in the current and proposed sides should be 9 cr.

Agenda items for the February 24, 2009, meeting were <u>APPROVED</u> as amended with the inclusion of a report from the Student Affairs Committee.

# **REPORTS AND ANNOUNCEMENTS**

#### **President's Report**

Good afternoon.

As we begin our time together, I ask that you join me in a moment of silence in honor and memory of Trustee Mr. David Johnson, who passed away on Sunday, Feb. 22.

Mr. Johnson, a 1953 graduate of IUP, lived in Haverford. He served this university as a member of the Council of Trustees since January 1980. He also served as liaison to the Office of Public Policy of the Association of Governing Boards.

Mr. Johnson had degrees from both IUP and New York University. He was vice president and corporate secretary of Pennsylvania Manufacturers Corporation in Philadelphia, retiring in July 1992 after 38 years of service. He was a retired member of the Board of Directors of First Commonwealth Financial Corporation and the NBOC Bank, of Indiana. I know that you join me in offering our thoughts and prayers to Mr. Johnson's family, including his wife, Audrey, at this difficult time.

I am pleased to be here today to update you on some breaking IUP news items.

On Friday, Feb. 6, IUP hosted the initial job conference for the KCAC. A preliminary construction schedule was discussed during this meeting. The project is on schedule for

completion for summer 2011. The KCAC will offer much-needed athletic and performance space for this university and the community, as well as opportunities for internships and work-study positions for our students.

I am proud to inform you that The Corporation for National and Community Service selected IUP for inclusion on the 2008 President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's communities.

This honor reflects the university's demonstrated commitment to civic engagement, community service and citizenship. This national recognition also demonstrates the significant involvement of IUP's students and faculty members in community service and service learning activities throughout Indiana County and western Pennsylvania. Community service has a long and impressive history at IUP and our university community is continuing that grand tradition. Launched in 2006, the Community Service Honor Roll is the highest federal recognition a school can achieve for its commitment to service-learning and civic engagement. Honorees for the award were chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses.

We have recently been notified that all of our science education programs -- biology education, chemistry education, earth and space science education and physics education – have been granted "Full National Recognition" from the National Science Teacher Education Association. This action means that 100 percent of IUP's teacher education programs are nationally recognized by individual specialized accrediting agencies.

The National Science Teacher Education Association is a prestigious accrediting organization of the National Council for Accreditation of Teacher Education, the professional accrediting organization for schools, colleges and departments of education in the United States. All of IUP's teacher education program and eligible graduate programs are fully accredited by NCATE.

Lastly, I am pleased to inform you than an IUP doctoral student has been selected to receive a scholarship from the Pennsylvania Black Conference on Higher Education. Ms. Krista Shauntae Lewis, an English Literature and Criticism major from Charlotte, N.C., is the 2009 John S. Shropshire Graduate Scholarship recipient. Last December, the Office of Social Equity and Civic Engagement forwarded five scholarship applications to the Conference for consideration by the scholarship committee. The successful recipient must have a 3.0 or higher grade point average, participation in extracurricular activities, demonstrated leadership skills and interpersonal qualities. Students also were required to compose an essay explaining why they should receive the scholarship award. Ms. Lewis's award will be presented at the 39th Annual Conference in Harrisburg on March 6.

Thank you for your time and attention.

#### **Provost's Report**

#### Curriculum Revisions

In response to the Senate recommendations from the January 27, 2009 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

A. Program revision from the Economics department for the Bachelor of Arts – Economics and the Bachelor of Arts – Economics/Pre-Law Track

From the <u>University-Wide Graduate Curriculum Committee:</u>

- A. The following courses are approved by me and may be offered immediately: BTED/COMM 609 Innovations in E-Learning
- B. Program revision from the Industrial and Labor Relations department for the Master of Arts Industrial and Labor Relations

The new programs and major revisions will be presented to the Council of Trustees for action at the March meeting.

#### **Chairperson's Report**

Good afternoon. We have what looks to be a fairly straightforward agenda this afternoon; there's a lot to consider, but we have all had a week to consider it. I am not aware of developments regarding Liberal Studies or the effects of the budget cuts; I know there have been developments, but I have no information to share... yet. Stay tuned for the March meeting.

I do want to take this opportunity to congratulate David Downing and the people associated with *Works and Days* for organizing the forum last night on academic freedom. I especially want to thank the President and others in his administration for defending the appropriateness of holding such a forum on campus. I know there were a lot of angry troglodytes out there who had to be kept at bay, and it makes me proud to be at an institution that defends academic freedom as a matter of course.

As we look forward to the rest of the semester, all of you should have received some time ago information reminding you of your status on the Senate. Soon we will be seeking candidates to run for faculty, staff, and administrative positions on the Senate. I hope you will consider running for reelection, and that you will encourage others to step forward as well. The Senate can only be a truly representative body if it is made up of people whom others think can represent them.

Please remember that it is the duty of the Senate to consider ALL policies before they are implemented. As you know, the bulk of the Senate's work is done in committees, but it is important that we all be alert to issues as they arise. We are an integral part of the governing structure of this university.

And that's all I have for today...

#### **Vice-Chairperson's Report**

The Student Government of this university believes it is in the best interest of the IUP student population to hold events allowing students to express their concern to, question the methods of, and enter into dialogue with, the administration of this university. That is why, at the meeting of December 1, 2008, the IUP SGA voted to hold two Speak Up IUP events during the spring 2009 semester. Unfortunately neither of those events has occurred yet, and it is in question whether there will be two such events, or if we will be able to hold only one. SGA President Jessica Carson has contacted several administrators, and had difficulty receiving confirmation of their attendance for the Speak Up IUP event that was recently planned. The event was canceled. We feel that it is necessary to hold these events, and we are under the impression that the University shares that feeling. Therefore we plan on scheduling an event for the month of March, and will plan on having this event whether it is attended by University administration or not.

Moving on. We have elections for SGA positions coming up in April, and we are excited to see a new group of students become involved. We would appreciate your help, as involved faculty at this university, to inform students about the opportunities available through the SGA. I have here a letter from the SGA Elections committee chairperson,

#### Attention University Senate,

Our university is quickly approaching elections for the Student Government Association. This year, elections will be held on April 7th and 8th, which is a little more than a month away. As elections chairperson, I would greatly appreciate your involvement in the upcoming election. Sometimes the difference between a competent student and an involved student is merely a small amount of encouragement from a professor. So if you are aware of any talented students that might be interested in SGA, would you please encourage them to consider running for a position as senator? If they are interested they should contact me at j.m.hughes3@iup.edu. (My four letters are BPGP) Thank you for your help in this matter and for all that you do for this university.

Sincerely, Joshua Hughes Elections Chairperson

I have with me petitions for these positions, and request that you consider taking petitions to your best and brightest students and ask them to consider running for a seat in the Student Government Senate.

Thank you.

#### STANDING COMMITTEE REPORTS

#### **Rules Committee (Senator Wright)**

These are the results from the mid-term election that have been certified by the Rules Committee:

<u>UWGC</u>

J.B. Smith – Health & Phys Ed – term ends May 2009 Joann Janosko – IUP Libraries – term ends May 2010 DeAnna Laverick – Professional Studies in Ed – term ends May 2010 Mavis Pararai – Mathematics – terms ends May 2009

<u>Faculty at Large</u> Joan Vandyke – Theater & Dance – term ends May 2009 Robert Kostelnik – Health & Phys Ed – term ends May 2009 Kevin McKee – Health & Phys Ed – term ends May 2009

Academic Committee C. Tom Ault – Theater & Dance – terms ends May 2009

An email will be sent campus-wide declaring the results. The next meeting will be on Tuesday, March 10 at 3:30pm in Wilson Hall conference room.

University-Wide Undergraduate Curriculum Committee (Senators Sechrist and Hannibal)

# FOR ACTION:

#### 1. Liberal Studies Committee Report:

- Approved the changes to the Liberal Studies section of the Bachelor of Science in Education– Spanish Education K-12 Spanish.
- Approved the changes to the Liberal Studies section of the Bachelor of Science— Geology/Environmental Track and Bachelor of Science—Geology/Geology Track

Approved the changes to the Liberal Studies section of the Bachelor of Arts— Geography/Environmental Track, Bachelor of Arts—Geography/Economic Track, Bachelor of Arts—Geography/GIS and Cartographer Track and Bachelor of Arts— Geography/General Geography Track

#### 2. Department of Geosciences-New Courses, Course Number, Name and Catalog Description Changes, Course Revisions, Course Deletions, and Program Revisions

a. New Courses:

i. GEOS 201 Foundations of Geology

**Prerequisite:** Geoscience majors and minors, and Science or Science Education majors/minors, Anthropology, Geography and Regional Planning majors, or permission of instructor

An introduction to the geological sciences including the study of the Earth's interior, plate tectonics, minerals and crystallography, igneous, sedimentary and metamorphic rocks and their cycling, geologic time, crustal deformation and earthquakes. Laboratory exercises will

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APPROVED

emphasize hands-on learning of basic geology skills including mineral and rock identification, understanding the geometry of subsurface geologic structures, and topographic and geologic map reading.

**Rationale:** Designed to replace the current GEOS 121/122 Physical Geology and Physical Geology Lab, which will be deleted. This is the first course that Geoscience majors in all tracks will take as part of their program and is part of a newly designed set of three introductory courses (GEOS 201, 202, 203). Design allows students to take GEOS 202 Quantitative Methods in the Geosciences concurrently with GEOS 201. Enrollment is limited to majors and minors listed or permission of instructor.

#### ii. GEOS 202 Quantitative Methods in the Geosciences

**Prerequisite:** Geoscience or Earth and Space Science majors and minors only, or permission of instructor; must be taken after or concurrently with GEOS 201 A quantitative introduction to the geological sciences including the study of the Earth's interior, plate tectonics, minerals and crystallography, igneous, sedimentary and metamorphic rocks and their cycling, geologic time, crustal deformation and earthquakes. This course will introduce students to foundational mathematical skills and techniques used in the geosciences.

**Rationale:** Designed so that it may be taken concurrently with or after GEOS 201 Foundations of Geology. This course will specifically introduce students to the quantitative side of the geosciences by reinforcing basic mathematical skills and using them in an applied manner to address geological problems. Enrollment limited to majors and minors.

#### iii. GEOS 203 Surficial Processes

Prerequisite: Grade of C or better in GEOS 201

Introduces students to the geological processes which shape the Earth's surface, from uplift and erosion of mountains to the transport of sediment and subsequent formation of sedimentary rocks. Focuses are on the interaction of underlying tectonic forces with the natural cycles of the Earth's atmosphere and hydrosphere and the subsequent evolution of both landscape and surface deposits.

**Rationale:** Designed as a core class for B.S. Geology/Geology Track and B.S. Geology/ Environmental Track majors, and as a controlled elective for Earth and Space Science Education majors and Geology minors. The content cannot be incorporated into an existing course as it extracts introductory elements from a number of sub-disciplines within the Geosciences. Course reflects shifting emphases in the broader field of the geosciences.

#### iv. GEOS 301 Mineralogy and Petrology

**Prerequisites:** Grade of C or better in GEOS 201 and 202

Introduces students to crystallography, crystal chemistry, optical properties and phase equilibria of minerals pertinent to geology, Earth resources and technology. Introduces the origins of igneous and metamorphic rocks based on a plate tectonic framework emphasizing melting and crystallization processes as well as metamorphic reactions. Laboratory exercises

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will focus on mineral and rock identification and interpretation as well as quantitative techniques such as x-ray diffractometry and optical microscopy.

**Rationale:** Combines content previously covered in GEOS 220 Mineralogy and GEOS 320 Igneous and Metamorphic Petrology. Will be a required upper-level course for students in Geology Track or as a controlled elective for students in the Environmental Geology Track.

#### v. GEOS 401 Northern Rockies Seminar

# 1c-0l-1cr

**Prerequisites:** Grade of C or better in GEOS 201 and 202; instructor permission required A seminar introduction to the geology and tectonic history of the northern Rocky Mountains. Includes instruction in the techniques of field mapping and geologic interpretation. Designed to prepare students specifically for GEOS 402.

**Rationale:** Designed as a prerequisite for GEOS 402 Northern Rockies Field Workshop in order to prepare students for the field-based exercises conducted in that class. One goal of the Geoscience Department's program revisions is to make field-based courses more accessible to students earlier in their IUP career.

#### vi. GEOS 403 Newfoundland Seminar

**Prerequisites:** Grade of C or better in GEOS 201 and 202; instructor permission required A seminar introduction to the geology and tectonic history of Newfoundland and Labrador. Includes instruction in the methods and concepts employed in delineation and genetic interpretation of stratigraphic units. Designed to prepare students specifically for GEOS 404.

**Rationale:** This course is designed as a prerequisite for GEOS 404 Newfoundland Field Workshop in order to prepare students for the field-based exercises conducted in that course.

#### vii. GEOS 405 American Southwest Seminar

**Prerequisites:** Grade of C or better in GEOS 201 and 202; instructor permission required A seminar introduction to the geology of the American Southwest. Includes examination of Colorado Plateau stratigraphy, Basin and Range tectonism and volcanic events in the eastern Sierra Nevada. Designed to prepare students specifically for GEOS 406.

**Rationale**: Designed as a prerequisite for GEOS 406 American Southwest Field Workshop in order to prepare students for the field-based exercises conducted in that class. Designed to provide a common knowledge base and skill set for students who may then take GEOS 406.

#### viii. GEOS 407 Carbonate Geology Seminar

**Prerequisites:** Grade of C or better in GEOS 201 and 202; instructor permission required A seminar introduction to the geological environment and history of the carbonate rocks and sediments found in Florida. Includes instruction in the techniques of field analysis and geologic interpretation. Designed to prepare students specifically for GEOS 408.

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Rationale: Designed as a prerequisite for GEOS 408 Carbonate Geology Field Workshop in order to prepare students for the field-based exercises conducted in that class. Designed to provide a common knowledge base and skill set for students who may then take GEOS 408.

#### **Course Number and/or Catalog Description Changes or Title Changes** b.

#### i. Course Number and Catalog Description Change:

#### **Current Catalog Description:**

# **GEOS 150 Geology of National Parks**

A study of geological processes and earth history as documented by the classical geological features of U.S. and Canadian national parks. Includes Badlands, Glacier, Grand Canyon, Great Smokies, Gros Morne, Mammoth Cave, Yellowstone, Yosemite, and others. Not open to Geoscience majors or minors.

#### **Proposed Catalog Description:**

# **GEOS 250 Geology of National Parks**

Prerequisite: No Geoscience majors or minors

Explores geological processes and earth history using the classic rock formations of America's national parks. Includes national parks such as Arches, Bryce Canyon, Carlsbad Caverns, Grand Canyon, Great Smokies, Mammoth Cave, Shenandoah, Yellowstone, Yosemite, Zion and others.

#### ii. Course Number and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 151 The Age of Dinosaurs**

A thorough introduction to dinosaurs and the world they inhabited. Topics include the most current theories regarding dinosaur biology (behavior, metabolism, evolution), ecology (greenhouse climate, associated plants and animals), and extinction (asteroid impact, volcanism, climate change). Not open to Geoscience majors or minors.

#### **Proposed Catalog Description:**

#### **GEOS 251 The Age of Dinosaurs**

**Prerequisite:** No Geoscience majors or minors

A thorough introduction to dinosaurs and the world they inhabited. Topics include the most current theories regarding dinosaur biology (behavior, metabolism, evolution), ecology (greenhouse climate, associated plants and animals), and extinction (asteroid impact, volcanism, climate change).

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**Rationale:** The changes in course numbers for these two courses are proposed to be consistent with the new course numbering system. The stipulation that Geoscience majors and minors may not take this class has been moved to the Prerequisite line to be consistent.

#### iii. Course Number and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 221 Physical Resources of the Earth**

An introduction to mineral, energy, and water resources of the earth; genesis of ore depositions; exploration, exploitation, and utilization of resources; impact of exploitation of resources on the environment and on humankind. Includes field trips which occur on weekends.

#### **Proposed Catalog Description:**

#### GEOS 252 Physical Resources of the Earth

**Prerequisite:** No Geoscience majors or minors An introduction to mineral, energy, and water resources of the earth; genesis of ore depositions; exploration, exploitation, and utilization of resources; impact of exploitation of resources on the environment and on humankind.

**Rationale:** The change in number is proposed to be consistent with the Department's new numbering system. The exclusion of majors and minors prevents these students from taking this course for major/minor credit in the revised program. The mention of field trips is eliminated because to the best of the faculty's knowledge, there never were field trips with this course.

#### iv. Course Number Change:

Current Course Number:	<b>GEOS 226 Forensic Geology</b>
Proposed Course Number:	GEOS 253 Forensic Geology

**Rationale:** The change in course number is proposed to be consistent with the Geoscience Department's new course numbering system.

#### v. Course Number and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 333 Soils and Soil Geochemistry Prerequisite:** GEOS 220

An introduction to the formation, classification, and geochemistry of soils. Emphasizes geology, climate, hydrology, and plant-soil interactions to investigate soil evolution and fertility, nutrient dynamics, and the role of soils in the global carbon cycle. Laboratory topics include assessment of soil structure, mineralogy, chemistry, and fertility as well as

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quantitative treatment of carbon cycling in soils. Includes field trips which may occur on weekends.

#### **Proposed Catalog Description:**

#### GEOS 313 Soils and Soil Geochemistry

**Prerequisites:** Grade of C or better in GEOS 201 and 202

An introduction to the formation, classification, and geochemistry of soils. Emphasizes geology, climate, hydrology, and plant-soil interactions to investigate soil evolution and fertility, nutrient dynamics, and the role of soils in the global carbon cycle. Laboratory topics include assessment of soil structure, mineralogy, chemistry, and fertility as well as quantitative treatment of carbon cycling in soils. Includes field trips which may occur on weekends.

**Rationale:** The change in course number and the prerequisite course is proposed to be consistent with the Geoscience Department's new course numbering system. The prerequisite change reflects the creation of a new introductory sequence GEOS 201, 202, 203 and the reconfiguring of courses.

#### vi. Course Number and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 327 Geomorphology**

Prerequisites: GEOS 121, 131

A study of the origin of the earth's landforms, including relationship of geologic structure to landform types and role of geomorphic processes in landscape development.

#### **Proposed Catalog Description:**

#### **GEOS 354 Geomorphology**

Prerequisites: Grade of C or better in GEOS 202 and 203

A study of the origin of the earth's landforms, including relationship of geologic structure to landform types and role of geomorphic processes in landscape development.

**Rationale:** The change in course number is proposed to be consistent with the Geoscience Department's new course numbering system. The prerequisite change (from GEOS 121, 131 to Grade of C or better in GEOS 202 and GEOS 203) reflects the creation of a new introductory Geoscience sequence GEOS 201-203.

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#### vii. Course Number and Catalog Description Change:

#### **Current Catalog Description:**

# **GEOS 411 Sedimentary Petrology**

Prerequisite: GEOS 321 or instructor permission

The study of sediments and sedimentary rocks with emphasis on interpreting ancient environments of deposition utilizing sieve analysis, hand lens, and petrographic microscope. Includes field trips which may occur on weekends.

# Proposed Catalog Description:

# **GEOS 355 Sedimentary Petrology**

Prerequisites: Grade of C or better in GEOS 202 and 203

The study of sediments and sedimentary rocks with emphasis on interpreting ancient environments of deposition utilizing sieve analysis, hand lens, and petrographic microscope. Includes field trips which may occur on weekends.

**Rationale:** The change in course number is proposed to be consistent with the Geoscience Department's new course numbering system. The prerequisite change reflects the creation of a new introductory Geoscience sequence GEOS 201-203. Material that was formerly required in GEOS 220 Mineralogy will now be taught as part of GEOS 201 Foundations of Geology. The old prerequisite listed was the incorrect course number—it should have been GEOS 220 Mineralogy.

#### viii. Course Number, Course Title, and Catalog Description Change:

#### **Current Catalog Description:**

#### GEOS 336 Geology of Northern Rockies

**Prerequisite:** Instructor permission required, at least 14cr of Geoscience courses recommended

A field study of the major geologic features and relationships involved in the development of the northern Rocky Mountains. National Park and Monument areas of South Dakota, Wyoming and Montana are included among the areas investigated. (Three weeks, taught in the summer only).

#### **Proposed Catalog Description:**

# **GEOS 402 Northern Rockies Field Workshop**

Prerequisite: GEOS 401; instructor permission required

A field study of the major geologic features and relationships involved in the development of the northern Rocky Mountains. National Park and Monument areas of South Dakota, Wyoming and Montana are included among the areas investigated. (Three weeks, taught in the summer only).

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# ix. Course Number, Course Title, and Catalog Description Change:

# **Current Catalog Description:**

# **GEOS 337 Geology of Newfoundland**

**Prerequisite:** Instructor permission required, at least 14cr of Geoscience courses recommended

A field course designed to utilize the exceptional and diverse geologic features of Newfoundland for instruction of departmental majors and minors in the tectonic analysis utilizing sedimentologic, stratigraphic, and paleontologic observations. (Three weeks, taught in the summer only).

# **Proposed Catalog Description:**

# GEOS 404 Newfoundland Field Workshop

**Prerequisites:** GEOS 403; instructor permission and valid passport required A field course designed to utilize the exceptional and diverse geologic features of Newfoundland for instruction of departmental majors and minors in the tectonic analysis utilizing sedimentologic, stratigraphic, and paleontologic observations. (Three weeks, taught in the summer only).

# x. Course Number, Course Title, and Catalog Description Change:

### **Current Catalog Description:**

# **GEOS 338 Geology of American Southwest**

**Prerequisite:** Instructor permission required, at least 14cr of Geoscience courses recommended

A field study of the major geologic features and relationships exposed in the American Southwest, including the Colorado Plateau, the Rio Grande Rift, Death Valley, and parts of the Southern Rocky Mountains. (Three weeks, taught in the summer only).

# **Proposed Catalog Description:**

# GEOS 406 American Southwest Field Workshop

**Prerequisite:** GEOS 405; instructor permission required

A field study of the major geologic features and relationships exposed in the American Southwest, including the Colorado Plateau, the Rio Grande Rift, Death Valley, and parts of the eastern Sierra Nevada in California. (Three weeks, taught in the summer only).

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#### xi. Course Number, Course Title, and Catalog Description Change:

#### **Current Catalog Description:**

#### GEOS 441 Carbonate Geology-Florida

**Prerequisite:** 17cr geology courses or written instructor permission Two to three weeks of field study in Florida Keys. Conducted from base camp in Florida Keys and consists of both land and water work as the different carbonate environments in the Keys, Florida Bay, and the Atlantic reef tract are studied.

#### **Proposed Catalog Description**

#### **GEOS 408 Carbonate Geology Field Workshop**

**Prerequisite:** GEOS 407; instructor permission

Two to three weeks of field study in Florida Keys and at Andros Island, Bahamas. Conducted from base camps in Florida Keys and at Forfar Biological Field Station (Bahamas) and consists of both land and marine studies of the different carbonate environments in the Keys, Florida Bay, and along the Atlantic reef tract. Valid passport and basic swimming skills required.

**Rationale for GEOS 402, 404, 406, and 408:** Seventeen or 14 credits of Geoscience courses were previously recommended with the final decision as to whether a student could take the course left up to the instructor. As one goal of the Geoscience Department's proposed program revisions is to make these field courses more accessible to students earlier in their IUP careers, we are removing this recommendation. To prepare students for the field course we are adding as a prerequisite a one-credit pre-trip seminar (GEOS 401, 403, 405, or 407). These seminars will introduce the regional geology of the field area, discuss controversies in the interpretation of the region's geologic history, and develop the skills necessary to successfully complete the field exercises conducted on the trip. The change in course numbers is proposed to be consistent with the department's new course numbering system.

#### xii. Course Number Change

Current Course Number:	GEOS 380 Research Methods in the Geosciences
Proposed Course Number:	GEOS 470 Research Methods in the Geosciences

**Rationale:** The change in course number is proposed to be consistent with the Geoscience Department's new course numbering system.

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#### c. Course Revisions some with other changes

#### i. Course Revision, Course Number Change, and Catalog Description Change

#### **Current Catalog Description:**

### GEOS 325 Structural Geology

Prerequisites: GEOS 131 and 132 or instructor permission

The study of primary structures, contacts, rock mechanics, joints, faults, folds, foliation, and lineation. Includes work with geologic maps and structure sections. Brunton compass, orthographic and stereographic projections. Includes field trips which may occur on weekends.

#### **Proposed Catalog Description:**

#### **GEOS 302 Structural Geology**

#### Prerequisites: Grade of C or better in GEOS 201 and 202

Study of the geometry, kinematics and dynamics of the primary structures of the Earth's crust. Focuses on the geometric relations between geologic contacts and surface topography, the description of primary structures such as foliations, lineations, folds and fractures, the constraints on crustal motions, and the relation between stress and strain. Students are introduced to the tools of rock mechanics and spherical geometry. The laboratory includes extensive work with geologic maps and profiles, the Brunton compass, and orthographic and stereographic projections. Includes field trips which may occur on weekends.

**Rationale:** The content within the discipline of Structural Geology has expanded recently in response to the development of new scientific tools. Of particular significance in this regard is the development of satellite surveying capabilities that allow scientists to observe contemporary movements of Earth's surface. This, in conjunction with the development of new geochemical dating methods, has led to the expansion of Structural Geology to include what have become known as Neotectonics and Active Tectonics. These sub-disciplines address dynamic aspects of Earth's architecture. Moreover, modern Structural Geology teaching typically includes more content on earthquake processes (from seismology) than it used to.

#### ii. Course Revision, Course Number Change, and Catalog Description Change

#### **Current Catalog Description:**

**GEOS 326 Field Geology Prerequisite:** GEOS 325

Principles and techniques of field geology with emphasis on developing field skills using Brunton compass, aerial photographs, topographic maps, altimeter, Jacob staff, and rock color charts. Field projects involve techniques of field note-taking, measuring and describing stratigraphic sections, geologic field mapping and analysis, construction of geologic maps and structure sections, and report writing. Includes field trips which may occur on weekends.

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#### **Proposed Catalog Description:**

#### **GEOS 303 Field Geology**

**Prerequisites:** Grade of C or better in GEOS 201 and 202

Principles and techniques of field geology with emphasis on developing field skills using a Brunton compass, topographic maps, Jacobs staff, stereographic projections, field computers and the Global Positioning System. Field projects involve techniques of field note-taking, measuring and describing stratigraphic sections, bedrock mapping and analysis, environmental assessment, construction of geologic maps and structure sections. Includes field trips which may occur on weekends.

Rationale: The scope of Field Geology has expanded in recent years for a number of reasons: (1) the recognition that many Geoscience problems require multi-disciplinary approaches (e.g., soil science, civil engineering, geochemistry, geodesy), and (2) the increasing availability of high-tech tools that can be used in the field. In the past this course has focused only on traditional field skills such as mapping and geologic report preparation. We will maintain this focus and will add content on satellite navigation and geodesy, the analysis of data in the field using field-capable computing technology, the analysis of geometric data using stereographic projections in the field, and the field methods of environmental geology.

#### iii. Course Revision and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 310 Environmental Geology**

**Prerequisite:** 8cr in geology or permission

The application of geologic information to the accommodation and reduction of natural hazards, to land-use planning, and to the utilization of earth materials. Includes field trips which occur on weekends.

#### **Proposed Catalog Description:**

#### **GEOS 310 Environmental Geology**

Prerequisites: Grade of C or better in GEOS 202 and 203

The study of human interactions with the Earth from a geological perspective. Emphasis is placed on the scientific concepts necessary to understand these interactions, including groundwater flow, soil formation and destruction, waste disposal, geologic hazards, stream hydrology, climate change, and natural resources. Contemporary environmental issues are explored through primary scientific literature and news media. Includes field trips which may occur on weekends.

**Rationale:** The content of the subdiscipline of Environmental Geology has expanded recently largely in response to two developments. First, the content related to geologic hazards has grown because of the rapid development of Global Positioning System capabilities and satellite image analysis tools. As such, the means by which these methods are used to address seismic and volcanic hazards is an important addition to this course. Second, the recognition of coupling between Earth's systems, for example between the atmosphere and hydrosphere, has had a profound impact on our understanding of many

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3c-3l-4cr

contemporary environmental issues. To maintain a modern curriculum, we are required to add subject material and consequently classroom hours distributed across the wide range of topics covered in this course.

# iv. Course Revision, Course Number Change, and Catalog Description Change

# **Current Catalog Description:**

# GEOS 332 Geochemistry

**Prerequisites:** CHEM 111-112, GEOS 121-122/123, or permission An introduction to low-temperature chemistry of the earth's surface and near-surface; includes discussions of chemical activity, solution chemistry, organic geochemistry, trace elements, isotopes, and the chemistry of natural waters.

# **Proposed Catalog Description:**

# GEOS 311 Geochemistry

**Prerequisites:** CHEM 111, Grade of C or better in GEOS 201 and 202 An introduction to low-temperature chemistry of the earth's surface and near-surface; includes discussions of chemical activity, solution chemistry, organic geochemistry, trace elements, stable and radiogenic isotope geochemistry, and the chemistry of natural waters.

**Rationale:** Geochemistry is one of the fastest growing fields in the geosciences with many important problems of the modern age being quantified through geochemical studies of various Earth systems. This course has traditionally focused on the geochemistry of natural waters and stable isotope geochemistry. The new course will maintain this focus plus add substantially to depth of coverage of stable isotope geochemistry, and add radiogenic isotope geochemistry to the curriculum. To present this material adequately, a third lecture hour per week is necessary.

# v. Course Revision, Course Number Change, and Catalog Description Change

# **Current Catalog Description:**

# GEOS 331 Hydrogeology

**Prerequisites:** MATH 121-122, GEOS 121-122/123, or permission An overview of groundwater geology, including flow equations, graphical solutions to flow problems, and computer modeling of flow systems, as well as the geotechnical and social implications of groundwater utilization. Includes field trips which occur on weekends.

# **Proposed Catalog Description:**

# GEOS 312 Hydrogeology

**Prerequisites:** Grade of C or better in GEOS 201 and 202; MATH 121 or 125 or instructor permission. An overview of groundwater geology, including flow equations, graphical solutions to flow problems, and computer modeling of flow

# 3c-3l-4cr

2c-3l-3cr

3c-0l-3cr

systems, as well as the geotechnical and social implications of groundwater utilization. Field trips may occur on weekends.

**Rationale:** The field of hydrogeology is going through immense changes due to recent technological innovations, particularly in the area of groundwater remediation or cleanup. It is no longer economically feasible or technically possible for IUP to offer a truly hands-on laboratory to accompany this course. This will be replaced by a manual of problems based on real groundwater pollution sites where all of the original data is provided in Excel format on an accompanying CD-ROM. The change in technology has eliminated the need for working hydrogeologists to use and manipulate differential equations as part of their daily work. Students will still complete both calculus courses. However, there is no longer a need require the entire sequence of calculus as prerequisites.

#### vi. Course Revision, Course Title Change, and Catalog Description Change

#### **Current Catalog Description:**

#### GEOS 341 Solar System

Prerequisites: MATH 121 and PHYS 111

Fundamentals of astronomy, with emphasis on observational methods, mechanics, and origin of the solar system and spatial relationship of the solar system to the other members of the universe.

#### **Proposed Catalog Description:**

#### GEOS 341 Planetary Geology

**Corequisites:** MATH 121, PHYS 111 or instructor permission Materials, motions, and evolution of the solar system, with emphasis on observational methods, mechanics, spatial relationships, geology, and origin of the solar system.

**Rationale:** Currently a requirement for the Earth and Space Science Education major, and most of the students who take it are in this major. Increasing the emphasis of geologic topics will make this course appropriate for geology and environmental geology majors as well. Adding one lecture hour per week will allow time for more in-depth learning activities, specifically the in-depth study of one or more problems or issues in planetary geology. Students will utilize available planetary images, spectral data, and other information to reconstruct the geologic history of a class of features, a region of a planet, or a minor body (asteroid or moon).

3c-3l-4cr

# vii. Course Revision and Catalog Description Change:

# **Current Catalog Description:**

# **GEOS 342 Stellar Astronomy**

Prerequisites: MATH 121 and PHYS 111

Fundamentals of astronomy, with emphasis on sun, stars, galaxies, the sidereal universe, and use of spectroscopy for gathering astronomical data.

# **Proposed Catalog Description:**

# **GEOS 342 Stellar Astronomy**

**Prerequisites:** MATH 121, PHYS 111 or instructor permission Evolution and nature of objects in the universe, including the Sun, stars, and galaxies. Study of methods for gathering astronomical data on motion, distance, and composition.

**Rationale:** Currently a requirement for the Earth and Space Science Education major. Incorporating the use of the planetarium and other technologies for teaching will reinforce significant concepts in stellar astronomy. The extra lecture hour will permit additional indepth teaching and learning including material from the former GEOS 350 Operation of the Planetarium.

# viii. Course Revision, Course Number Change, and Catalog Description Change

#### **Current Catalog Description:**

GEOS 131 Historical Geology

**Prerequisites:** GEOS 121-122 **Corequisite:** GEOS 132

An introduction to the history of Earth, including the fossil record and the history of biologic evolution. Topics also include the growth and tectonic interactions of oceans and continents and the physical evolution of the earth's atmosphere, lithosphere, and hydrosphere. Designed to prepare majors and minors for upper-level geology classes.

# **Proposed Catalog Description:**

# GEOS 351 Historical Geology

Prerequisites: Grade of C or better in GEOS 202 and 203

An introduction to the historical development of geology as a scientific discipline, and a review of the major global events in Earth's history and the methods employed in reconstructing the geologic history of regions and continents.

**Rationale:** The purpose of Historical Geology was to provide students new to the major/minor some background in the history of geology as a discipline, introduce them to the tools and concepts employed by geologists, and review some of the major events in the history of our region and our planet. In the new Geoscience Department curricula, that basic skill set will be provided in GEOS 201-203. Historical Geology will now be a more

2c-3l-3cr

3c-3l-4cr

3c-0l-3cr

3c-3l-4cr

specialized course in which the students will utilize the skill set developed in the expanded 10-credit 201-203 sequence, and other Geoscience courses, to solve more advanced and intricate problems in geology.

#### ix. Course Revision, Title and Number Change, and Catalog Description Change:

### **Current Catalog Description:**

# **GEOS 412 Stratigraphy**

Prerequisite: GEOS 411 or instructor permission

Principles and processes involved in development and description of stratified rock sequences, principles and problems of correlation, and selected stratigraphic problems. Includes field trips which may occur on weekends.

#### **Proposed Catalog Description:**

# GEOS 352 Sedimentation and Stratigraphy

**Prerequisites:** Grade of C or better in GEOS 202 and 203 An introduction to the concepts and methods applied in defining and establishing the spatial and temporal relationships of stratigraphic units – the material packages of sediment/rock and the intervals of time that are derived from them. Includes field trips that may occur on weekends.

**Rationale:** Revisions in the required coursework for the B.S. in Geology, along with recent changes in the schedule of upper level course offerings require expansion of the content in each of the courses dedicated to sedimentary rocks and surficial processes. In the new curriculum, fewer courses in sedimentary geology are required, so each must cover a broader range of topics to ensure adequate coverage of critical components. The 4-credit upgrade is necessary to incorporate a number of topics that were not previously part of GEOS 412 Stratigraphy.

# x. Course Revision, Number Change, and Catalog Description Change:

#### **Current Catalog Description:**

# GEOS 330 Paleontology

Prerequisite: GEOS 131 or instructor permission

A study of the morphology, evolution, geologic significance, and paleoecology of fossil organisms. Includes field trips which may occur on weekends.

3c-3l-4cr

2c-3l-3cr

#### **Proposed Catalog Description:**

#### GEOS 353 Paleontology

3c-3l-4cr

**Prerequisites:** Grade of C or better in GEOS 201 and 202 An introduction to the study of prehistoric life, the process and products of organic evolution, and the utility of fossils as tools for solving geological and paleobiological problems. Includes field trips which may occur on weekends.

**Rationale:** The field of paleontology has grown and in recent years the number of Earth and Space Science Education majors who enroll in Paleontology has increased to where those students commonly make up at least half of the class; the revised course has been added to the required courses for the Earth and Space Science Education majors. The course has been revised to provide the additional time needed to incorporate considerable material on vertebrate paleontology (dinosaurs in particular), the evolution of land plants, and a variety of relatively new and exciting subdisciplines. To present this material adequately, a third lecture hour per week is necessary. Additionally, paleontology has become much more quantitative and the course has been redesigned to include numerous mathematical exercises.

#### xi. Course Revision, Number and Title Change, and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 361** Physical Oceanography

**Prerequisites:** Undergraduate level MATH 121 Minimum Grade of D or Undergraduate level MATH 121 Minimum Grade of D *and* Undergraduate level PHYS 111 Minimum Grade of D or Undergraduate level PHYS 111 Minimum Grade of D. Introduction to physical, chemical, geological, and biological nature of ocean: topography, submarine geology, and bottom deposits. Includes field trip(s) which may occur on weekend(s).

#### **Proposed Catalog Description:**

#### **GEOS 370 Oceanography**

**Prerequisites:** Grade of C or better in GEOS 201 and 202 An introduction to physical chemical geological and biological nature

An introduction to physical, chemical, geological, and biological nature of the ocean: bathymetry, submarine geology, and sedimentary deposits. Includes field trip(s) which may occur on weekend(s).

**Rationale:** This course has traditionally focused on the physical processes that happen in the oceans with very little time devoted to the interactions the oceans have with other components of global change. The new course will maintain this original focus but woven throughout are examples and exercises designed to show the "big picture" of how oceans interact with the atmosphere, lithosphere, and biosphere. To present this material adequately, a third lecture hour per week is necessary. The prerequisite change reflects the creation of the new introductory courses GEOS 201-203. The elimination of PHYS 111 and MATH 121 as prerequisites reflects the fact that the essential components of these courses

#### 3c-2l-3cr

3c-3l-4cr

will be taught in GEOS 202 Quantitative Methods in the Geosciences. The change in course number is proposed to be consistent with the Geoscience Department's new course numbering system.

#### xii. Course Revision, Title Change and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 371 Meteorology I**

**Prerequisite:** One year of physical science or physics An introduction to meteorological sciences; composition and structure of the atmosphere; radiation principles; elementary thermodynamics and heat balance.

#### **Proposed Catalog Description:**

#### **GEOS 371 Meteorology**

**Prerequisites:** Grade of C or better in GEOS 201 and 202 Introduction to meteorological sciences; composition and structure of the atmosphere; radiation principles; elementary thermodynamics and heat balance.

**Rationale:** The field of meteorology encompasses a wide variety of atmospheric science including heat and energy in the atmosphere, weather measurement and prediction, and global climate change. In previous years, more emphasis was placed on measuring/predicting weather. In the revised course, students will be exposed to this content but more emphasis will be placed on the global pattern of weather and longer-term climatic changes.

#### xiii. Course Revision and Catalog Description Change:

#### **Current Catalog Description:**

#### **GEOS 480 Geoscience Seminar**

Prerequisite: GEOS 380, senior standing

For seniors majoring in some aspect of geoscience. The seminar 1) provides an opportunity to prepare, formally present, and defend a scientific paper based either on his/her own research or on a topic chosen with the approval of instructor and 2) provides opportunity to discuss topics presented by other students, faculty, or guests.

#### **Proposed Catalog Description:**

#### **GEOS 480 Geoscience Seminar**

**Prerequisite:** GEOS 470, Senior standing

For seniors majoring in some aspect of geoscience. The seminar 1) provides an opportunity to prepare, formally present, and defend a scientific paper based either on his/her own research or on a topic chosen with the approval of instructor and 2) provides opportunity to discuss topics presented by other students, faculty, or guests.

2c-3l-3cr

2c-3l-3cr

var-1cr

2c-0l-2cr

**Rationale:** Graduating seniors are required to prepare, present and defend a formal research presentation as part of their graduating requirements. Requires considerable one-on-one time with faculty mentors to prepare individual research results. In addition, students are asked to collaboratively critique each other through weekly practice sessions. A two-hour credit load more fairly represents the work associated with this course than was previously given to students. The prerequisite number reflects the change in number of the prerequisite course.

### d. Course Deletions:

- i. GEOS 111 Earth Science for Educators I
- ii. GEOS 112 Earth Science for Educators I Lab
- iii. GEOS 113 Earth Science for Educators II
- iv. GEOS 114 Earth Science for Educators II Lab

**Rationale:** GEOS 111, 113 and their accompanying labs GEOS 112, 114 were originally designed for two student cohorts: Education majors in the General Science Education degree program and Education majors in Chemistry and Physics. The General Science Education degree program is in the process of being placed into moratorium because the state certification it prepared students for (General Science) is no longer required for teaching general science courses at the middle-school level. This change has eliminated a majority (90-95%) of the 12-15 students who normally enrolled in these course sequences. Only a few chemistry (2-3) and physics (0-1) education majors currently enroll in this course per semester, and on their own, they do not provide a sufficient enrollment to allow the classes to run.

#### v. GEOS 121 Physical Geology

# vi. GEOS 122 Physical Geology Lab

**Rationale:** Material covered in these courses will be covered in a new course GEOS 201 Foundations of Geology which is being created as part of a department curriculum restructuring.

#### vii. GEOS 123 Applied Mathematics in Geosciences

**Rationale:** GEOS 123 Applied Mathematics in the Geosciences was an experimental supplemental lab section intended to increase the mathematical literacy of freshman year Geoscience majors by showing them how calculus could be used to analyze geologically relevant problems. Unfortunately, the majority of students entering the Geology and Environmental Geology tracks did not place directly into calculus, and therefore could not take this section as it was designed to be taken. The course was offered only once.

#### viii. GEOS 132 Historical Geology Laboratory

**Rationale:** The majority of the material covered in this course is being incorporated into the revised GEOS 351 Historical Geology. Essential foundational components of this lab will be incorporated into new courses.

#### ix. GEOS 141 Introduction to Ocean Science

**Rationale:** This course has not been taught for more than five years and is no longer considered an essential component of our curricular offerings.

#### x. GEOS 220 Mineralogy

**Rationale:** Material covered in this course will be combined with material from GEOS 320 Igneous and Metamorphic Petrology into a new course GEOS 301 Mineralogy and Petrology. This change reflects a de-emphasis of certain curricular components of both of these courses such that it is now possible to teach them in a single 3c-3l-4cr course.

#### xi. GEOS 320 Igneous and Metamorphic Petrology

**Rationale:** Material covered in this course will be combined with material from GEOS 220 Mineralogy into a new course GEOS 301 Mineralogy and Petrology.

#### xii. GEOS 350 Operation of the Planetarium

**Rationale:** This course dates back to the origin of the IUP Geoscience program in the 1960s. Since that time the planetarium has shifted from the premier new teaching technology in space science education to one of many technologies. Computers are common in science teaching, and schools are more likely to purchase and use modern, automated telescopes than build a planetarium facility. Rather than specific preparation for operating a planetarium, this course has become one where students practice presenting science lessons using appropriate technology. The essential content of this course will be incorporated into GEOS 342 Stellar Astronomy.

#### xiii. GEOS 440 Subsurface Geology

**Rationale:** GEOS 440 Subsurface Geology was not a core course that introduced new geological concepts, but rather a course that took concepts students had already learned and applied them specifically to the kinds of problems faced in the exploration for fossil fuels (coal, oil and gas). This course prepared students very specifically to work in the natural resource industries, particularly those headquartered in the local area such as R&P Coal and S.W. Jack Drilling Company. Since the only faculty member in the department who had expertise in fossil fuel exploration has recently retired, the Geoscience Department no longer has the resources needed to offer this course. In addition, we are in the process of completely revamping our curriculum to emphasize directed problem-solving in every upper-level majors course, so that applied courses such as GEOS 440 will no longer be needed to prepare students for employment.

#### e. Program Revisions

# Current Program: Bachelor of Science- Geology/Geology Track

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 123 Natural Science: CHEM 111-112 or CHEM 113-114 Liberal Studies Electives: 4cr, MATH 122 or 124, no courses with GEOS prefix

Major:		
Geoscience	Core:	
GEOS 121	Physical Geology	30
GEOS 122	Physical Geology Laboratory	10
GEOS 131	Historical Geology	30
GEOS 132	Historical Geology Laboratory	10
GEOS 220	Mineralogy	30
GEOS 320	Igneous and Metamorphic Petrology	30
GEOS 325	Structural Geology	30
GEOS 326	Field Geology	30
GEOS 380	Research Methods in the Geosciences	20
GEOS 411	Sedimentary Petrology	30
GEOS 412	Stratigraphy	30
GEOS 480	Geoscience Seminar	10
Geology Tra	ack:	2
GEOS 330	Paleontology	30
GEOS 362	Plate Tectonics	30
PHYS 111	Physics I Lecture	30
PHYS 121	Physics I Lab	10
PHYS 112	Physics II Lecture	30
PHYS 122	Physics II Lab	10
Controlled 1	Electives:	9-
Select three	courses from the following:	
GEOG 316,	MATH 216, GEOS courses 300 or above (1)	
Other Requ	irements:	
Foreign Lan	guage Intermediate-Level (2)	0-
Free Electiv	ves:	1

#### **Total Degree Requirements:**

- Up to 3cr of a summer field camp, internship, or independent study, all of which must be approved by the department, may be applied controlled electives.
- (2) 6cr of computer language may substitute for the foreign language requirement: COSC 110 and COSC 310 (recommended), or other higherlevel COSC courses with department permission in consultation with the Computer Science Department.

#### **Proposed Program:**

#### **Bachelor of Science- Geology/Geology Track**

50	Liberal Stu with the foll	<b>dies:</b> As outlined in Liberal Studies section owing specifications:	50
	Mathematic	cs: MATH 121	
	Natural Sci	ence: CHEM 111-112 or CHEM 113-114	
	Liberal Stu	dies Electives: 4cr, MATH 122, no courses	
	with GEOS	prefix	
29	Major:		53
	Required C	ourses:	
r	GEOS 201	Foundations of Geology	4cr
r	GEOS 202	Quantitative Methods in the Geosciences	2cr
r	GEOS 203	Surficial Processes	4cr
r	GEOS 301	Mineralogy and Petrology	4cr
r	GEOS 302	Structural Geology	4cr
r	One of the f	ollowing: (1)	
r	GEOS	303, 401-402, 403-404, 405-406, 407-408	4cr
r	GEOS 470	Research Methods in the Geosciences	2cr
r	GEOS 480	Geoscience Seminar	2cr
r	PHYS 111	Physics I Lecture	3cr
r	PHYS 121	Physics I Lab	1cr
r	PHYS 112	Physics II Lecture	3cr
	PHYS 122	Physics II Lab	1cr
3-24	Controlled	Electives:	19cr
r	Select 19cr 1	from the following list: (2)	
r	One 100- or	200-level GEOS course	
r	Any 300-lev	vel GEOS course	
r	Any 400-lev	vel GEOS course	
r	BIOL 111, 1	112	
r	CHEM 231,	232, 322, 323, 341	
10cr	GEOG 316,	415	
	MATH 216	or 217, 241	
	PHYS 342		
	COSC 250,	310, 362	
0-6	Other Requ	iirements:	0-6
6cr	Foreign Lan	guage Intermediate-Level (3)	0-6cr
1-18	Free Electiv	ves	11-17
120	Total Degre	ee Requirements:	120

(1) Up to 4cr of a summer field camp, internship, or independent study, all of which must be approved by the department, may substitute for GEOS 303 or a Geoscience Field Workshop.

(2) Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Credits from up to two non-GEOS courses may be applied toward controlled electives.

(3) 6cr of computer language may substitute for the foreign language requirement: COSC 110 and 210 (recommended), other higher-level COSC courses with department permission in consultation with the Computer Science Department.

#### **Current Program:**

#### **Bachelor of Science- Geology/Environmental Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 123 Natural Science: CHEM 111-112 or CHEM 113-114 Liberal Studies Electives: 7cr, MATH 122 or 124, PHYS 111, no courses with GEOS prefix

#### Major:

Geoscience C	Core:
GEOS 121	Physical Geology
GEOS 122	Physical Geology Laboratory
GEOS 131	Historical Geology
GEOS 132	Historical Geology Laboratory
GEOS 220	Mineralogy
GEOS 320	Igneous and Metamorphic Petrology
GEOS 325	Structural Geology
GEOS 326	Field Geology
GEOS 380	Research Methods in the Geosciences
GEOS 411	Sedimentary Petrology
GEOS 412	Stratigraphy or
GEOS 32	27 Geomorphology
GEOS 480	Geoscience Seminar
Environment	tal Track:
BIOL 111	Principles of Biology I
GEOS 310	Environmental Geology
GEOS 331	Hydrogeology
GEOS 332	Geochemistry
PHYS 121	Physics I Lab
Controlled E	lectives:
Select three co	ourses from the following: (3)
Biology Elect	ives: BIOL 112, 250, 321, 322, 362
Chemistry Ele	ectives: CHEM 231, 232, 322, 323, 341
Allied Fields:	GEOS courses 300 or above (4), COSC 250,
GEOG	316, 415, MATH 216, PHYS 112-122, SAFE 101
Other Requi	rements:
Foreign Lang	uage Intermediate-Level (5)

#### Free Electives:

#### **Total Degree Requirements:**

- (1) Some courses have prerequisites that may be taken as free electives.
- (2) Students who plan to pursue graduate studies are encouraged to take PHYS111-122
- (3) Select one each from the Biology and Chemistry electives lists and a third from any of the three elective lists.
- (4) Up to 3cr of a summer field camp, internship, or independent study, all of which must be approved by the department, may be applied to the controlled electives.
- (5) 6cr of computer language may substitute for the foreign language requirement: COSC110 and COSC310 (recommended), or other higherlevel COSC courses with department permission in consultation with the Computer Science Department.

#### **Proposed Program:**

#### **Bachelor of Science- Geology/Environmental Track**

53	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 or CHEM 113-114 Liberal Studies Electives: 4cr, MATH 122, no courses with GEOS prefix	50
29	Major:	53
	Required Courses:	
3cr	GEOS 201 Foundations of Geology	4cr
1cr	GEOS 202 Quantitative Methods in the Geosciences	2cr
3cr	GEOS 203 Surficial Processes	4cr
1cr	GEOS 310 Environmental Geology or	
3cr	GEOS 311 Geochemistry	4cr
3cr	GEOS 312 Hydrogeology	3cr
3cr	One of the following: (1)	
3cr	GEOS 303, 401-402, 403-404, 405-406, 407-408	4cr
2cr	GEOS 470 Research Methods in the Geosciences	2cr
3cr	GEOS 480 Geoscience Seminar	2cr
2	BIOL III Principles of Biology I	4cr
3cr	PHYS III Physics I Lecture	3cr
	PHYS 121 Physics I Lab	lcr
4	Controlled Electives:	20cr
4cr	Select 20cr from the following list: (2)	
200	Any 200 level CEOS course	
3cr	Any 400 level GEOS course	
1 or	PIOL 112 250	
8 Ocr	CHEM 231 232 322 323 341	
0-701	GEOG 316 415	
	MATH 216 or 217 241	
	PHVS 112-102 3/2	
	COSC 250, 310, 362	
<b>0-6</b> 0-6cr	<b>Other Requirements:</b> Foreign Language Intermediate-Level (3)	0-6
9-16	Free Electives	11-17
120	Total Degree Requirements:	120
e	<ul> <li>(1) Up to 4cr of a summer field camp, internship, or independent which must be approved by the department, may substitute for or a Geoscience Field Workshop.</li> <li>(2) Only one Conscience Field Workshop.</li> </ul>	study, all of or GEOS 303

(2) Only one Geoscience Field Workshop (including prerequisite 1cr Seminar) may be applied toward controlled electives. Credits from up to two non-GEOS courses may be applied toward controlled electives.

(3) 6cr of computer language may substitute for the foreign language requirement: COSC 110 and 210 (recommended), other higher-level COSC courses with department permission in consultation with the Computer Science Department.

#### **Current Program:**

# Bachelor of Science in Education—Earth and Space Science\*

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 Natural Science: CHEM 111-112 Social Science: PSYC 101 Liberal Studies Electives: 6cr, MATH 217, PHYS 111, no courses with GEOS prefix

#### College:

Preprofessional Education Sequence:		
COMM 103	Digital Instructional Technology	
EDSP 102	Educational Psychology	
<b>Professional</b>	Education Sequence:	
EDEX 301	Education of Students with Disabilities in	
	Inclusive Secondary Settings	
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	
EDUC 451	Teaching Science in the Secondary School	

#### Major: **Required Courses:** BIOL 103 General Biology I **GEOS 121** Physical Geology GEOS 122 Physical Geology Laboratory **GEOS 131** Historical Geology **GEOS 132** Historical Geology Laboratory GEOS 341 Solar System GEOS 342 Stellar Astronomy **GEOS 350** Operation of the Planetarium **GEOS 361** Physical Oceanography **GEOS 371** Meteorology I **PHYS 112** Physics II Lecture **PHYS 121** Physics I Lab Physics II Lab **PHYS 122 Controlled Electives:**

Geology electives (200 level or higher)

#### **Total Degree Requirements:**

(\*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Educations", in the College of Education and Educational Technology section of this catalog.

#### **Proposed Program:**

# Bachelor of Science in Education—Earth and Space Science\*

52	Liberal Stud with the follo Mathematics Natural Scien Social Science Liberal Stud no courses with	<ul> <li>iies: As outlined in Liberal Studies section wing specifications:</li> <li>s: MATH 121</li> <li>nce: CHEM 111-112</li> <li>ce: PSYC 101</li> <li>lies Electives: 6cr, MATH 217, PHYS 111, ith GEOS prefix</li> </ul>	52
29	College:		31
2	Preprofessio	nal Education Sequence:	2
3cr	COMM 103	Digital Instructional Technology	3cr
3cr	EDSP 102	Educational Psychology	3cr
	Professional	Education Sequence:	
2	EDEA 301	Education of Students with Disabilities in	200
201	EDEV 222	Inclusive Secondary Settings	201
2 or	EDEA 323	with Special Needs	205
1 cr	EDSD 477	Assessment of Student Learning: Design and	201
1cr	LDSI 4//	Interpretation of Educational Measures	3 or
12cr	FDUC 242	Pre-student Teaching Clinical Experience I	1 cr
12cr	EDUC 342	Pre-student Teaching Clinical Experience II	ler
3cr	EDUC 441	Student Teaching	12cr
501	EDUC 442	School Law	1cr
	EDUC 451	Teaching Science in the Secondary School	3cr
39	Major:		39
	Required Co	ourses:	
4cr	GEOS 201	Foundations of Geology	4cr
3cr	GEOS 202	Quantitative Methods in the Geosciences	2cr
1cr	GEOS 341	Planetary Geology	4cr
3cr	GEOS 342	Stellar Astronomy	4cr
1cr	GEOS 353	Paleontology	4cr
3cr	GEOS 370	Oceanography	4cr
3cr	GEOS 371	Meteorology	3cr
1cr	BIOL 111	Principles of Biology I	4cr
3cr	PHYS 121	Physics I Lab	1cr
3cr	Controlled E	Electives:	
3cr	Select nine (9	<i>i</i> ) credits from the following:	9cr
lcr	GEOS 203	Surficial Geology	
lcr	Any 300-leve	el GEUS course	
0.04	Any 400-leve	busies II Leature	
9CF	PHYS 112 Ph PHYS 122 Ph	hysics II Lab	

#### 120 Total Degree Requirements:

(\*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Educations", in the College of Education and Educational Technology section of this catalog.

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#### **Current Catalog Description:**

#### Minor-Geology

17

Required Courses:	
GEOS 121 Physical Geology	3cr
GEOS 122 Physical Geology Laboratory	1cr
GEOS 131 Historical Geology	3cr
GEOS 132 Historical Geology Laboratory	1cr
Three upper-level (300 or higher) courses in Geology	9cr

#### **Proposed Catalog Description:**

#### **Minor in Geology**

Required Courses:		18
GEOS 201 Foundations of Geology		4cr
GEOS 202 Quantitative Methods in the Geosciences	2cr	
12 credits from the following list:	12cr	
GEOS 203 Surficial Geology		
Any 300-level GEOS course		
Any 400-level GEOS course, except GEOS 470 and 4	480 (1)	

(1) Only one Geoscience Field Workshop (including prerequisite Seminar) can be counted toward the minor.

**Rationale:** Never has the need for broad public understanding of our Earth and its dynamic systems been as critical as at present. Our understanding of large-scale geological processes and the volume of knowledge encompassed by the geosciences have grown exponentially over the past several decades. At the same time, our pedagogical appreciation of "how students think and learn" has driven a substantial shift in our approach to teaching science. In a series of meetings the department outlined a number of goals, which would significantly improve our programs both pedagogically and mechanically.

**Constructing a Strong Student Knowledge/Skills Base:** It is essential that students receive a complete education in the core material of their chosen discipline. Students must learn to recognize rock and mineral specimens and learn their chemical formulas, understand the history of the Earth, recognize surficial features and how geologic processes shape them, etc. We have developed a "core" set of courses for each track using existing course offerings as well as new courses that provide breadth of knowledge and skills that are critical to the training of future geoscientists and Earth science educators. Students' first steps into the programs will now occur through a series of three introductory courses that will develop the standard knowledge base and numerical and foundational skills of the discipline using creative new pedagogy of team and active learning exercises rather than the traditional "lecture/lab."

**Developing Collaborative and Experiential Learning:** Meaningful participatory experience can have a profound impact on student intellectual development and may be the greatest single

influence to transform young science students into young scientists. Pedagogical evidence clearly supports the benefits of active learning. It enhances professional skills such science and math competency, data analysis, communication, etc. It also develops personal attitudes, increases confidence and builds intrinsic interest in learning. In our new programs, we capitalize on existing strengths we offer through interactive, hands-on learning and integrate new opportunities for paired Seminar-Field Workshop courses. We are modifying our traditional field trips into project-based field experiences unique to the particular field area. In addition we are developing a preliminary one-credit seminar for each Field Workshop to introduce students to the necessary background and skills needed.

**Fostering Creative Thought and Critical Analysis:** While facts are undeniably the raw materials for science, creative thought is the process by which science grows. Students must be able to use the facts to think scientifically. Hypothesis testing, falsification, and interpretation in the face of incomplete or contradictory data are critical steps in a student's intellectual growth. Our new program integrates intellectually challenging projects and real world exercises that challenge their imagination and creativity. New courses are designed to foster creative thinking and develop analytical skills, and revised existing courses expand such opportunities. In addition, we are increasing research credits in GEOS 480, and expanding opportunities for project-based exercises in GEOS 201-203.

**Modernizing Curricular Offerings:** The need to modernize our curriculum and course content arises from changes in the subfields of the geosciences over the past twenty years. A number of our course proposals involve the increase in the number of lecture hours to accommodate additional course content. Where appropriate, we also have combined courses into single courses reflecting a de-emphasis of particular subfields.

**Improving 4-year Graduation Rate:** Although specific data are not available, it is clear that very few of our Geology and Environmental Track students graduate in the four years typical of undergraduate programs. There are several reasons for this. First, it is very common in undergraduate geology and geoscience departments that relatively few majors enter their first year of college specifically knowing that this will be their major. Rather, many "discover" the major while taking an introductory course, often as a science requirement. Second, we have a large number of students who transfer into our major either from other IUP programs, or from other universities. Third, our current curriculum has a complicated set of prerequisites which, when coupled with the fact that many of our upper-level courses are only taught every other year, creates many situations where students are unable to take a required course when it is offered and must wait up to two years for that course to be taught again. In any of these cases, our current programs provide little scheduling flexibility that would help students to graduate within the typical four-year timeframe.

We are proposing a number of program revisions to combat these issues. First, we are creating a new set of introductory courses, GEOS 201 Foundations of Geology, GEOS 202 Quantitative Methods in the Geosciences, and GEOS 203 Surficial Processes that will serve as prerequisites for almost all 300-level and 400-level courses. In addition, we plan to offer GEOS 201 and GEOS 202 (they will typically be taken concurrently) every semester which will provide maximum access to upper-level courses for students transferring into the program in either the fall or spring semester. Second, we are increasing the ability of students to select freely from

upper-level Geoscience and allied science classes, increasing the number of controlled elective credits from 9-10 to 19 in the Geology Track, and from 8-9 to 20 in the Environmental Track. Third, we are allowing credit from one 100-level or 200-level course to count toward controlled electives to add increased flexibility for the student who chooses to major in Geosciences after taking one of our liberal studies courses. Recognizing the unique nature of each student's schedule, we anticipate that students who begin either the Geology or Environmental track as late as the spring semester of their sophomore year will still be able to fulfill program requirements within the four-year timeframe.

**Developing a Sense of Community within the Geoscience Department:** Finally, we believe that our program revisions will help to develop of a distinct community to which individuals (students, faculty, and staff) have a "sense of belonging". Opportunities for active and small group learning are particularly important for encouraging identity with the geoscience community. Field trips and field workshops are integrated into the new program at all levels and allow close student-faculty interactions as well as invaluable practical experiences.

# f. Catalog Description

# **Current Catalog Description:**

Geology is a far-ranging science and encompasses various aspects of the Earth system, including the oceans, the atmosphere, and the solid Earth. Professional geologists are thus engaged in a wide range of activities, depending upon their interests. The problems with which geologists are faced include the evolution of life, the origin of volcanic activity, the assessment of volcanic and earthquake hazards, the evolution of our planetary neighbors, and perhaps most important, the human impact on our environment.

The department offers a B.S. degree with a major in Geology that is divided into two tracks: Geology and Environmental. Either track gives students the necessary foundation to pursue a wide variety of career goals. In addition, we offer degrees in secondary education for those students who are interested in teaching. The degrees and courses in our program emphasize hands-on learning, including outdoor instruction and student-oriented research. In addition to oncampus instruction and class-related field trips, the department offers several regional geology field courses, which take place in Newfoundland, the Yellowstone region, the Bahamas, and the American Southwest.

The B.S. degree with a major in Geology/Geology Track is designed for students who are interested in pursuing any of the various subdisciplines in Geology, including Oceanography/Marine Geology, Climate Change, Volcanology, Paleontology, Meteorology, and Geophysics. There is also considerable overlap between geology and astronomy; it is primarily geologists who explore the evolution of other planetary bodies, such as the Moon, Mars, and Venus. The curriculum reflects various interdisciplinary links and provides the foundation needed to pursue a wide variety of career goals. Career options include teaching, graduate school/research, and employment as a professional geologist (associated with a private business or an environmental firm or as a consultant for a federal or state agency).

The B.S. degree with a major in Geology/Environmental Track is designed for students who wish to pursue a career in the environmental field. In spite of our brief residence time, humankind's presence has had a significant, and in some cases negative, impact upon our environment. Geologists play a key role in dealing with environmental issues, and our Environmental Track prepares students to address various environmental problems. Graduates from this track will be prepared for direct entry into jobs with federal or state agencies and private environmental consulting firms, as well as postgraduate studies.

#### **Minor in Geology**

The Minor in Geology is designed for students who desire some background in Geology, in conjunction with a degree in business or one of the social or physical sciences. The department also serves public education by preparing qualified and certified teachers in the field of Earth and Space Sciences and General Science Education.

The minor in Geology consists of 17 credits. Required are GEOS 121-122 and GEOS 131-132. Three upper-level (300 or higher) courses in geology (total 9cr) make up the remaining requirements for the minor.

#### **Proposed Catalog Description:**

Geology is a far-ranging science and encompasses various aspects of the Earth system. In addition to the solid Earth, this system includes the oceans and atmosphere, climate change and most aspects of our immediate environment. Professional geologists are thus engaged in a wide range of activities, depending on their interests. Scientific questions addressed by geologists include the evolution of life, the origin of volcanic activity, the assessment of volcanic and earthquake hazards, the evolution of our planetary neighbors, climate change and perhaps most importantly, the human impact on our environment.

The department offers a B.S. degree in Geology that is divided into two tracks: Geology and Environmental. Either track gives students the necessary foundation to pursue a wide variety of career goals. In addition, we offer education degrees for those students who are interested in teaching. The degrees and courses in our program emphasize hands-on learning, including outdoor instruction and student-oriented research and professional experiential learning opportunities. In addition to on-campus instruction and class-related field trips, the department also offers several regional geology Field Workshops, which take place in Newfoundland, the Northern Rockies region, Florida and the Bahamas, and the American Southwest.

Our B.S. in Geology/Geology Track is designed for students who are interested in pursuing any of the various subdisciplines in Geology, including Oceanography/Marine Geology, Climate Change, Volcanology, Paleontology, Meteorology and Geophysics. There also is considerable overlap between geology and astronomy, as geologists study the evolution of other planetary bodies, such as the Moon, Mars and Venus; our curriculum reflects this link and provides the groundwork for planetary studies. The Geology Track thus provides students with the foundation needed to pursue a wide variety of career goals, including research (and postgraduate studies), teaching, or careers as professional geologists working with private businesses, environmental firms, or as a consultant for federal and state agencies.

The B.S. in Geology/Environmental Track is designed for students who wish to pursue careers in the rapidly expanding environmental field. While our planet has evolved over a 4.5 billion year history, our presence has had a significant impact upon our surroundings, in spite of our brief time of residence. Geologists play a key role in dealing with environmental issues, and the Environmental Track prepares students to solve environmental problems. Graduates from this track will be prepared for direct entry into jobs with federal or state agencies and private environmental consulting firms, as well as postgraduate studies.

The B.S. in Education-Earth and Space Science prepares students to become certified teachers in Pennsylvania and other states. Earth and Space Science teachers in middle and high school grades teach subjects that require a broad and solid foundation in science. Coursework includes study of geology, meteorology, oceanography, and astronomy. A basic understanding of the cognate sciences, biology, chemistry, and physics, and mathematics is also an essential

part of the major. Courses in pedagogy, including the teaching of English language learners and students with special needs, complement the subject matter studies. Students create and present lessons, first in Geoscience courses and then in school classrooms, culminating in the student teaching experience in the last semester.

The Minor in Geology is designed for students who desire a background in Geology, in conjunction with degrees in business or one of the social or physical sciences.

#### 3. **Department of Journalism**—New Course

#### **JRNL 261 Introduction to the Magazine Industry**

Prerequisite: Sophomore standing or Instructor permission

Introduces the magazine industry, how it is managed, how it functions, its strategies, and its roles and goals in society.

**Rationale:** This course is intended primarily for sophomores and juniors as a first look into magazines as a possible professional communications goal. Journalism minors and nonjournalism majors also may enroll. Magazines are a separate medium, and this course's principles differentiate markedly from those applicable to newspapers and public relations. The journalism department believes that the curriculum area of magazines has potential for strong enrollment and is another professional writing, editing and design option for our majors.

#### **Department of Philosophy—Program Revision** 4.

#### **Current Program: Proposed Program: Bachelor of Arts - Philosophy/Pre-Law Track Bachelor of Arts - Philosophy/Pre-Law Track** Liberal Studies: As outlined in Liberal Studies section Liberal Studies: As outlined in Liberal Studies section 53 with the following specifications: with the following specifications: Mathematics: 3cr Mathematics: 3cr Philosophy: included in major Philosophy: included in major Liberal Studies Electives: 9cr, no courses with PHIL prefix Liberal Studies Electives: 9cr, no courses with PHIL prefix College: College: Foreign Language Intermediate Level (1) 0-6 Foreign Language Intermediate Level (1) Major: 30 Major: **Required Courses: Required Courses:** 3cr PHIL 101 Informal Logic: Methods of Critical Thinking PHIL 101 Informal Logic: Methods of Critical Thinking PHIL 222 Ethics or PHIL 110 Reasoning and the Law 3cr **Controlled Electives:** 24cr PHIL 222 Ethics PHIL 324 or 325, and one other from the following: (6cr) **Controlled Electives:** PHIL 324 or 325, and one other from the following: (6cr) PHIL 32 Ancient Philosophy PHIL 32 Modern Philosophy PHIL 324 Ancient Philosophy PHIL 326 Phenomenology and Existentialism PHIL 325 Modern Philosophy PHIL 410 Contemporary Analytic Philosophy PHIL 326 Phenomenology and Existentialism PHIL 410 Contemporary Analytic Philosophy PHIL 420 or 421, and one other from the following: (6cr) PHIL 330 Philosophy of Science PHIL 420 or 421, and one other from the following: (6cr) PHIL 330 Philosophy of Science PHIL 420 Metaphysics PHIL 421 Theory of Knowledge PHIL 420 Metaphysics PHIL 460 Philosophy of Language PHIL 421 Theory of Knowledge Four other PHIL courses (12cr) (may be from the above lists) PHIL 460 Philosophy of Language Four other PHIL courses (12cr) (may be from the above (with restrictions) (2, 3) lists) (with restrictions) (2, 3)

# 3c-01-3cr

**APPROVED** 

#### **APPROVED**

53

0-6

30

3cr

3cr

24cr

**Other Requirements: Pre-Law Interdisciplinary Track** Seven courses, including at least one from each of six areas: Business: ACCT 201, ACCT 202, BLAW 235 Criminology: CRIM 210, 215, 255 Economics: ECON 121, 122, 332 English: ENGL 212, 220, 310 History: HIST 320, 321, 346 Political Science: PLSC 358, 359, 361

#### Free Electives:

#### **Total Degree Requirements:**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) No more than four 100-200 level courses may be counted toward the major. Only PHIL courses may be counted toward the major. Unless otherwise indicated in the Course Descriptions, all 300-400 level courses require either philosophy major or minor status, junior or senior standing, or permission of the instructor.
- (3) No more than 9 nonclasswork credits may be counted toward the major. Nonclasswork credits include independent study, independent honors project, and internship in philosophy.

15-21	Other Requirements: Pre-Law Interdisciplinary Track	
	Seven courses, including at least one from each of six areas:	
	Business: ACCT 201, ACCT 202, BLAW 235	
	Criminology: CRIM 210, 215, 255	
	Economics: ECON 121, 122, 332	
	English: ENGL 212, 220, 310	
	History: HIST 320, 321, 346	
	Political Science: PLSC 358, 359, 361	
10-22	Free Electives:	10-22

#### 120 **Total Degree Requirements:**

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

120

51

0-6

33

3cr(2)

\*cr(3)

30cr

- (2) No more than four 100-200 level courses may be counted toward the major. Only PHIL courses may be counted toward the major. Unless otherwise indicated in the Course Descriptions, all 300-400 level courses require either philosophy major or minor status, junior or senior standing, or permission of the instructor.
- (3) No more than 9 nonclasswork credits may be counted toward the major. Nonclasswork credits include independent study, independent honors project, and internship in philosophy.

**Rationale**: The Philosophy Department recently added a new course, PHIL 110: Reasoning and the Law, which is appropriate to add to the required courses in the PHIL pre-law track. Rather than requiring PHIL 101: Informal Logic, the new program requires students to take either PHIL 101 or PHIL 110.

#### 5. Department of Political Science—Program Revision

#### **Current Program:**

General Political Science: PLSC 300 (strongly

recommended), PLSC 377, 480, 481, 482, 485, 493

#### **Bachelor of Arts – Political Science/Pre-Law Track Bachelor of Arts - Political Science/Pre-Law Track** Liberal Studies: As outlined in Liberal Studies section 51 Liberal Studies: As outlined in Liberal Studies section with the following specifications: with the following specifications: Mathematics: 3cr Mathematics: 3cr Social Science: PLSC 111 Social Science: PLSC 111 Liberal Studies Electives: 9cr, no courses with PLSC prefix Liberal Studies Electives: 9cr, no courses with PLSC prefix **College:** College: Foreign Language Intermediate Level (1) 0-6 Foreign Language Intermediate Level (1) Major: 33 Major: **Required Courses: Required Courses:** PLSC 101 World Politics 3cr(2) PLSC 101 World Politics PLSC 111 American Politics \*cr(3) PLSC 111 American Politics **Controlled Electives:** 30cr **Controlled Electives:** At least one course in three of the first four areas: At least one course in three of the first four areas: American Studies: PLSC 251, 300, 346, 350, 351, 353, American Studies: PLSC 251, 300, 346, 350, 351, 353, 354, 355, 356, 357, 358, 359 354, 355, 356, 357, 358, 359 Political Theory: PLSC 360, 361, 362 Political Theory: PLSC 360, 361, 362 Public Policy and Administration: PLSC 250, 370, 371, 444 Public Policy and Administration: PLSC 250, 370, 371, 444 International Studies: PLSC 280, 282, 283, 285, 320, International Studies: PLSC 280, 282, 283, 285, 320, 321, 380, 382, 383, 384, 385, 386, 387, 388, 389 (4) 321, 380, 382, 383, 384, 385, 386, 387, 388, 389 (4)

# **Proposed Program:**

General Political Science: PLSC 300 (strongly

recommended), PLSC 377, 480, 481, 482, 485, 493

APPROVED

Other Requirements: Pre-Law Interdisciplinary Track Seven courses, including at least one from each of six areas: *Business:* ACCT 201, ACCT 202, BLAW 235 *Criminology:* CRIM 210, 215, 255 *Economics:* ECON 121, 122, 332 *English:* ENGL 212, 220, 310 *History:* HIST 320, 321, 346 *Philosophy:* PHIL 101, 222, 450

#### Free Electives:

#### **Total Degree Requirements:**

- (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.
- (2) PLSC 101 satisfies non-Western requirement.
- (3) Credits for PLSC 111 are counted in the Liberal Studies Social Science requirements.
- (4) PLSC 280 and/or 285 recommended as prerequisite to PLSC 380 through 389.

15-21Other Requirements: Pre-Law Interdisciplinary Track<br/>Seven courses, including at least one from each of six areas:<br/>Business: ACCT 201, ACCT 202, BLAW 235<br/>Criminology: CRIM 210, 215, 255<br/>Economics: ECON 121, 122, 332<br/>English: ENGL 212, 220, 310<br/>History: HIST 320, 321, 346<br/>Philosophy: PHIL 101, 110, 222, 45015-21

# 9-21 Free Electives: 9-21

#### 120 Total Degree Requirements:

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

120

- (2) PLSC 101 satisfies non-Western requirement.
- (3) Credits for PLSC 111 are counted in the Liberal Studies Social Science requirements.
- (4) PLSC 280 and/or 285 recommended as prerequisite to PLSC 380 through 389.

**Rationale**: The Philosophy Department recently added a new course, PHIL 110: Reasoning and the Law, which is appropriate to add the list of controlled electives in the pre-law track.

#### 6. Department of Spanish—Program Revision

#### **Current Program:**

#### Bachelor of Science in Education-Spanish Education K-12 (\*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr Social Science: ANTH 110, PSYC 101 Liberal Studies Electives: 9cr, MATH course (1), no courses with SPAN prefix

College:	
Preprofession	al Education Sequence:
COMM 103	Digital Instructional Technology
EDSP 102	Educational Psychology
Professional H	Education Sequence:
EDEX 301	Education of Students with Disabilities in
	Inclusive Secondary Settings
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
EDUC 453	Teaching of Foreign Languages in the Secondary
	School

#### **APPROVED**

# Proposed Program: Bachelor of Science in Education– Spanish Education K-12 (\*)

53	Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: 3cr, MATH 101 or higher Social Science: ANTH 110, PSYC 101 Liberal Studies Electives: 9cr, MATH course (1), no courses with SPAN prefix				
29	College:				
	Preprofession	nal Education Sequence:			
3cr	COMM 103	Digital Instructional Technology	3cr		
3cr	EDSP 102	Educational Psychology	3cr		
	Professional Education Sequence:				
	EDEX 301	Education of Students with Disabilities in			
2cr		Inclusive Secondary Settings	2cr		
	EDEX 323	Instruction of English Language Learners with			
3cr		Special Needs	2cr		
1cr	EDSP 477	Assessment of Student Learning: Design and	3cr		
1cr		Interpretation of Educational Measures	1cr		
12cr	EDUC 242	Pre-Student Teaching Clinical Experience I	1cr		
1cr	EDUC 342	Pre-Student Teaching Clinical Experience II	12c		
	EDUC 441	Student Teaching	1cr		
3cr	EDUC 442	School Law			
	EDUC 453	Teaching of Foreign Languages in the Secondary School	3cr		

Major: Study Abroad (2)

#### **Required Courses:**

SPÂN 201	Intermediate Spanish or equivalent
SPAN 220	Intermediate Spanish Conversation and
	Grammar
SPAN 230	Intermediate Spanish Composition
SPAN 260	Introduction to Hispanic Literature
SPAN 340	Hispanic Civilization Through the Nineteenth
	Century
SPAN 342/344	<sup>4</sup> 20 <sup>th</sup> -Century Spanish Civilization and Culture/
	20th-Century Spanish-American Civilization
	and Culture
SPAN 350	Advanced Spanish Conversation
SPAN 390	Teaching of Elementary Content Through the
	Spanish Language
SPAN 404	Advanced Spanish Grammar
SPAN 453	Spanish Phonetics and Phonemics
Controlled El	ectives:

#### Any other 3cr from SPAN 300 or above SPAN 362, 364, or a 400-level literature course

#### Free Electives:

#### **Total Degree Requirements:**

- (\*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.
- Students who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course in order to fulfill the state requirements.
- (2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last four weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Based on demonstration of adequate oral proficiency and significant cross-cultural experience, students may be exempted from this requirement with their advisor's approval.

#### Major: Study Abroad (2) Required Courses: SPAN 201 Intermediate Spanish or equivalent SPAN 220 Intermediate Spanish Conversation and Grammar SPAN 220 Intermediate Spanish Composition

SPAN 230	Intermediate Spanish Composition	3cr
SPAN 260	Introduction to Hispanic Literature	3cr
SPAN 340	Hispanic Civilization Through the Nineteenth	
	Century	3cr
SPAN 342/3	44 20 <sup>th</sup> -Century Spanish Civilization and Culture/	
	20 <sup>th</sup> -Century Spanish-American Civilization	
	and Culture	3cr
SPAN 350	Advanced Spanish Conversation	3cr
SPAN 390	Teaching of Elementary Content Through the	
	Spanish Language	3cr
SPAN 404	Advanced Spanish Grammar	3cr
SPAN 453	Spanish Phonetics and Phonemics	3cr
Controlled l	Electives:	
Any other 3c	er from SPAN 300 or above	3cr
SPAN 362, 3	364, or a 400-level literature course	3cr

4cr

3cr

1

#### **1** Total Degree Requirements:

120

37

4cr

3cr

3cr

3cr

3cr

3cr 3cr

3cr 3cr

3cr

3cr

3cr

- (\*) See requirements leading to teacher certification, titled "Three-Step Process for Teacher Education" in the College of Education and Educational Technology section of this catalog.
- Students who do not wish to select a MATH course under the Liberal Studies Electives must still take a second MATH course (101 or higher) in order to fulfill the state requirements.
- (2) Students must successfully complete a program of language study in a Spanish-speaking country. This program must, as a minimum, last f our weeks and carry 3 or more cr extending beyond the intermediate level. Students may fulfill this requirement by participating in any of IUP's study abroad programs in Spain, Mexico, or Costa Rica or by transferring credits from another accredited program. Students wishing to fulfill this requirement through a non-IUP program should obtain prior approval from the department. Requests for exemptions to this requirement must be initiated by the student in writing, and submitted to the department chair.

**Rationale:** EDEX 323 Instruction of English Language Learners with Special Needs is being added as a requirement because The Pennsylvania State Board of Education adopted changes that affect all of Pennsylvania's teacher and educational specialist certification programs by adding 9 credits or 270 hours or equivalent combination for adaptations and accommodations for diverse students in an inclusive setting and 3 credits or 90 hours or equivalent combination to meet the instructional needs of English Language Learners (ELL). The Spanish Education K-12 Program covers most of that material in current courses, but in order to provide the remainder of the hours in ELL and instructional adaptation for diverse students the course EDEX 323 is being added as a required course.

This addition results in a total of 121 credits being required to complete the Spanish Education K-12 Program. PASSHE has given teacher education programs approval to exceed the 120-credit minimum by up to three credits (total of 123 credits) in order to fulfill these new requirements. Since our program already met most of the hours of instruction, we only need to add one

additional credit to our 120-credit requirement. This also results in the number free electives being changed from 1 to 0.

The change in the study abroad requirement exemption policy mentioned in footnote 2 is to be consistent for all three Spanish programs. This footnote already was approved by the UWUCC on October 7, 2008, for the Bachelor of Arts—Spanish and Spanish for International Trade Programs. The phrase "MATH 101 or higher" was added to the Mathematics line and in footnote (1) to specify the level that is required by the state certification requirements. This is not a new requirement; the additional language is inserted only for purposes of clarification and to parallel the language used in the K-12 French Education Program catalog description.

#### 7. Department of Geography and Regional Planning—Program Revisions <u>APPROVED</u>

Current	Program:	Proposed Program: Bachelor of Arts - Geography/Environmental Track			
Bachelor	of Arts- Geography/Environmenta				
Liberal Studies: As outlined in Liberal Studies section53with the following specifications:Mathematics: MATH 121 or 217Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101recommended; no courses with GEOG prefix			Liberal Studies: As outlined in Liberal Studies section 53-56 with the following specifications: Mathematics: MATH 217 or 6cr of MATH courses Natural Science: BIOL 103-104 or GEOS 101-102 and GEOS 103-104 recommended Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101		
College:			recommende	ed; no courses with GEOG prefix	
Foreign Lang	uage Intermediate Level (1)	0-6	College: Foreign Language Intermediate Level (1) 0-6		
Maior:		36	Maior:		42
<b>Required</b> Co	ourses:		Required Co	ourses:	
GEOG 213	Cartography I	3cr	GEOG 213	Cartography I	3cr
GEOG 230	Cultural Geography	3cr	GEOG 230	Cultural Geography	3cr
GEOG 231	Economic Geography	3cr	GEOG 231	Economic Geography	3cr
GEOG 411	History of Geography	3cr	GEOG 341	Climatology	3cr
GEOG 412	Research Seminar	3cr	GEOG 342	Physiography	3cr
Controlled E	Electives:		GEOG 411	History of Geography	3cr
One course fi	rom GEOG 251-257	3cr	GEOG 412	Research Seminar	3cr
One course fr	rom GEOG 341-342	3cr	RGPL 350	Introduction to Planning	3cr
			Controlled E	Elective:	
Track Cours	ses: Five courses from the following:		One course fi	rom GEOG 251-257	3cr
GEOG 314	Map and Photograph Interpretation	3cr	Track Courses: Five courses from the following:		
GEOG 316	Introduction to Geographic Information		GEOG 314	Map and Photograph Interpretation	3cr
	Systems	3cr	GEOG 316	Introduction to Geographic Information	
GEOG 335	Geography of Energy	3cr		Systems	3cr
GEOG 341	Climatology	3cr	GEOG 335	Geography of Energy	3cr
GEOG 342	Physiography	3cr	GEOG 343	Geography of Fresh Water Resources	3cr
GEOG 343	Geography of Fresh Water Resources	3cr	GEOG 345	Biogeography for Environmental	3cr
GEOG 345	Biogeography for Environmental Managers	3cr		Managers	3cr
GEOG 415	Remote Sensing	3cr	GEOG 415	Remote Sensing	3cr
GEOG 440	Conservation: Environmental Analysis	3cr	GEOG 425	GPS Concepts and Techniques	3cr
			GEOG 440	Conservation: Environmental Analysis	3cr

#### **Free Electives:**

#### **Total Degree Requirements:**

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

#### **Current Program:**

#### **Bachelor of Arts- Geography/Economic Geographer Track**

Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 217 Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 recommended; no courses with GEOG prefix

#### College:

Foreign Language Intermediate Level (1)

Major:			
<b>Required Cou</b>	rses:		
GEOG 213	Cartography I		
GEOG 230	Cultural Geography		
GEOG 231	Economic Geography		
GEOG 411	History of Geography		
GEOG 412	Research Seminar		
<b>Controlled Ele</b>	ectives:		
One course from	m GEOG 251-257		
One course from	m GEOG 341-342		
Track Courses	Five courses from the following:		
GEOG 314	Map and Photograph Interpretation		
GEOG 316	Introduction to Geographic Information		
	Systems		
GEOG 335	Geography of Energy		
GEOG 341	Climatology		
GEOG 342	Physiography		
GEOG 343	Geography of Fresh Water Resources		

#### **GEOG 345** Biogeography for Environmental Managers **GEOG 415** Remote Sensing GEOG 440 Conservation: Environmental Analysis

#### **Free Electives:**

#### **Total Degree Requirements:**

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

#### 25-31 **Free Electives:** BIOL 210 Botany (recommended) BIOL 362 Ecology (recommended) 120 **GEOG 493** Internship (strongly recommended) **GEOS 201**

#### Foundations of Geology (recommended) Quantitative Methods in the Geosciences **GEOS 202** (recommended) **RGPL 458** Land Use Law (recommended) RGPL 464 Land Use Policy (recommended)

#### **Free Electives:**

#### **Total Degree Requirements:**

120

120

16-25

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

#### **Proposed Program:**

#### **Bachelor of Arts - Geography/Economic Geographer Track**

Liberal Studies: As outlined in Liberal Studies section 53-56 53 with the following specifications: Mathematics: MATH 217 or 6cr of MATH courses Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 recommended; no courses with GEOG prefix College: 0-6 Foreign Language Intermediate Level (1) 0-6 36 Major: 42 **Required Courses:** 3cr GEOG 213 3cr Cartography I **GEOG 230** Cultural Geography 3cr 3cr 3cr GEOG 231 Economic Geography 3cr GEOG 341 Climatology 3cr 3cr GEOG 342 3cr Physiography 3cr GEOG 411 History of Geography 3cr 3cr GEOG 412 Research Seminar 3cr 3cr RGPL 350 Introduction to Planning 3cr 3cr

Controlled E	Controlled Elective:			
One course fi	One course from GEOG 251-257			
Track Cours	ses: Five courses from the following:			
GEOG 331	Population Geography	3cr		
GEOG 332	Urban Geography	3cr		
GEOG 333	Trade and Transportation	3cr		
GEOG 334	Political Geography	3cr		
GEOG 336	Social Geography	3cr		
GEOG 464	Land Use Policy	3cr		
Free Elective	Controlled Electric:One course from GEOG 251-2573crTrack Courses: Five courses from the following:GEOG 331GEOG 331Population Geography3crGEOG 332Urban Geography3crGEOG 333Trade and Transportation3crGEOG 334Political Geography3crGEOG 336Social Geography3crGEOG 464Land Use Policy3crFree Electives:16-25ECON 383Urban/Regional Economics (recommended)3crGEOG 493Internship (strongly recommended)3crGEOL 458Land Use Law (recommended)3cr			
ECON 383	Urban/Regional Economics (recommended)	3cr		
GEOG 493	Internship (strongly recommended)	3cr		
RGPL 458	Land Use Law (recommended)	3cr		

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

3cr 3cr 3cr 3cr 3cr

3cr

3cr

3cr

25-31

**Total Degree Requirements:** 

# Current Program: Bachelor of Arts- Geography/ GIS and Cartographer Track

Liberal Stud with the follo Mathematics Liberal Stud recommende	Liberal Studies: As outlined in Liberal Studies section       5.         with the following specifications:       5.         Mathematics: MATH 121 or 217       121         Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101       7.         recommended; no courses with GEOG prefix       7.			
College:				
Foreign Lang	uage Intermediate Level (1)	0-		
Major:		3		
<b>Required</b> Co	ourses:			
GEOG 213	Cartography I	3cr		
GEOG 230	Cultural Geography	3cr		
GEOG 231	Economic Geography	3cr		
GEOG 411	History of Geography	3cr		
GEOG 412	Research Seminar	3cr		
Controlled <b>B</b>	Clectives:			
One course fi	om GEOG 251-257	3cr		
One course fr	rom GEOG 341-342	3cr		
Track Cours	ses: Five courses from the following:			
GEOG 314	Map and Photograph Interpretation	3cr		
GEOG 316	Introduction to Geographic Information			
	Systems	3cr		
GEOG 335	Geography of Energy	3cr		
GEOG 341	Climatology	3cr		
GEOG 342	Physiography	3cr		
GEOG 343	Geography of Fresh Water Resources	3cr		
GEOG 345	Biogeography for Environmental Managers	3cr		
GEOG 415	Remote Sensing	3cr		
GEOG 440	Conservation: Environmental Analysis	3cr		
Free Elective	25:	25-3		

#### **Total Degree Requirements:**

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

#### **Proposed Program:**

#### Bachelor of Arts - Geography/ GIS and Cartographer Track

53	Liberal Stud with the follo Mathematics Liberal Stud recommende	53-56	
0-6	<b>College:</b> Foreign Lang	guage Intermediate Level (1)	0-6
36	Major:		42
	Required Co	ourses:	
	GEOG 213	Cartography I	3cr
	GEOG 230	Cultural Geography	3cr
	GEOG 231	Economic Geography	3cr
	GEOG 341	Climatology	3cr
	GEOG 342	Physiography	3cr
	GEOG 411	History of Geography	3cr
	GEOG 412	Research Seminar	3cr
	RGPL 350	Introduction to Planning	3cr
	Controlled E	Elective:	
	One course fr	rom GEOG 251-257	3cr
	Track Cours	ses: Five courses from the following:	
	GEOG 313	Cartography II	3cr
	GEOG 314	Map and Photograph Interpretation	3cr
	GEOG 316	Introduction to Geographic Information	
		Systems	3cr
	GEOG 415	Remote Sensing	3cr
	GEOG 417	Technical Issues in GIS	3cr
	GEOG 421	Enterprise GIS Management: Theory and	
		Practice	3cr
	GEOG 425	GPS Concepts and Techniques	3cr
5-31	Free Elective	es:	16-25
	GEOG 493	Internship (strongly recommended)	3cr
120	RGPL 453	Planning Design I (recommended)	3cr
	RGPL 454	Planning Design II (recommended)	3cr
ies	Total Degree	e Requirements:	120

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

Proposed Program.

	roposeu rogram.		
Bachelor of Arts- Geography/ General Geography Track	Bachelor of Arts - Geography/ General Geography Track		
Liberal Studies: As outlined in Liberal Studies section with the following specifications: Mathematics: MATH 121 or 217 Liberal Studies Electives: 9cr, BTED/COSC/IFMG 101 recommended; no courses with GEOG prefix	53	Liberal Studies: As outlined in Libe with the following specifications: Mathematics: MATH 217 or 6cr of 1 Liberal Studies Electives: 9cr, BTE recommended; no courses with GEO	ral Studies section 53-56 MATH courses D/COSC/IFMG 101 G prefix
College:		College:	
Foreign Language Intermediate Level (1)	0-6	Foreign Language Intermediate Leve	l (1) 0-6
Major: Required Courses:	36	Major: Required Courses:	42
GEOG 213 Cartography I	3cr	GEOG 213 Cartography I	3cr
GEOG 230 Cultural Geography	3cr	GEOG 230 Cultural Geography	3cr
GEOG 231 Economic Geography	3cr	GEOG 231 Economic Geography	3cr
GEOG 411 History of Geography	3cr	GEOG 341 Climatology	3cr
GEOG 412 Research Seminar	3cr	GEOG 342 Physiography	3cr
Controlled Electives:		GEOG 411 History of Geography	3cr
One course from GEOG 251-257	3cr	GEOG 412 Research Seminar	3cr
One course from GEOG 341-342	3cr	RGPL 350 Introduction to Plann	ng 3cr
Five courses (15cr) from any GEOG courses		Controlled Elective:	_
(only one GEOG 100-level course permitted)	15cr	One course from GEOG 251-257	3cr
		Five courses (15cr) from any GEOG	courses
Free Electives:	25-31	(only one GEOG 100-level course pe	rmitted) 15cr
Total Degree Requirements:	120	Free Electives:	16-25
	11 10 1	GEOG 493 Internship (strongly re	ecommended) 3cr
<ol> <li>Intermediate-level Foreign Language may be included in Liberal electives</li> </ol>		Total Degree Requirements:	120

Current Program.

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

**Rationale:** The faculty determined that it is beneficial and necessary that geography students be exposed to both curriculum regarding weather and climate patterns (Climatology) and landforms (Physiography). Presently, geography majors are only required to take one of these courses. Introduction to Planning is being added as a result of feedback from an external consultant determined that there should be more "cross pollination" between the Department's Geography and Regional Planning majors, in particular more planning courses as requirements and recommended electives for geography majors. In addition, our senior exit surveys have revealed that many students wish they had been exposed to the field of planning sooner in their academic careers, as they found it interesting but as juniors or seniors felt it was too late to change their program emphasis. A review of geography curriculum at universities where departments offer both the geography and planning majors indicates that it is common for planning courses to be part of the geography major core and recommended course requirements.

The Regional Planning major has internship listed as a requirement, therefore to achieve some uniformity and emphasize the importance of the internship experience we would like to add it to the catalog program description for geography as strongly recommended. The mathematics requirement is being changed to list MATH 217 Probability and Statistics as the preferred requirement, we hope to advise a vast majority of students into MATH 217 while allowing for flexibility for the small number of students who cannot pass the course and will need to pass six credits of math courses to strengthen their mathematics ability.

#### **University-Wide Graduate Committee (Senators Piper and Baumer)**

#### FOR ACTION:

#### **APPROVED**

New Course / Cross Listed: ENGL 753/853 Studies in Literature as a Profession Sponsoring Department: English Catalogue Start Term: Summer 2009

#### **Summary & Rationale:**

This course will be an elective for students in the MA Generalist, MA Literature, and PhD Literature and Criticism programs within the English Department, and it will fill the Research Skills requirement for the PhD in English Literature and Criticism.

With the increasing competition on the academic job market, professional development is essential. According to the Final Report of the Modern Language Association Committee on Professional Development, "if present employment patterns continue fewer than half the seven or eight thousand graduate students likely to earn PhDs in English and foreign languages between 1996 and 2000 can expect to obtain full-time tenure-track positions within a year of receiving their degrees."<sup>1</sup> Students must be well-equipped to enter the job market; thus, this course focuses on professional development, including: working in a field, presenting at conferences, scholarly publishing, and entering the academic job market. Moreover, this course offers those professional skills in a sustained format with substantial one-on-one interaction that allows the students to tailor the work to their own professional goals. This course will also supplement and reinforce current mentoring and advising efforts.

<sup>1</sup>The Modern Language Association is the governing body for Departments of English and Foreign Languages and Literatures. The Committee on Professional Employment: Final Report is available at <u>http://www.mla.org/prof\_employment</u>

#### **Catalogue Description:**

#### ENGL753/ENGL 853

#### **Studies in Literature as a Profession**

#### 3c-01-3sh

There are many ways in which students can prepare themselves to be competitive and successful when they enter the English Literature professions. Focusing on the practical aspects of literature as a profession, this course will cover a variety of topics including the job market, publishing, defining a field of study, writing in relevant genres, and teaching. Although appropriate for any student in the Masters or Doctoral program, this course is aimed at those students seeking employment at the university level and/or those who are looking to develop their academic research and writing skills. The purpose of this course is to provide a space in which students can engage in intensive work on the project or projects of their choice while situating that work within broader scholarly and professional communities. Students will become fully immersed in the profession by studying the resources relevant to their chosen fields

and careers. This course is offered as an elective for MA and PhD students, and it will also fill the Research Skills requirement.

**University Development and Finance Committee (Senator Domaracki)** 

### **FOR INFORMATION:**

February 3, 2009

#### **Committee Reports**

<u>Parking Committee Report</u> 1. The 76 new spaces in the Robertshaw -North Lot have been designated "Long Term Parking". This will eliminate the waiting list for on-campus students who own cars. 2. A motion was made and passed to grant the "University Professor" a free reserved space for the duration of their award year. The professor will get to choose which faculty parking lot they would like their reserved spot located in.

Budget Report - No report

#### **Old Business**

<u>Reverse 911</u> – Reverse 911 was used Wednesday, Jan. 28, 2009, for the snow event. Two (2) text messages were sent but difficulties with the internet connection, outside of the university, created problems preventing everyone from receiving the message. IUP is designing a "back-up" system in house that would prevent future loss of internet connectivity and e-mail capacity.

<u>Residential Revival Phase III & IV</u> - Phase III is on schedule and moving forward. Phase IV planning is proceeding with final checks on design, financing and pricing underway. The demolition of Lawrence Scranton and Shafer Halls, the bridge to Eberly and the PEMA underground facility will occur at the beginning of Phase IV and the demolition of McCarthy Hall is included in the final leg of Phase IV.

<u>Master Plan Update</u> – Through the RFP and interview process a potential professional design firm has been identified to undertake the update of the master plan. Negotiations with that firm are to be forthcoming.

<u>Nursing Renovation – Johnson Hall</u> – The contract for the renovation of the second floor of Johnson Hall is being finalized and work will begin in the near future.

<u>Stack Repair – Boiler Plant</u> – An inspection of the Boiler Plant smokestack is scheduled for the next Boiler plant shut down beginning in May 2009. Depending on the results of the inspection repairs could take as long as six weeks or more.

<u>Chiller Plant Connection to Ackerman, Stapleton and Stabley</u> – These buildings will be connected to the central chiller plant cooling system. This connection will allow Ackerman,

Stapleton and Stabley Halls to be cooled by the central chiller plant and will facilitate the removal of antiquated cooling systems currently being used by these buildings.

<u>ESCO Project Status – Siemens</u> – Work has been occurring across campus on lighting and plumbing energy conservation measures. Lighting fixtures and hardware have been replaced with new energy saving bulbs and switches. Toilets have been modified to use less water. In addition the energy management system and energy usage metering has been upgrade with the project.

#### New Business - None

Adjourn

Remaining Meeting Dates for AY 08-09

3.	10-09
3-	31-09
4	28-09

#### **Student Affairs Committee (Senator Rieg)**

#### **FOR INFORMATION:**

New Business

- Ms. Kathleen Linder, Assistant Dean of Students/Director, Student Life, reviewed the IUP Sign and Poster policy, requesting the committee support the revision of the campus Sign and Poster policy, striking language dealing with equal opportunity. This kind of language has been legally challenged and has been defeated on other campuses. The striking of this language from this policy is simply bringing the policy into line with other campus policies, and with established case law. After a discussion, the revision passed 11/1.
- Ms. Linder, as the advisor to the Student Government Association, also reported that the SGA is maintaining operations, but is not growing.

Vice President's Report

- The University sponsored a non-alcoholic party in the HUB to model positive behavior on Superbowl Sunday.
- External consultants visited campus on Feb. 9 & 10 to discuss management of the Greek system on campus.
- Ann Sesti, Assistant Director for Alcohol, Tobacco and Other Drugs, with sponsorship from PIE (Partners in Education) and the PLCB, is organizing workshops to provide university employees with the necessary tools to respond to student who are "at risk" of failure in academic and/or interpersonal realms due to various issues. The workshops will be held:

Date: Thursday, February 19, 2009 Time: 12:00-4:00pm Location: Monongahela Room, Hadley Union Building RSVP: February 16, 2009 to <u>atod-oasis@iup.edu</u> or call 724-357-1265

#### OR

Lunch Time Series: (Space limited to 20 participants) Time:11:45am - 1:00 pm Dates: Three Wednesdays: March 11, March 18 and March 25 Location: G-60 Center for Health and Well-Being/Suites on Maple East RSVP: February 28, 2009 to <u>atod-oasis@iup.edu</u> or call 724-357-1265

#### **FOR ACTION:**

#### **APPROVED**

Revision to the Sign and Poster Policy Proposed by the Senate Committee on Student Affairs University Senate Meeting February 24, 2009

#### **Sign and Poster Policy**

Center for Student Life (724) 357-2315 1264

The following rules and regulations govern the display of signs, posters, notices, and banners affixed on university-owned or -operated property and on property under the ownership and/or supervision of the Student Cooperative Association. It is the responsibility of the individual, group, or organization to become familiar with these guidelines and regulations. The following guidelines have been developed in order to encourage the advertising of activities and events while preserving the attractiveness and general condition of campus and Co-op properties.

#### A. General Guidelines

- 1. Posters and signs shall be placed only on bulletin boards or notice boards but shall not be placed on top of existing current notices.
- 2. All posters must indicate an event date or expiration date so that appropriate staff members may remove signs in a timely manner.
- 3. Masking tape must be used to affix signs and posters. The use of thumbtacks or staples is permitted only on cork-type bulletin boards.
- 4. Signs or posters shall not be placed on any glass area of the university, including windows, doors, or partitions. Signs or posters shall not be placed on exterior building walls. Signs or posters are not to be placed on any glass, which covers bulletin and/or notice boards.
- 5. Signs or posters shall not be affixed to trees or other plant life on campus. Signs or posters shall not be affixed to park benches or trash receptacles on campus.
- 6. Banners may be posted in the Oak Grove by presenting the banner to the IUP Maintenance Department located in the Robertshaw Building. Banners are to be hung by maintenance staff personnel only.
- 7. The use of chalk for advertisements and announcements is permitted with water-soluble chalk on sidewalks only. Chalking is not permitted on the exterior surface of buildings, walls, steps, exterior patios or building foyers, or any vertical surface, except as authorized by the appropriate University official.

8. Posters, signs, or chalkings found to be in violation of this policy will be removed by building and grounds staff and processed as appropriate through the Office of Student Conduct.

#### **B.** Relevant Policy Considerations

- 1. The posting of signs or posters encouraging, promoting, or advertising alcoholic beverage consumption is prohibited (see IUP Alcohol Policy).
- 2. IUP is an equal opportunity/affirmative action institution. The posting of material that is insensitive to affirmative action issues (racism, sexism, etc.) is prohibited, and alleged violations should be referred to the Office of the Vice President for Student Affairs.

#### C. Residence Buildings/Apartment Guidelines

- 1. The general guidelines listed above must be adhered to.
- 2. The posting of signs or posters within the residence halls/apartments residential buildings is the responsibility of the specific residence hall director. A list of the residence hall directors can be secured from the Office of Housing and Residence Life (B 31 Clark Hall) (G37 Suites on Maple West). It is the responsibility of the individual(s) to secure approval from the residence hall director prior to affixing signs within a residence hall/apartment residential building.
- 3. Unapproved signs or posters will be removed by the appropriate staff member. Staff members are instructed to remove any poster or sign which does not adhere to the requirements listed above in "General Guidelines."

#### D. Hadley Union Building (HUB)

- 1. The Student Cooperative Association will reserve portions of bulletin boards for its own use and use by individuals, groups associations, organizations, and corporations.
- 2. The HUB staff reserves the right to regulate the size and form of signs and/or posters.
- 3. Advance approval must be obtained from the HUB director or designee prior to the posting of signs or notices for any non university activity or enterprise.
- 4. Approval to place signs or posters in any location other than on bulletin boards must be secured from the HUB Front Desk.

#### Violations

Student organizations found to be in violation of the Sign and Poster Policy, upon investigation by the Office of Student Conduct, may immediately lose recognition as registered student organizations.

The committee will meet on Tuesday, March 10 at 3:30pm in the HUB Conemaugh Room.

#### Academic Committee (Senators Dugan and Novels)

The committee will meet on Tuesday, March 10 at 3:30pm in 201 McElhaney Hall.

#### **Awards Committee (Senators Ritchey)**

The committee is reviewing nominations and will meet again on Tuesday, March 17 at 3:30pm in 203 Stabley.

#### Noncredit Committee (Senator O'Neil)

The committee will meet on Tuesday, March 24 at 2:30pm in Keith 123.

Library and Educational Committee (Senator Jozefowicz)

The committee will meet on Tuesday, March 10 at 3:45pm in Stabley 203.

### **Research Committee (Senator Sciulli)**

# **FOR INFORMATION:**

The committee met on February 3, 2009 and awarded \$20,450 in Small Grants to the following individuals:

- Francis Allard
- Charlene Bebko
- Holly Belch
- Holly Branthoover
- Roger Briscoe
- Anne Creany
- Kimberly Desmond
- Kelly Heider
- Valeri Helterbran
- Anson Long
- Crystal Machado
- Laura Marshak
- Maureen McHugh
- Kelli Jo Kerry Moran
- Kelli Paquette
- Gloria Park
- Raymond Pavloski
- Michael Poage
- Ben Rafoth
- Margaret Reardon
- Lynn Shelly
- Yaya Sissoko
- Thomas Slater
- John Taylor

The committee will meet on Tuesday, March 17 at 3:15pm in Stright G35.

### SENATE REPRESENTATIVE REPORTS

### **University Planning Council (Senator Broad for Wright)**

#### UNIVERSITY PLANNING COUNCIL - February 2, 2009

- 1. Academic Affairs "Charrette" outcomes
  - Began by brainstorming what Academic Affairs was all about
  - Explained budget and other environmental issues
  - Generated a list of academic values and characteristics
  - Sought faculty feedback on recent budget decisions
  - Sought definition of academic values
  - More than 80 people attended both days

•••

- Shared data on first morning
- Developed a list of most important characteristics of Academic Affairs (see attachment, p. 2)
- Developed a list of recommendations for addressing resource challenges

The list presented does not always correspond to the outcomes circulated to the participants, but it is close enough.

The same group will meet again to learn about what has been done (late March or early April).

2. PA Right to Know Law & IUP compliance (Robert Bowser) *Powerpoint slides distributed in handout.* 

Even e-mails are subject to the right-to-know law. (Only those that contain decisions or policies.) According to IUP policy, it isn't a request until it gets to Bob Bowser.

- 3. Enrollment management planning (James Begany)
  - Spring 2009 enrollment: 13,239
  - Goal: grow from 14,310 to 14,487 for fall. Maintain 3100 new first time students.
  - Increase SAT from 985 to 1000
  - Increase geographic diversity from 7%-8% out of state
  - Increase ethnic diversity
  - Increase market share in primary market
  - Increase international students from 4.6% to 6%
  - Currently 8% increase in applications from last year (21% in deposits)
  - Our increase is higher than the average for the PASSHE

The next meeting will be held on Monday, April 6 at 4:00pm in the Crimson Event Center.

# Presidential Athletic Advisory Committee (Senator Domaracki)

No report

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The next meeting will be held on Wednesday, March 11 at 3:30pm in the Oak Room West.

**NEW BUSINESS** none

#### ADJOURNMENT

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

Respectfully Submitted,

Tressa Wright, Secretary