

01-13

App. 1/22/02
Senate App 2/26/02

Proposal to Revise Bachelor of Science in General Studies

Rev.
RECEIVED
FEB 11 2002
LIBERAL STUDIES

Rev.
DEC 13 2001
LIBERAL STUDIES

Rev.
RECEIVED
OCT 16 2001
LIBERAL STUDIES

Memo

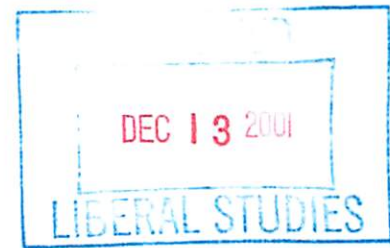
To: Ira Goldberg and Members of the UWUCC

From: George Rogers
Assistant Dean, School of Continuing Education

GR

Re: Proposed Revision of Bachelor of Science in General Studies Degree

Date: November 27, 2001



Thank you very much for your email of October 24. A copy of the Proposal to Revise the Bachelor of General Studies with the corrections you requested is enclosed. There are also some revisions in the second paragraph on page 4.

For clarification, I would like to address some of the issues articulated in your email. I regret very much having given you the impression that this program revision is designed for students who are failing. Nothing could be further from the truth. The individuals served by this revision are not failing, or even marginal, they are high achieving students. In order to be accepted into the Elementary Education program at the beginning of the junior year, students are required to have a minimum grade point average of 2.8 (3.0 effective January 2003), and to pass the Praxis I exam. Students who do not meet these requirements are not accepted into the Elementary Education major. They have the option, at this point in their academic careers, to enter a number of other majors offered by the university.

The students served by the proposal are senior Elementary Education majors preparing to do student teaching. They are 12 to 18 credits away from completing their degrees. In order to continue, however, they are required to maintain their grade point averages and to pass the Praxis II exam. If their averages slip to 2.7 or 2.9 they are disqualified from student teaching. However, a good grade point average is not the only criterion. It is theoretically possible to have a grade point average of 4.0 and not pass the Praxis II exam.

Secondary education majors who are caught in this dilemma have the option to complete a major within their discipline. For example, an English Education major can complete an English major, or a Biology Education major can complete a Biology major, etc. Elementary Education majors are currently disadvantaged to the extent that they do not have a concentration in a single discipline on which to build an alternative major.

The proposed revision of the B.S. in General Studies would offer these students an opportunity to reassess their career goals, and, if appropriate, realign their course work and supplement it with additional courses in order to graduate from the School of Continuing Education. There is no way that this opportunity is a "gift" to students who are "failing" anymore than any degree is a gift to students. It is, rather, an appropriate recognition of their academic achievement.

Finally, I know that the double negative employed by Dr. George Bieger in his letter of support for the proposal has caused some concern to Committee members. Dr. Bieger has already written to you to explain that the double negative was a very deliberate stylistic choice on his part. I do not wish to speak on his behalf, but I would like to provide my own interpretation of the meaning of that sentence.

Because of the popularity of the Elementary Education major at IUP, there are scarcely enough seats available in required classes. Dr. Bieger does not want freshmen to enter IUP as General Studies majors and take seats away from Elementary Education majors. He does, however, support the proposed revisions for students who have already completed their course work in Elementary Education and wish to transfer into General Studies. As Department Chair, Dr. Bieger has control over the assigning of seats in those classes. Therefore, there is no conflict between his concerns and the proposed revisions.

I hope that my comments are helpful and I await your response. Thank you very much.

LSC Use Only
Number:
Submission Date:
Action-Date:

UWUCC USE Only
Number:
Submission Date:
Action-Date:

CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person George Rogers Phone 357-2292
Department School of Continuing Education

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE

New Course*

Course Number and Full Title

Course Revision

Course Number and Full Title

Liberal Studies Approval +
for new or existing course

Course Number and Full Title

Course Deletion

Course Number and Full Title

Number and/or
Title Change

Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog
Description
Change

Course Number and Full Title

PROGRAM: Major Minor Track

New Program*

Program Name

Program
Revision*

Bachelor of Science in General Studies

Program Name

Program Deletion* _____

Program Name

Title Change _____

Old Program Name

New Program Name

III. Approvals (signatures and date)

<p>_____</p> <p>Department Curriculum Committee</p> <p>_____</p> <p>College Curriculum Committee</p> <p>_____</p> <p>+ Director of Liberal Studies (where applicable)</p>	<p><i>George R. Quinn</i> 11-28-01 _____ Department Chair</p> <p><i>Nicholas E. Kull</i> 12-3-01 _____ College Dean</p> <p><i>Mark Ray</i> 12/1/01 _____ *Provost (where applicable)</p>
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Description of Curriculum Change

The following is the description of the B.S. in General Studies degree as it appears in the 2000-01 catalog (page 129). Proposed changes are added in **bold type**.

Bachelor of Science – General Studies

Present Wording

Liberal Studies: As outlined in Liberal Studies section 53-54

General Area of Study: 24

Choose at least 6sh from three of the four areas listed below. At least 12sh must be 300-level or above. Courses should relate to theme developed in Special Interest Area.

Arts, Letters, and Culture Area:
Art, Communications Media, English, French, German, Journalism, Music, Philosophy, Religious Studies, Spanish, Theater

Human Behavior and Development Area:
Anthropology, Health, Home Economics, Psychology, Sociology

Science, Mathematics, and Technical Area:
Biology, Chemistry, Computer Science, Geoscience, Mathematics, Physics

Social and Political Systems Area:
Economics, Geography and Regional Planning, History, Industrial and Labor Relations, Political Science

Bachelor of Science – General Studies

Proposed Wording

Liberal Studies: As outlined in Liberal Studies section 53-54

General Area of Study: 24

Choose at least 6sh from three of the four areas listed below. At least 12sh must be 300-level or above. Courses should relate to theme developed in Special Interest Area.

Arts, Letters, and Culture Area:
Art, Communications Media, English, French, German, Journalism, Music, Philosophy, Religious Studies, Spanish, Theater

Human Behavior and Development Area:
Anthropology, **Education**, Health, Family and Consumer Sciences, Psychology, Sociology

Science, Mathematics, and Technical Area:
Biology, Chemistry, Computer Science, Geoscience, Mathematics, Physics, **and relevant courses in education**

Social and Political Systems Area:
Economics, **Education**, Geography and Regional Planning, History, Industrial and Labor Relations, Political Science

Special Interest Area: 21

With approval of advisor, student may select, from any department listed above, courses which focus on a particular need or interest. At least 12sh must be 300-level or above. The program must include either one research course which provides opportunities for extensive writing or an independent study project. Some courses will not be available to General Studies major.

Electives: 25-26

At least 6sh must be 300-level or above

Total Degree Requirements: 124

Special Interest Area: 21

With approval of advisor, student may select, from any department listed above, courses which focus on a particular need or interest. At least 12sh must be 300-level or above. The program must include either one research course which provides opportunities for extensive writing or an independent study project. Some courses will not be available to General Studies major.

Electives: 25-26

At least 6sh must be 300-level or above

Total Degree Requirements: 124

The only change in the above text is the addition of courses from the College of Education in two categories: Human Behavior and Development, and Social and Political Systems. These additions will make it possible for students to choose courses from the College of Education to satisfy their particular areas of Special Interest. These changes do not require the creation of any new courses or the revision of any existing courses.

The rationale for this program revision is that the College of Education will be imposing new requirements on majors in certification programs. It is possible, and even likely, that a number of students each year will be disqualified from student teaching because their cumulative grade point average does not meet the state imposed minimum of 2.8 (3.0 as of January 2003), or because of their performance on the Praxis exam. Without successfully completing student teaching, they will not be able to graduate with their chosen major, even though they have satisfied all other criteria for a university degree. The revised General Studies degree will give them an opportunity to complete a program of study culminating in a B.S. in General Studies.

The College of Education and Educational Technology is comprised of nine departments, collectively referred to as Education, that represent multiple and unique disciplines such as Educational Psychology, Rehabilitation, Speech Pathology, Audiology, Hearing Loss, Elementary Education, Communications, Adult Education, Counseling, and Higher Education. Any particular course offered by IUP in any discipline may be appropriately categorized under any one of the General Areas of Study based on the content of the course as approved by the University Senate. For example, Children's Literature could be appropriate under Arts, Letters, and Culture, as Geographic Information Systems or Technical Writing could be under Science, Mathematics, and Technical.

The COE-ET interest in this proposal is based on meeting the needs of individual students who have reached a point (barrier or obstacle) in their teacher preparation program that cannot be overcome because of a state or university criteria or personal assessment that prohibits the student from completing his or her program. Each student would have the opportunity to develop an individualized plan that would, under advisement, incorporate courses appropriate to the theme.

The College of Education and Educational Technology has an ethical obligation to provide a mechanism for students who cannot complete the prescribed program. As education majors, students' programs have been centered in pedagogical as well as educational content issues. Unlike other disciplines, there is no potential fallback plan if student teaching is not completed. Because the practical and applied nature of teaching cannot be fully tested until the semester-long student teaching experience, it is possible for a student to essentially be within weeks of graduation when the inability to complete the program is identified.

Commitment to full inclusion is another aspect of ethical consideration. Students who have identified learning disabilities are fundamentally entitled to inclusion in teacher education programs. However, the challenges of the applied student teaching semester may prove insurmountable. An additional option for reasonable timeliness in degree completion must be available.

The only change in the above text is the addition of courses from the College of Education in two categories: Human Behavior and Development, and Social and Political Systems. These additions will make it possible for students to choose courses from the College of Education to satisfy their particular areas of Special Interest. These changes do not require the creation of any new courses or the revision of any existing courses.

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Although each student in the Bachelor of Science in General Studies follows a unique program tailored to individual interests, the following schematic is a fair indication of what a program of studies utilizing a background in education might look like:

SAMPLE PROGRAM OF STUDY

Human Behavior and Development Area:

EDSP 202	Educational Psychology	3 credits
EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classes	2 credits
ELED 312	Teaching Elementary Science	2 credits
ELED 313	Teaching Mathematics in Elementary School	2 credits
ELED 411	Teaching of Social Studies	3 credits
ELED 425	Language Arts Across the Curriculum	3 credits
ELED 314	Teaching of Health and Physical Education	2 credits

Science, Mathematics, and Technology Area:

EDSP 477	Assessment of Student Learning	3 credits
COMM101	Educational Technology	3 credits

Social and Political Systems Area:

FDED 202	American Education in Theory and Practice	3 credits
EDUC 442	School Law	1 credit
EDUC 499	Multicultural/Multiethnic Education	2 credits

Recommended Themes for Special Interest Area:

Example I: The Learning Process

PSYC310	Developmental Psychology	3 credits
PSYC311	Child Psychology	3 credits
PSYC341	Conditioning and Learning	3 credits
Additional related coursework		12 credits
Example II: Interpersonal Skills for Service Organization		
SOC345	Interpersonal Dynamics	3 credits
PSYC311	Developmental Psychology	3 credits
PSYC374	Stress and Coping	3 credits
Additional related coursework		12 credits
Example III: Educational Behavior		
EDSP373	Psychology of Adolescent Education	3 credits
EDSP 376	Behavioral Problems	3 credits
EDSP378	Learning	3 credits
Additional related coursework		12 credits

Currently, three students are in the Bachelor of Science in General Studies program. It is anticipated that with the revision, eight to ten students a year will seek to explore this program.

Although each student in the Bachelor of Science in General Studies follows a unique program tailored to individual interests, the following schematic is a fair indication of what a program of studies utilizing a background in education might look like:

SAMPLE PROGRAM OF STUDY

Human Behavior and Development Area:

EDSP 102	Educational Psychology	3 credits
EDEX 300	Education of Students with Disabilities in Inclusive Elementary Classes	2 credits
ELED 312	Teaching of Elementary Science	2 credits
ELED 313	Teaching Mathematics in Elementary School	2 credits
ELED 314	Teaching of Health and Physical Education	2 credits
ELED 411	Teaching of Social Studies	3 credits
ELED 425	Language Arts Across the Curriculum	3 credits

Science, Mathematics, and Technology Area:

EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3 credits
COMM103	Digital Instructional Technology	3 credits

Social and Political Systems Area:

FDED 102	American Education in Theory and Practice	3 credits
EDUC 442	School Law	1 credit
EDUC 499	Multicultural/Multiethnic Education	2 credits

Recommended Themes for Special Interest Area:

Example I: The Learning Process

PSYC 310	Developmental Psychology	3 credits
PSYC 311	Child Psychology	3 credits
PSYC 341	Conditioning and Learning	3 credits
Additional related coursework		12 credits

Example II: Interpersonal Skills for Service Organization

SOC 345	Interpersonal Dynamics	3 credits
PSYC 310	Developmental Psychology	3 credits
PSYC 374	Stress and Coping	3 credits

Additional related coursework **12 credits**

Example III: Educational Behavior

EDSP 373 Psychology of Adolescent Education **3 credits**

EDSP 376 Behavior Problems **3 credits**

EDSP 378 Learning **3 credits**

Additional related coursework **12 credits**

Implementation

1. How will the proposed revision affect students already in the existing program?

Current students will not be affected.

2. How will the proposed revision affect faculty teaching loads? Have additional faculty been authorized? If you are adding requirements, how will adequate seats be provided?

Revision will not affect faculty workload.

3. Are other resources adequate (Space, equipment, supplies, travel funds)

Yes

4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?

The revision of the Bachelor of Science in General Studies will not attract new students to IUP, but will help to retain those students who are disqualified from student teaching.

Course Proposals

No new courses or course revisions are required.

Letters of Support

Indiana University of Pennsylvania

Department of Professional Studies
in Education
Davis Hall, Room 303
570 S. Eleventh Street
Indiana, Pennsylvania 15705-1087

724-357-2400
Fax: 724-357-2961
Internet: <http://www.iup.edu>

February 7, 2001

Dr. John Butzow, Dean
College of Education and Educational Technology
Indiana University of Pennsylvania
Indiana, PA 15705

Dear Dr. Butzow:

I am writing in reference to the proposal for the Bachelors Degree program in General Studies. Several of my colleagues and I have reviewed this proposal and agree that it meets a very real present need, and probably an even greater potential need in the coming years.

The Professional Studies in Education Department is supportive of this proposal and of the inclusion of the courses taught in our department as an option for students who, for whatever reason, decide to change their major from Elementary Education or Early Childhood Education to General Studies after they have taken the courses listed in the proposal. Our understanding is that these courses would not be open to students who were not Elementary Education or Early Childhood Education majors.

Thank you for the opportunity to review this proposal and for giving us the opportunity to offer our views. Please let me know if you require additional information.

Sincerely,



George R. Bieger, Ph.D.
Professor and Department Chairperson
E-mail: grbieger@grove.iup.edu

Department of Educational and School Psychology

Date: February 6, 2001
To: John Butzow, Dean
College of Education and Educational Technology
From: Mary Ann Rafoth, Chairperson *Mary Ann Rafoth*
Department of Educational and School Psychology
Subject: Support for Proposed Changes to the B.S. in General Studies

Our department met on 2-5-01 and approved a letter of support regarding proposed curriculum changes to the B. S. in General Studies that will allow addition of courses from the COE-ET, including EDSP 202 (to become EDSP 102 after Board of Trustees approval) and EDSP 477, into the Human Behavior and Development Area and the Science, Mathematics, and Technology Area, respectively.

We fully endorse these proposed changes and do not anticipate any problems with the inclusion of our courses.

Thank you for allowing us to review the proposal.