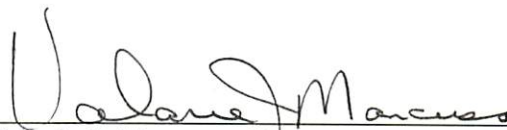


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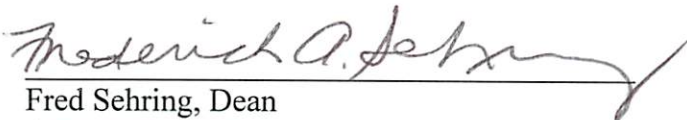
UWUCC Approval: 2/23/99
Senate approval: 4/6/99

Liberal Studies Core Requirements:

Associate Degree Programs



Valarie J. Mancuso, Dean
Punxsutawney Campus



Fred Sehring, Dean
Armstrong Campus

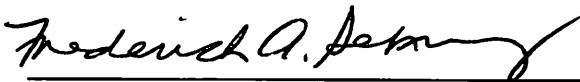


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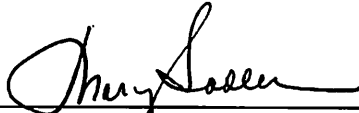
Associate Degree Programs



Valarie J. Mancuso, Dean
Punxsutawney Campus



Fred Sehring, Dean
Armstrong Campus



Mary Sadler, Chair
Liberal Studies Committee

Liberal Studies Requirements for Associate Degree Programs

Background

The branch campuses were conceived as a means to provide access to an IUP educational experience at a time when the supply of able high-school graduates outstripped demand. In addition, the originators of these sites also hoped to serve local students who would benefit financially by living within commuting distance for their first two years before transferring to the Indiana campus. This heyday lasted throughout the 1960's and into the early 1970's, until the dramatic surge in the number of high school graduates, combined with an increase in the number of colleges and universities, reduced the pool of able prospective students. While the quantity of students remained stable, the academic quality declined to levels that would make instruction more difficult and retention problematic. This brought forward a series of calls to re-examine the mission of these campuses.

The results of these studies were remarkably similar. Frequent recommendations for enhanced facilities, specialized academic programs at the 2-year level with linkages to the vocational-technical schools, additional academic support services, and continuing community education were among the most common. Yet another similarity is that these proposals were rarely acted upon, generally because of the inevitable competition with the Indiana campus for resources. When programs were implemented, they would tend to be similar in nature to those on main campus, ignoring the fact that these campuses must fill a different, though no less valuable, market niche. Enrollments of under prepared students at both branch campuses continue through the 1990's, which creates intense competition for even the modestly prepared student.

Campus Goals

The proposal for a new vision suggests significant changes in mission and organizational structures that must exist if the future viability of these campuses is to be preserved. It will require nothing less than strong leadership to keep it from being yet another line on the chronology that states "These proposed actions were not implemented" in the next re-examination of branch mission. The proposals are achievable, especially when the locus of management control becomes decentralized and the campus leadership becomes empowered to take control over the future of the campus. Each campus has extraordinary support in the local community, and must engage this group to draw the necessary support, including financial, to build a better future. In turn, the community will benefit from the availability of a trained workforce, from the cultural events and activities that come to campus, and from the financial by-products of a growing student population.

Both branch campuses will continue to serve as a "feeder" site to the Indiana campus. The campuses will focus on the academic strengths and needs of the entering

class and will provide academic programs designed to prepare these students for academic success.

In addition to the freshman experience, both campuses will explore academic programs that meet the workforce development needs of each respective region. Potential workforce-related programs have been identified for both the Punxsutawney and Armstrong campuses that will benefit the respective local communities while preserving the academic integrity of the university. The Punxsutawney Campus plans to explore associate degree programs related to the hardwoods industry. These programs might include environmental technology, land surveying and/or forest technology. The Armstrong Campus is exploring an associate's degree related to the optical industry that will be moving into Armstrong County. With the emphasis on workforce development, both campuses will have opportunities to expand curricular offerings in areas of current technologies and immediate need in their respective regions.

As part of the effort to study the mission of the branch campuses of IUP, the issue concerning the liberal studies requirements for various associate degree programs emerged. To address that issue, a committee was formed consisting of Tom O'Brien, Director of the Center for Vocational Personnel, Fred Sehring, Director of the Armstrong Campus, Valarie Mancuso, Director of the Punxsutawney Campus and Mary Sadler, Director of the Liberal Studies Program.

This committee was charged with determining the framework for liberal studies requirements for three associate degree programs: Associate in Arts (A.A.), Associate in Science (A.S.) and Applied Associate in Science (A.A.S.). The Board of Governors guidelines was closely followed in developing this proposal. Those guidelines direct the general education component for each degree to include: (1) at least half of the total credits earned (50%) for the Associate in Arts degree; (2) no less than one-third (33%) of the curriculum, exclusive of mathematics and science courses for the Associate in Science degree; and, (3) no less than one-fourth (25) of the curriculum for the Associate in Applied Science degree. For the benefit of the Committee, the Board of Governors policy governing associate degree programs is attached.

The committee felt that a strong liberal studies component of any degree program is critical and worked to ensure the academic integrity of the liberal studies program. With this as a guiding factor, the following proposal was submitted and approved by the Liberal Studies Committee. The information is now being presented to the University-Wide Undergraduate Curriculum Committee for approval.

Proposed Requirements

The following degree requirements were developed using the Board of Governors policy regarding academic degrees. Ranges were set for each curricular category rather than specific courses to allow for discipline-specific courses to be applied as appropriate. As programs are developed, the specific courses will reflect the needs of the field as well as maintain the goals of the liberal studies philosophy.

Associate in Arts (A.A.) – Minimum Liberal Studies Core – 30 hrs.

<u>Requirement</u>	<u>Credit hours</u>
English Composition	4 - 7
Math	3 - 4
Humanities	3 - 6
Fine Arts	3
Natural Sciences	4 - 8
Social Sciences	3 - 6
Health/Wellness	3
Liberal Studies Electives	3 - 6

Associate in Science (A.S.) – Minimum Liberal Studies Core – 20 hrs.

<u>Requirement</u>	<u>Credit hours</u>
English Composition	4 - 7
Humanities	3 - 6
Fine Arts	3
Social Sciences	3 - 6
Health/Wellness	3
Liberal Studies Electives	0 - 6

In addition to the 20 credit Liberal Studies core, all Associate in Science programs are required to have at least 3-4 credits of Math and 4 credits of Natural Science

Associate in Applied Science (A.A.S.) – Minimum Liberal Studies Score – 15 hrs.

<u>Requirement</u>	<u>Credit hours</u>
English Composition	4 - 7
Math	3 - 4
Humanities	3
Fine Arts	0 - 3
Natural Sciences	0 - 8
Social Sciences	3 - 6
Health/Wellness	0 - 3

Impact on Resources


At this time, there will not be any implications on resources because additional programs have not been developed.

Liberal Studies Office
352 Sutton Hall ext. 7-5715

Mary E. Sadler
email: msadler

Date: September 25, 1998

To: Dr. Valarie Mancuso
Director, Punxsutawney Branch Campus
Chair, Ad hoc committee, Liberal studies requirements for associate degree programs

From: Mary E. Sadler, Director Liberal Studies 

Subject: Proposed Liberal Studies Core Requirements – Associate Degree Programs

At the September 24th meeting, the Liberal Studies Committee unanimously approved the proposed Liberal Studies requirements for future associate in arts (AA), associate in science (A.S.) and associate in applied science (A.A.S.) degree programs. We fully support the initiative to develop a Liberal Studies core for associate degree programs as it will simplify the process for developing new associate degree programs while maintaining consistency and integrity of the established Liberal Studies program. We appreciate the work of the ad hoc committee in developing and advancing this proposal.

Copies: Dr. Mark Staszkiwicz
Ad hoc committee members:
Dr. Ron Maggiore
Dr. Fred Sehring
Mr. Tom O'Brien
Dr. Mary Sadler



Academic Degrees

1 **A. Purpose**

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To establish broad educational policy for the respective councils of trustees, administrations, and faculties of the universities of the State System of Higher Education governing criteria and definitions for earned academic degrees. (The policy does not address professional certification standards or definitions, except as they may coincide with degrees.)

9 **B. Degree Designations**

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An academic degree is an earned degree. Degree designations used within the State System of Higher Education may include the following:

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14

1. **Associate Degrees**

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Associate degrees indicate that the holder has developed proficiencies sufficient to prepare for upper division collegiate work or to enter directly into a specific occupation. Associate degrees are awarded only for completion of a coherent program of study designed for a specific purpose. They reflect satisfactory achievement of a minimum of 60 semester hours of credit, in two parts--a general education component and an area of concentration or major component.

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a. **Associate in Arts (A.A.):**

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An Associate in Arts degree program is designed specifically for transfer into baccalaureate degree programs in the arts, humanities, social or behavioral science fields, or in professional fields based upon these disciplines. The general education component of Associate in Arts degrees comprises at least half of total credits earned.

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b. **Associate in Science (A.S.):**

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An Associate in Science degree program is designed primarily for transfer into baccalaureate degree programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these disciplines as its base. The general education component for Associate in Science degrees comprises no less than one-third of the curriculum, exclusive of mathematics and science courses.

1 c. **Associate in Applied Science (A.A.S.):**
2

3 An Associate in Applied Science degree program is designed to prepare
4 students for immediate employment or career entry, and usually not for
5 transfer into baccalaureate degree programs. The general education
6 component for Associate in Applied Science degrees includes no less
7 than one fourth of the curriculum. When intended for transfer, the
8 general education component should approximate the A.A. or A.S.
9 requirement.

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11 d. **Other Associate Degrees:**
12

13 Specialized associate degrees may be authorized within certain
14 professions; some are career entry, non-transfer degrees, and others meet
15 A.A. or A.S. criteria and lead to transfer. Examples include the
16 Associate in Science of Nursing (A.S.N.), and Associate in Engineering
17 Technology (A.E.T.).
18

19 2. **Baccalaureate Degrees**
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21 Baccalaureate degrees require at least 120 semester credit hours and consist of
22 two principal components, general education and study in depth, which taken
23 together, are designed to prepare the student for a productive career, involved
24 citizenship, and continuous growth:
25

- 26 • general education, consisting of a broad program of study in the
27 liberal arts and sciences, such that at least 40 percent of the total
28 baccalaureate degree requirements are met in the areas of
29 humanities, fine arts, communication, social and behavioral sciences,
30 mathematics, and the natural sciences;
31
- 32 • major program, consisting of at least 25 percent of the total program
33 of study in an academic disciplinary or interdisciplinary program.
34

35 The remainder of the curriculum may consist of course work related to the major,
36 advanced course work in the liberal arts and sciences, or electives, but at least 40
37 percent of the total baccalaureate degree requirements must consist of upper
38 level, advanced coursework (i.e., courses intended for students beyond the
39 sophomore level). **Note:** Definitions of lower level and upper level coursework
40 are institutional, and may or may not be inherent in course numbers. The object
41 is to assure that at least two-fifths of a student's studies occur at the junior/senior
42 level of difficulty. During program review, the program unit is expected to
43 review its curriculum against this general standard.
44

45 a. **Bachelor of Arts (B.A.):**
46

47 The Bachelor of Arts degree is the traditional preparatory degree for
48 graduate study and the common degree in the arts and humanities, but
49 used through the liberal arts and sciences. The major program does not
50 exceed one-third of the total degree program; elective course selection is

1 encouraged; and foreign language competency is encouraged and may be
2 required.

3
4 Bachelor of Arts degrees emphasize breadth and depth of study, and
5 encourage aesthetic, ethical, and intercultural inquiry.
6

7 **b. Bachelor of Science (B.S.):**

8
9 The Bachelor of Science degree serves as preparation for graduate study
10 in mathematics, the natural sciences, and many of the behavioral and
11 social sciences, and as a career entry degree, as well. It generally
12 represents a longer, more structured major program, and more direct
13 orientation toward professional preparation than the Bachelor of Arts
14 degree. Major requirements and related courses may comprise up to one-
15 half of the credits required.
16

17 **c. Professional Baccalaureate Degrees:**

18
19 Professional degrees may be approved and granted in certain
20 professional fields, and may reflect standards of professional societies or
21 accrediting agencies as well as those of the university. Though they
22 usually include general education components comparable to those in
23 B.A. or B.S. programs, the component may be specifically adapted to the
24 profession.
25

26 Examples include Bachelor of Fine Arts (B.F.A.), Bachelor of Music
27 (B.Mus.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Social
28 Work (B.S.W.), and the Bachelor of Science in Education (B.S.Ed.).
29

30 **3. Master's Degrees**

31
32 Master's degrees represent advanced study beyond the baccalaureate degree, and
33 signify mastery in a discipline or professional field. A master's program requires
34 at least one year of full-time study, or its part-time equivalent, and usually
35 includes three basic components: a common core of courses related to the
36 discipline or field of study; a concentration or specialization in a focused area of
37 the discipline; cognate courses which broaden perspective or mastery, or provide
38 special skills such as statistics or foreign language. Master's degree programs
39 may also be expected to include integrative experiences, such as seminars,
40 practica, internships, and other field work which synthesize theory and practice.
41 Most require a thesis, research project, or comprehensive examination.
42

43 **Master's degrees in the arts and sciences include:**

44
45 Master of Arts (M.A.),
46 Master of Liberal Arts (M.L.A.), and
47 Master of Science (M.S.).
48

49 **Professional Master's degrees include:**

50
51 Master of Business Administration (M.B.A.),

1 Master of Education (M.Ed.), or Master of Science in Education
2 (M.S.Ed.),
3 Master of Fine Arts (M.F.A.),
4 Master of Physical Therapy (M.P.T.),
5 Master of Public Administration (M.P.A.),
6 Master of Science in Library Science (M.S.L.S.),
7 Master of Science in Nursing (M.S.N.), and
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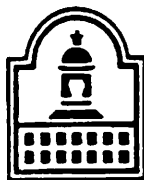
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12 The doctorate is the highest academic degree awarded in American higher
13 education and is of two general types: the Doctor of Philosophy (Ph.D.) and the
14 Professional Doctorate (e.g., Ed.D. and Psy.D.). Though the primary distinction
15 is that the Ph.D. is a research degree and professional degrees are applied
16 degrees, most doctoral programs include both research and applied studies. The
17 doctoral program usually follows completion of a master's degree, except in some
18 fields where admission after the baccalaureate degree is permitted or encouraged.
19 The common components of a doctoral program include a core of increasingly
20 advanced subject-area studies, culminating in seminars involving research.
21 Research skills necessary for such studies, e.g., foreign languages, statistics, or
22 computing, and/or internships or practica in applied fields should be required.
23 Culminating experiences such as comprehensive examinations and a dissertation
24 are expected.

25
26 **C. Implementation**

27
28 All degree programs submitted for approval after January 1, 1991 must comply with the
29 above definitions, and all previously approved programs must be in such compliance by
30 conclusion of the next program review cycle after July 1, 1992. (**Example:** a program
31 under review in 1991-92 and in 1996-97 must be in compliance by July 1, 1997.)

Adopted October 18, 1990
Amended July 18, 1991



Academic Degrees

1 **A. Purpose**

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1 with these disciplines as its base. The general education component
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3 the curriculum, exclusive of mathematics and science courses.

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Adopted October 18, 1990

Amended July 19, 1991