

MINUTES OF THE UNIVERSITY SENATE
May 4, 1999

The May 4, 1999 meeting of the University Senate was called to order by Chairperson Alarcon at 3:20 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: Doug Bish, Barbara Blackledge, Casey Cojocaró, Richard DiStanisalo, Barbara Ender, Trenton Ferro, Joan Fisher, Phyllis Groomes, Dennis Hulings, Rita Johnson, Joanne Lukehart, , Theresa McDevitt, Alida Merlo, Damon Morris, Karen Polansky, Ruth Riesenman, Patricia Villalobos, Susan Zimny, Nashat Zuraikat

The following Senators were **absent** from the meeting: Audrey Allen, Al-Madi Sami, Dennis Ames, Allen Andrew, Maali Ashamalla, Thomas Ault, Christine Black, Kenneth Brode, Tracey Brown, Joseph Bukartec, Robert Camp, Keith Carreiro, Frank Condino, Tom Conelly, Mike Connel, David DeCoster, Gail Diccico, Heather Eckels, Edward Ruffner, Steven Ender, Georgeann Faulkner, Susan Glor-Scheib, Tim Golding, Marilyn Howe, David Hubbard, Adam Hughes, Steven Holler, Kent Jackson, Melvin Jenkins, Nikki Jordan, Nick Kosiek, Jodell Kuzneski, Christine Leonard, Andres Macchiarella, David Marchant, Wayne McGonigal, William McPherson, Josh Mehall, Brian Miller, Nathan Miller, Nicole Miller, Prashanth Nagendra, Alan Nelson, Gary Obradovich, Dan Pounds, Kimberly Raymond, David Reed, Terry Rittenberger, Gina Runco, Robert Russell, Richard St. Paul, John Taylor, Liz Taylor, Vincent Tiaini, Shari Trinkley, Amber Trollinger, Judith Villa, Brian Veron, Ray Waid, Monica Wally, Bernadette Walz, George Walz, Ron Woan, Carleen Zoni.

The minutes of the April 6, 1999 Senate meeting were **ACCEPTED**.

Agenda items for the May 4, 1999 meeting were **APPROVED**.

REPORTS AND ANNOUNCEMENTS

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It never ceases to amaze me how suddenly semesters end. It seems as though we are caught in the middle of hundreds of projects and then all of a sudden time simply expires. On the one hand that gives us some relief; but on the other, it can be frustrating, as some projects seem to be placed on hold. When I look back over the past year, my general impression is that the University has been very productive and that much has been accomplished. There will be time to reflect on those accomplishments and on what was left unfinished at a later date, right now I am sure we are all trying to figure out just what needs to be done by commencement. Toward that end, I would ask:

1. For faculty, if you are going to be gone over the summer ~~or~~ are not generally available, I would ask that you please coordinate sufficiently with your department chairperson so that any student-related issues can be addressed. Reference letters for graduates, issues of grading, and other areas in which our students might encounter needs may come up in your absence, and it is good if the chair knows how to communicate with you.
2. Final examination week begins tomorrow. I, once again, remind students and faculty that there are university procedures for how to handle schedule conflicts and culminating activities.
3. Commencement is on Saturday, May 15th

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about you, but I find it a personal embarrassment when we cannot fill even the minimum number of seats set aside for faculty and administrators.

With just these few comments, I wish for each of you a smooth conclusion and I want to express my personal gratitude to the Senate for all the work we have accomplished this year. Sitting on the UWUCC through weekly meetings makes me realize just how much effort goes into service to IUP and I recognize that we would not exist without this service commitment.

VICE CHAIRPERSON'S REPORT (Senator Cojocaru)

No report.

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that the day to day activities of the senate is completed. I would also like to thank the
Parliamentarian Rob. Mutchnick and Cathleen Golden the Secretary.
Finally, I want to remind everyone that the following are the meeting and deadlines for next
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SENATE MEETINGS ACADEMIC YEAR 1999-2000

Meeting Date	Agenda Deadline
Sept. 14, 1999	Sept. 1, 1999
Oct. 5, 1999	Sept. 21, 1999
Nov. 2, 1999	Oct. 20, 1999
Dec. 7, 1999	Nov. 24, 1999
Feb. 1, 2000	Jan. 19, 2000
Feb. 29, 2000 (March meeting)	Feb. 16, 2000
Apr. 4, 2000	March 22, 2000
May 2, 2000	Apr. 19, 2000

OLD BUSINESS (carryover from the April 6, 1999 meeting)

There was no old business.

STANDING COMMITTEE REPORTS

RULES COMMITTEE ² Chairperson Beisel

Chairperson Beisel stated that the Senate roster for the 1999-2000 academic year will be completed shortly. There are still vacancies on some committees. Chairperson Beisel will be contacting Senators to fill these vacancies. Ray also thanked the members of the Rules Committee for their work throughout the year.

UNIVERSITY DEVELOPMENT & FINANCE COMMITTEE ² Chairperson Heckroth

The next meeting of the committee will be Fall 1999.

ACADEMIC COMMITTEE ² Chairperson Duntley

The Academic Committee presented the following for Senate information:

1. Branch campus initiatives:

A comprehensive study of the branch campuses was undertaken in 1998 and issued under the title *A New Vision for the Branch Campuses of Indiana University of Pennsylvania*. Branch campus full-time faculty played a significant role in this development. This report recognizes that the RULJLQDO SXUSRVH RI WKH FDP SXVHV DV ³RYHUIORZ' IRU no longer exists, that the campuses serve increasingly underprepared students, and that the mission and purpose and the organizational structure of the campuses must be changed. To reach that, new Associate Degree programs will be put in place; the function of a local college for local residents will be maintained; and the thrust of the campus as a

Motion to approve the following:

Interim Academic Standards Policy for Branch Campus Students

Academic Good Standing: Good standing is defined as earning a cumulative GPA of 2.00. A student admitted full-time to a branch campus must be in academic good standing to be permitted to transfer to the Indiana campus.

1. January Review:

- a. A student whose cumulative GPA is below 2.00 is on Probation.
- b. A full-time student whose first-semester earned GPA is 0.00 will be dismissed before the second semester.

2. May Review:

- a. A full-time branch campus student with a two-semester cumulative GPA of 2.00 may transfer to the Indiana campus. [Note: teacher certification students must have a 2.50 to be eligible for education courses on the Indiana campus.]
- b. A full-time branch campus student with a two-semester cumulative GPA 1.80 to 1.99 may continue at the branch campus to reach a 2.00 GPA.
- c. A full-time branch campus student with a two-semester cumulative GPA below 1.80 will be dismissed effective at the end of the second semester. Students may use summer session(s) to seek university readmission to the branch campus and, if qualified, authorization to transfer to the Indiana campus.

3. Branch Campus Review:

- a. Responsibility for academic standards administration is vested in the Campus Dean, assisted by a committee including the Associate Director and faculty representation.
- b. A full-time branch campus student with a two-semester cumulative GPA below 2.00 will be reviewed for individual modification according to the specific situation. The committee may consider programmatic need and evidence that the student has followed the participation guidelines:

- * Enrolled in, attended, & completed any courses assigned by the Dean of the Campus.
- * Met with an academic adviser as recommended.
- * Made use of support services as recommended.

Motion **APPROVED**.

AWARDS COMMITTEE ² Chairperson Wheat

No report.

CURRICULUM COMMITTEE ² Co-Chairpersons Myers & Wilson

The Curriculum Committee presented the following for Senate information:

Liberal Studies Committee

1. Change in LS Math requirement for Bachelor of Science in Physical Education and Sport, all tracks and Bachelor of Science in Education ~~Health and Physical Education~~ from MA 101 or MA 110 or MA 217 to MA 217 only.
2. IT 201 Intermediate Italian III and IT 202 Intermediate Italian IV, approved as Liberal Studies Electives
3. Title change for LS 499 Food in Literature to LS 499 Feast Here Awhile

Honors College Committee

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Course Title Change and Number Change

Comparison of Old and New Programs

Old Program

CL: Critical Languages

College of Humanities and Social Sciences

Critical Languages are offered in four levels. See program description in the opening section of the College of Humanities and Social Sciences. Specific languages are offered as available.

CL101 - 120 Critical Languages I 3c-0l-3sh

Basic vocabulary and pronunciation in the target language. Oral/aural skills are stressed.

CL101	Arabic I
CL102	Chinese I
CL103	Dutch I
CL104	Finnish I
CL105	Hindi I CL11 0 0 1 157.46 509.35 Tm[()4ng
CL106	Hungarian I
CL107	Italian I
CL108	Japanese I
CL109	Korean I

CL 201 - 220 Critical Languages III 3c-01-3sh

Prerequisite: Level II or acceptable equivalent

At this first intermediate level, students will begin to develop a degree of oral proficiency that will vary with the language studied. Reading and writing will be studied in all languages by this level.

CL201	Arabic III
CL202	Chinese III
CL203	Dutch III
CL204	Finnish III
CL205	Hindi III
CL206	Hungarian III
CL207	Italian III
CL208	Japanese III
CL209	Korean III
CL210	Modern Greek III
CL211	Portuguese III
CL212	Russian III
CL213	Swedish III
CL214	Hebrew III

CL 251 - 270 Critical Languages IV 3c-01-3sh

Prerequisite: Level III or acceptable equivalent

By the end of this course the student should be able to communicate in simple terms with an educated native speaker on a topic with which the student is familiar.

Ability in reading and writing will vary with language.

CL251	Arabic IV
CL252	Chinese IV
CL253	Dutch IV
CL254	Finnish IV
CL255	Hindi IV
CL256	Hungarian IV
CL257	Italian IV
CL 258	Japanese IV
CL259	Korean IV
CL260	Modern Greek IV
CL261	Portuguese IV
CL262	Russian IV
CL 263	Swedish IV
CL 264	Hebrew IV

CL 201 - 220 Critical Languages III 3c-01-3sh

Prerequisite: Level II or acceptable equivalent

At this first intermediate level, students will begin to develop a degree of oral proficiency that will vary with the language studied. Reading and writing will be studied in all languages by this level.

CL201	Arabic III
CL202	Chinese III
CL203	Dutch III
CL204	Finnish III
CL205	Hindi III
CL206	Hungarian III
CL208	Japanese III
CL209	Korean III
CL210	Modern Greek III
CL211	Portuguese III
CL212	Russian III
CL213	Swedish III
CL214	Hebrew III

CL 251 - 270 Critical Languages IV 3c-

B.

French for International Trade provides the solid undergraduate training preparatory to an M.B.A in International Marketing and Finance.

Students majoring in French will acquire proficiency in all phases of language and enter more deeply into the history, culture, and literature of Francophone countries. They will also gain knowledge of the linguistic development of the language throughout the centuries. French majors generally find employment in government work, librarianship, journalism, foreign trade, airlines, tourism, business and teaching. Students choosing careers as teachers will find the close supervision and advanced methodology offered by the department a distinct asset.

FR201 College French I	3sh(1)	FR202 College French II	3sh
FR202 College French II	3sh(1)	FR331 Intermediate Fr. Conv.	3sh
FR221 Conversation III	2sh	FR254 Civilization of Mod. France	3sh
FR222 Conversation IV	2sh	FR341 French Grammar	3sh
FR321 Advanced Conversation I	1sh	FR441 Adv. Fr. Grammar	3sh
FR322 Advanced Conversation II	1sh	FR370 Intro. to French Lit.	3sh
FR351 Advanced French I	3sh	FR353 Intermediate Fr. Comp.	3sh
FR352 Advanced French II	3sh	FR373 French Civilization	3sh
FR361 Development of Fr. Cult. and Lit. I	3sh	FR375 French Lit.: Med.-17th	3sh
FR362 Development of Fr. Cult. and Lit. II	3sh	FR376 French Lit.: 18th-20th	3sh

Other French electives: 12sh

One course from following list:

FR431 Adv. Fr. Conversation	3sh
FR432 Fr. Phonetics	3sh
FR460 Studies in Fr. Lit.	3sh
FR462 Studies in Fr. Ling.	3sh
FR463 Studies in Fr. Civ.	3sh
Any other three credits from FR253 and above (or study abroad)	3sh

C. Program Revision: Bachelor of Arts -- French for International Trade

As outlined
in Liberal Studies section with the
following specifications:
Any LS Math course except MA217
EC121, PS101, PC101
EC122, MA214,
CO/BE/IM101, no courses with FR prefix.

As outlined
in Liberal Studies section with the
following specifications:
Any LS Math course except MA217
EC121, PS101, PC101
EC122, MA214,
CO/BE/IM101, no courses with FR prefix.

Foreign Language (included in major)

Foreign Language (included in major)

FR201 College French I	3sh(1)
FR202 College French II	3sh(1)
FR221 Conversation III	2sh
FR222 Conversation IV	2sh
FR254 Civilization of Modern France	3sh
FR321 Advanced Conversation I	1sh
FR322 Advanced Conversation II	1sh
FR351 Advanced French I	3sh
FR352 Advanced French II	3sh
FR354 Business French	3sh
FR361 Development of Fr. Cult. and Lit. I	3sh
FR362 Development of Fr. Cult. and Lit. II	3sh

FR202 College French II	3sh
FR331 Intermediate Fr. Conv.	3sh
FR254 Civilization of Mod. France	3sh
FR341 French Grammar	3sh
FR441 Adv. Fr. Grammar	3sh
FR354 Business French	3sh
FR370 Intro. to French Lit.	3sh
FR353 Intermediate Fr. Comp.	3sh
FR373 French Civilization	3sh

Two additional FR electives
(advanced levels) (2) 6sh

One course from the following:
FR375 French Lit.: Med.-17th 3sh

Current
Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Social Science: PC101
Liberal Studies Electives: no courses with FR prefix

College: 32
Professional Education Sequence:
 CM301 Technology for Learning and Instruction 3sh
 ED242 Pre-student Teaching I 1sh
 ED342 Pre-student Teaching II 1sh
 ED441 Student Teaching 12sh
 ED442 School Law 1sh
 ED453 Teaching of Foreign Languages in the Secondary School 3sh(2)
 EP202 Educational Psychology 3sh
 EP377 Educational Tests and Measurements 3sh
 FE202 American Education in Theory and Practice 3sh
 EX301 Education of Students with Disabilities 2sh

Major: 33
Required Courses:
 FR201 College French I 3sh(1)
 FR202 College French II 3sh(1)
 FR221 Conversation III 2sh
 FR222 Conversation IV 2sh
 FR321 Advanced Conversation I 1sh
 FR322 Advanced Conversation II 1sh
 FR351 Advanced French I 3sh
 FR352 Advanced French II 3sh
 FR361 Development of Fr. Cult. and Lit. I 3sh
 FR362 Development of Fr. Cult. and Lit. II 3sh

Controlled Electives:
 Other French electives 9sh

Other Requirements: 0

Free Electives: 4-6

Total Degree Requirements: 124

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

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(1) FR203 Accelerated College French will substitute for these courses

(2) ED453 offered only in fall semester.

Proposed
Liberal Studies: As outlined in Liberal Studies section with the following specifications:
Social Science: PC101, AN110 or AN211
Liberal Studies Electives: no courses with FR prefix

College: 32
Professional Education Sequence:
 CM301 Technology for Learning and Instruction 3sh
 ED242 Pre-student Teaching I 1sh
 ED342 Pre-student Teaching II 1sh
 ED441 Student Teaching 12sh
 ED442 School Law 1sh
 ED453 Teaching of Foreign Languages in the Secondary School 3sh(2)
 EP202 Educational Psychology 3sh
 EP377 Educational Tests and Measurements 3sh
 FE202 American Education in Theory and Practice 3sh
 EX301 Education of Students with Disabilities 2sh

Major: 33
Required Courses:
 FR202 College French II 3sh
 FR331 Intermediate Fr. Conv. 3sh
 FR341 French Grammar 3sh
 FR370 Intro. to French Lit. 3sh
 FR353 Intermediate Fr. Comp. 3sh
 FR373 French Civilization 3sh
 FR432 French Phonetics 3sh
 FR 441 Adv. Fr. Grammar 3sh

Controlled Electives:
 Any other nine credits from FR253 and above (or study abroad) 9sh

Other Requirements: 0

Free Electives: 4-6

Total Degree Requirements: 124

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher

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(1) ED453 offered only in fall semester.

FR201 College French I	3sh	FR201 College French I	3sh
FR202 College French II	3sh	FR202 College French II	3sh
FR221 Conversation III	2sh	FR331 Intermediate Fr. Conv.	3sh
FR222 Conversation IV	2sh	FR341 French Grammar	3sh
FR321 Advanced Conversation I	1sh	FR353 Intermediate Fr. Comp.	3sh
FR322 Advanced Conversation II	1sh	FR370 Intro. to French Lit.	3sh
FR351 Advanced French I	3sh		
FR352 Advanced French II	3sh		
FR361 Development of Fr. Cult. and Lit. I	3sh		

One course from list:

FR253 Intermediate Comp. and Conv.	3sh
FR373 French Civilization	3sh
FR375 French Lit.: Med.-17th	3sh
FR376 French Lit.: 18th-20th	3sh
FR431 Adv. Fr. Conversation	3sh
FR432 Fr. Phonetics	3sh

A student in Elementary Education may elect a concentration of 18 semester hours of French, consisting of the following:

FR201-202	6sh
FR221-222	4sh
FR321-322	2sh
FR351-352	6sh

A student in Elementary Education interested in bilingual elementary teaching may, through special scheduling arrangements, increase the concentration in French to include foreign study and foreign child-centered internship experience.

The concentration French for Elementary Education has been rarely chosen. Furthermore, after these current program revisions are approved, we intend to propose a fully-fledged FLISET program (Foreign Languages and International Studies for Elementary Teaching) similar to that offered in Spanish.)

FR372 Studies in Contemporary French Literature

The course deletions from our departmental offerings are being made in order to efficiently restructure our three major programs as well as the Minor in French. With the exception of FR255 The Art of Translation, the content of all deleted courses will be treated in one of the thirteen courses being proposed. The translation course (FR255) has not been offered for a number of years and is not even currently listed in the Undergraduate Catalog. The content of the remaining 15 courses will be re-packaged in the new courses. We propose to eliminate our current 2- and 1- credit courses in conversation, replacing them with two 3-grammer refresher course by splitting the grammar sequence with FR441 to be taken in either the junior or senior years. The content of the current Culture and Literature survey courses will be taught as separate topics in the new courses, FR370 and FR373. Finally, we propose the streamlining of our literature offerings with the deletion of our current courses and the creation of two new courses, FR375 and FR376. Under our new programs, students will be required to take at least one of these courses as a requirement for graduation, thereby strengthening our degrees.

As explained above, the restructuring of our major and minor programs reduces the number of French

This course introduces students to the major developments in French literature and thought from the Medieval through the 17th century. It includes an overview of major French literary genres: novel, poetry, and theater. Readings and discussion are in French.

FR376 French Literature from 18th through 20th Century (3c-01-3sh)

Prerequisite: FR370

This course introduces students to major developments in French literature and thought from the 18th century to the present. It includes an overview of major French literary genres: novel, poetry, and theater. Readings and discussion will be in French.

FR431 Advanced French Conversation (3c-01-3sh)

Prerequisite: FR331

This course builds on the communication skills acquired in FR331. It focuses on the development of advanced vocabulary and discourse strategies. Course activities will include in-depth discussion and debate of current events and real-life problems.

FR 432 French Phonetics and Phonology (3c-01-3sh)

Prerequisite: FR331 or equivalent

This course presents an introduction to the sound system of French and provides training in standard French pronunciation. Basic issues on phonological theory and description will be examined. Students will refine their own pronunciation of French through classroom practice, oral presentations, and tape recordings.

FR 441 Advanced French Grammar (3c-01-3sh)

Prerequisite: FR341

In this course, students will build upon their previous knowledge of French grammar, with a view to perfecting their control of more complex structures. These structures include complex sentences, the subjunctive, hypothetical statements, and passive voice. Emphasis is placed on written expression.

FR460 Studies in French Literature (3c-01-3sh)

Prerequisite: FR375 or 376

This course provides a flexibly designed syllabus permitting instructors and students to explore areas of special interest i

Course Revisions ±Department of Hotel, Restaurant, and Institutional Management

Rationale for changes: The course descriptions are being revised to better reflect current concepts in the hospitality industry. Prerequisite changes reflect the HRIM faculty conclusion that successful completion of the courses is not dependent on those competencies presented in the prerequisites. Renumber of courses permits students to take courses in advance of upper management courses.

A. HR 101 Introduction to the Hospitality Industry

New Course Description

HR 101 Introduction to the Hospitality Industry (3c-0l-3sh)

A study of the development and current status of the hospitality industry. Major hotel, restaurant, and related area employers are profiled. Career opportunities are discussed. Guest speakers from various hospitality industry segments are featured.

Existing Course Description

HR 101 Introduction to Hospitality Management (3c-0l-3sh)

Focuses on the development of the hospitality industry and career opportunities within the hotel and restaurant chains and independents. Guest speakers address various hospitality management topics.

B. HR 115 Introduction to Tourism

New Course Description

HR 115 Introduction to Tourism (3c-0l-3sh)

Introduces the student to concepts pertaining to international and domestic tourism. Course examines the economic, social, and cultural aspects of tourism as well as how destinations are marketed.

Existing Course Description

HR 115 Introduction to Tourism (3c-0l-3sh)

Prerequisite: HR101, majors only

Analyze the economic and social impact of tourism; its promotion and implementation. Acquaint students with services needed by tourists, the role of the travel agent and organizations pertaining to tourism.

C. HR 402 Beverage Management

New Course Description

HR 402 Beverage Management (3c-0l-3sh)

Prerequisite: Verifiable proof of 21 years of age or permission

Examines the principles, processes, and theories of beverage service. Analysis of methods of alcoholic beverage production and examination of categories of spirits, malt beverages, and wine, as well as legal concerns of service. Development and marketing of beverage operations are discussed. Includes voluntary tasting and evaluation of alcoholic beverage products.

Existing Course Description

HR 306 Food and Beverage Management (3c-0l-3sh)

Prerequisite: FN 150 or equivalent

Examines principles, processes, beverage laws, and food and beverage service, sales, promotions, and menu design as functions of the food and beverage department.

Motion **APPROVED**.

Motion to approve the following:

Catalog Description Changes ±Department of History

Rationale for changes: The department wishes to strengthen its determination that majors in History and Secondary Social Science Education not enroll in these classes. The content duplicates portions of other courses, which are required for History and Secondary Social Science Education majors.

A. HI 210 Ancient Civilization

New Course Description

HI 210 Ancient Civilization: The Middle East and the Eastern Mediterranean (3c-0l-3sh)

Not open to History and Secondary Social Science Education majors. An examination of the development and the spread of ancient civilization in ancient Middle East and the Eastern Mediterranean. Topics of study will include the characteristics of civilization and the development of political, social, economic, and cultural institutions in the river valley centers and the diffusion to the fringe areas.

Existing Course Description

HI 210 Ancient Civilization: The Middle East and the Eastern Mediterranean (3c-0l-3sh)

An examination of the development and the spread of ancient civilization in ancient Middle East and the Eastern Mediterranean. Topics of study will include the characteristics of civilization and the development of political, social, economic, and cultural institutions in the river valley centers and the diffusion to the fringe areas. (Course designed for non-majors).

B. HI 212 Ancient and Medieval Europe

New Course Description

HI 212 Ancient and Medieval Europe (3c-0l-3sh)

Not open to History and Secondary Social Science Education majors. An examination of the development of civilization in Europe during the ancient and medieval periods. The course will focus on the Ancient Greek and Roman civilizations and the medieval European civilization. The characteristics and institutions of civilization will be stressed as well as the political history.

Existing Course Description

HI 212 Ancient and Medieval Europe (3c-0l-3sh)

An examination of the development of civilization in Europe during the ancient and medieval periods. The course will focus on the Ancient Greek and Roman civilizations and the medieval European civilization. The characteristics and institutions of civilization will be stressed as well as the political history. (Course designed for non-majors)

Motion **APPROVED**.

Motion to approve the following:

Program Revisions ~~±~~Department of Health and Physical Education

Rationale for changes: The faculty in the Department of Health and Physical Education is requesting an adjustment in the Liberal Studies component of the Health and Physical Education Programs of study. Instead of listing MA 217, Probability and Statistics, as a Liberal Studies math option, we are now going to require it as the only acceptable math course satisfying the Liberal Studies requirement. We base this change on the fact that many of the courses in the Health and Physical Education major have a research or evaluation component, and the Probability and Statistics course will better satisfy student eml Edu7 331t in t220(a1 0 0 1 178.58 289f)-4(or)4(c)4(h)-3(an)-3(ge)41t in

Existing Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**

Mathematics: MA 101 or MA 110 or MA 217

Health and Wellness: FN 143 or MS 101-102

Natural Science: BI103-104 or CH 101-102

Social Science: PC 101, SO 151

Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Proposed Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**

Mathematics: MA 217

Health and Wellness: FN 143 or MS 101-102

Natural Science: BI103-104 or CH 101-102

Social Science: PC 101, SO 151

Liberal Studies Electives: FN 145, CO/BE/IM 101, no courses with HP prefix

Bachelor of Science

Bachelor of Science in Education, Health and Physical Education

Existing Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**

Mathematics: MA 101 or MA 110 or MA 217

Health and Wellness: FN 143 or MS 101-102

Natural Science: BI103-104 or CH 101-102

Social Science: PC 101, SO 151

Liberal Studies Electives: FN 145, PC 378, or approved alternatives

Proposed Liberal Studies Requirements

Liberal Studies: As outlined in Liberal Studies section with the following specifications: **54**

Mathematics: MA 217

Health and Wellness: FN 143 or MS 101-102

Natural Science: BI103-104 or CH 101-102

Social Science: PC 101, SO 151

Liberal Studies Electives: FN 145, PC 378, or approved alternatives

GRADUATE COMMITTEE ² Chairperson Williamson

Motion to approve the following:

Major Revisions in the M.A. in Counseling Services

This major revision entails:

Renaming degree program;

The addition of four new courses;

Twelve minor course revisions; and

Six course deletions and one deletion of a course requirement

Rationale: The current M.A. "Counseling Services" degree will be renamed "Community Counseling," which is more consistent with current professional trends. Major programmatic changes in the M.A. program are necessary to respond to several key professional issues related to the training of community counselors, including the emergence of licensing for professional counselors in Pennsylvania. The proposed program changes are designed to move the program toward the minimum recognized training standards within the counseling profession as stipulated by the state licensure requirements, the National Board for Certified Counselors, and the Council for Accreditation of Counseling and Related Educational Programs. We must ensure that our students are competent professionals and that their training meets the standards as set forth by the counseling profession and the Commonwealth of Pennsylvania.

A. New Courses:

CE 634 Mental Health Appraisal

3c-01-3s.h.

This course provides an overview in fundamental knowledge of assessment principles, application, and instruments to assist the Community counseling student in becoming

Practice in developing effective basic counseling skills, including active listening, attending,

To:

CE 667 Individual Counseling Practicum (child)

Provides a child counseling experience in applying appropriate interventions and consultation practices designed to facilitate the personal, social, and academic growth of children.

Prerequisite: CE 627

From:

CE 753 Counseling: Advanced Practice

Supervised counseling experience under practicum conditions. Emphasis will be placed on implementing relationship building skills while developing advanced methods of facilitating the counseling process.

To:

CE 657 Individual Counseling Practicum (adolescent/adult)

Supervised counseling experience under practicum conditions. Emphasis will be placed on implementing relationship building skills while developing advanced methods of facilitating the counseling process.

Prerequisite: CE 637.

Course title and catalog description change:**From:**

CE 730 Professional, Ethical, and Legal Considerations

Emphasis is placed on professional, legal, and ethical issues associated with the human services. Analyzes the function of ethics in the profession and the study of legal rights, duties, and liabilities of human service practitioners.

To:

CE 730 Ethical and Legal Issues in Community Counseling

Emphasis is on professional, ethical, and legal issues that impact the practice of the professional counselor working in the community setting. Examines the function and application of ethical standards and legal statutes that effect community counselors. Prerequisites: CE 610, CE 627/637. Students enrolled in M.Ed. program are restricted from taking this course.

C. Course Deletions

The following courses are being deleted based on minor course revision proposals resulting in changes in course title and number. Therefore the following courses will no longer be utilized and should be deleted.

CE 635 Individual Analysis 3 s.h.

CE 740 Supervised Practicum (child) 3 s.h.

CE 741 Supervised Practicum (adolescent/adult) 3 s.h.

CE 620 Community Counseling 3 s.h.

CE 752 Advanced Practicum (elementary) 3 s.h.

CE 753 Counseling: Advanced Practice 3 s.h.

The following course is proposed to be deleted as a requirement:

GR 516 Statistical Methods I 3 s.h.

Rationale: This proposal is based on changes in the field as prescribed by the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC). The content of other required courses will meet the basic statistics methods required by CACREP and NBCC. Deleting GR 516, as a required course, will make additional credit available for courses, which meet other required content areas. The proposal was forwarded to the Department of Mathematics. A letter was received from Dr. Gerald Buriok, Chairperson of Mathematics, supporting the proposal to eliminate GR 516 as a required course.

Comparison Chart

Current M.A. Community Counseling (39 credits)	Proposed M.A. Community Counseling (48 credits)
GR 615 Elements of Research 3 cr.	GR 615 Elements of Research 3 cr.

Motion to approve the following:

Major Revisions in the M.Ed. in School Counseling

This major revision entails:

The addition of four new courses (three approved as part of the M.A. revision)

Thirteen minor course revisions (nine approved as part of the M.A. revision)

Eight course deletions (five approved as part of the M.A. revision) and one deletion of a course requirement

Rationale: Major programmatic changes in the School Counseling program are necessary to respond to several key professional issues related to the training of school counselors in PA. The proposed program changes are designed to move the program toward the minimum recognized training standards within the counseling profession as stipulated by the National Board for Certified Counselors, and the Council for Accreditation of Counseling and Related Educational Programs.. If our program is to remain a quality counselor preparation program, we must evolve to meet the current standards. We must ensure that our students are competent professionals and that their training meets the standards as set forth by the counseling profession and the Commonwealth of Pennsylvania.

A. New Courses:

There are four new courses added in the M.Ed. School Counseling Program. They are:

CE 618 Diversity Issues in Counseling (part of M.A. revision)

CE 669 Group Counseling Practicum (child) (part of M.A. revision)

CE 659 Group Counseling Practicum (adolescent/adult) (part of M.A. revision)

CE 720 Ethical and Legal Issues in School Counseling

CE 720 Ethical and Legal Issues in School Counseling 3c-0l-3s.h.

This course is designed to examine the professional, ethical, and legal issues that impact the practice of the professional counselor working in a school setting. Considerable emphasis is placed upon the understanding and application of ethical standards and legal statutes, which effect school counselors when making critical decisions about clients. Prerequisites: CE 627/637, CE 621. Students enrolled in M.A. program are restricted from taking this course.

B. Course Revisions:

Rationale for Minor Course Revisions: The minor course revisions are in response to the larger overall program revision. A course name change and/or minor catalog description update is made to more accurately reflect actual course content. The addition or change of prerequisites, addresses revised course sequencing identified in the Academic Integrity section of the proposal.

Course number change:

From:

CE 631 Introduction to Guidance Services

To:

CE 621 Introduction to Guidance Services

Course title, number, and catalog description change:

From:

CE 633 Evaluation Techniques

Basic statistical and measurement concepts utilized in testing and test interpretations, emphasizing data concerning purposes and types of tests, test administration, scoring, validity and reliability, and principles of test selection for school and community settings.

To:

CE 624 Educational Appraisal

Basic statistical and measurement concepts utilized in testing and test interpretations, emphasizing data concerning purposes and types of tests, test administration, scoring, validity and reliability, and principles of test selection for school settings. Prerequisite: Students enrolled in M.A. program are restricted from taking this course.

Catalog description and prerequisite change:

The following course is proposed to be deleted as a requirement:

GR 516, Statistical Methods I, 3 s.h.

Rationale: This proposal is based on changes in the field as prescribed by the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board for Certified Counselors (NBCC). The content of other required courses will meet the basic statistics methods required by CACREP and NBCC. Deleting GR 516, as a required course, will make additional credit available for courses, which meet other required content areas. The proposal was forwarded to the Department of Mathematics. A letter was received from Dr. Gerald Buriok, Chairperson of Mathematics, supporting the proposal to eliminate GR 516 as a required course.

Comparison Chart

Current M.Ed. School Counseling (45 credits)	Proposed M.Ed. School Counseling (48 credits)
GR 615 Elements of Research 3 cr.	GR 615 Elements of Research 3 cr.
GR 516 Statistical Methods I 3 cr.	Not Required
CE 625 Individual Analysis (child) 3 cr. OR CE 635 Individual Analysis (adolescent/adult) 3 cr.	CE 615 Counseling Across the Life-span 3 cr.
CE 626 Career Education 3 cr. OR CE 636 Career Development 3 cr.	CE 626 Career Education (school) 3 cr.
CE 627 Counseling and Consultative Theory 3 cr. OR CE 637 Counseling and Consultative Theory 3 cr.	CE 627 Child Counseling Theory OR 3 cr. CE 637 Counseling Theory (adolescent/adult) 3 cr.
CE 629 Group Procedures 3 cr. OR CE 639 Group Procedures 3 cr.	CE 629 Group Procedures (child) 3 cr. OR CE 639 Group Counseling (adolescent/adult) 3 cr.
CE 631 Introduction to Guidance Services 3 cr	CE 621 Introduction to Guidance Services 3 cr.
CE 633 Evaluation Techniques 3 cr.	CE 624 Educational Appraisal (school) 3 cr.
CE 638 Management of the Guidance Services 3 cr.	CE 628 Management of Guidance Services 3 cr.
CE 730 Profession, Ethical & Legal Considerations 3 cr.	CE 720 Ethical & Legal Issues in School Counseling 3 cr.
CE 740 Supervised Practicum (child) 3 cr. OR CE 741 Supervised Practicum (adolescent/adult) 3 cr.	CE 617 Basic Counseling Skills 3 cr.
CE 752 Advanced Practicum (child) 3 cr. OR CE 753 Counseling: Advanced Practicum 3 cr.	CE 667 Individual Counseling Practicum (child) 3 cr. OR CE 657 Individual Counseling Practicum (adol/adult) 3 cr.
CE 755 Field Experience 3 cr.	CE 755 Field Experience 3 cr.
	CE 618 Diversity Issues in Counseling 3 cr.
	CE 669 Group Counseling Practicum (child) 3 cr. OR CE 659 Group Counseling Practicum (adol/adult) 3 cr.
FE 611 Historical Foundations of Education 3 cr. OR FE 612 Philosophical Foundations of Education 3 cr. OR FE 613 Social Foundations of Education 3 cr.	FE 611 Historical Foundations of Education 3 cr. OR FE 612 Philosophical Foundations of Education 3 cr. OR FE 613 Social Foundations of Education 3 cr.
Elective 3 cr.	Elective 3 cr.
45 credits	48 credits

Motion **APPROVED.**

and adults, and (b) electives will be chosen by the cohort group from a list of electives based on availability of faculty and the needs of the students; the on-campus students have a wider range of electives available to them.

A. Method of Delivery

Tenure-track faculty will teach a minimum of 50% of the courses to be offered. As with other graduate programs offered off-campus, tenure-track faculty teaching off-campus will be replaced with temporary faculty in the main campus program. Dean Butzow has indicated support to hire new tenure-track faculty if this program appears secure after a few years.

Space will be available at the Monroeville Center to offer this program. Preliminary meetings with Continuing Education indicate the resources are available to provide space, equipment, library materials, travel, faculty incentives, advertising, and other resources needed to deliver the M.A. Community Counseling program in a manner that is equivalent to the on-campus program. A letter of support from Dean Nicholas Kolb has been provided.

Classes will meet during the evenings (Monday through Thursday) which is consistent with the on-campus program. Length of class is consistent with current schedules.

B. Impact of Program

We have been exploring the potential market in Pittsburgh for more than ten years. On occasion, specific mental health/counseling agencies have expressed an interest, on behalf of their Bachelor's level staff, in IUP offering a counseling graduate program in the Pittsburgh area. A review of counseling/mental health/human services agencies in the Pittsburgh Metropolitan area indicates a substantial number of Bachelor's level professionals providing such services. The recent Counseling License signed by Governor Ridge creates another reason Bachelor's level counseling professionals will be interested in a graduate degree. In order to qualify for a license they will need to obtain a 48-credit master's degree in counseling. These professionals currently working in counselor positions may have to become licensed in order to continue to work as counselors in PA.

Our belief is that a program in the Pittsburgh area will quickly attract a significant number of

<u>CE 636</u>	3 credits	Career Counseling & Development
<u>CE 730</u>	3 credits	Ethical & Legal Issues in Community Counseling
<u>CE 618</u>	3 credits	Diversity Issues in Counseling
<u>CE 755</u>	3 credits	Field Experience
	3 credits	Elective
	3 credits	Elective
	<u>3 credits</u>	Elective
Sub-total	36 credits	

In addition, students in the M.A. program will complete the following courses

<u>CE 637</u>	3 credits	Counseling Theory (adolescent/adult)
<u>CE 639</u>	3 credits	Group Counseling (adolescent/adult)
<u>CE 657</u>	3 credits	Individual Counseling Practicum (adolescent/adult)
<u>CE 659</u>	<u>3 credits</u>	Group Counseling Practicum (adolescent/adult)
Sub-total	12 credits	

Total Program Credits ±48

Provides students with a philosophical and sociological understanding of a pluralistic society and how pluralism and the phenomenon of culture affect the education of elementary school children.

EL 741 - Elementary Education In Urban Environments

Develop understanding of the particular social and cultural systems of urban settings and to provide them with a systematic way of using that knowledge to address the educational problems that are unique to urban environments.

EL 742 -

Doctoral students will synthesize, analyze, and evaluate developmental theory, participate in an action research project dealing with human development, and author a publishable quality manuscript in which developmental theory/research are used to address an educational issue.

To

CU 710 - Advanced Topics in Human Development and Learning

Students will analyze, evaluate, and synthesize theories of human development and learning.

Emphasis will be on learning and development throughout the life span. Prerequisite:

Permission

From

EL 700 - Writing for Professional Publication

Designed to enhance the scholarly writing skills of doctoral students in education. Each student will write a conference proposal and a professional journal article. Manuscripts authored by the students will be submitted for peer review and for presentation or publication.

To

CU 715 - Writing for Professional Publication

Designed to develop scholarly and publishable writing skills of doctoral students in education.

Students will produce and submit a proposal for a presentation at a professional conference.

Students will also develop a full manuscript to be submitted to a scholarly journal and a book prospectus. Skills in responding to editorial feedback, peer review, and public presentation of scholarly work will be developed.

Prerequisites: CU 705 and CU 710

From

EL 780 - Seminar In Advanced Research Methods

Doctoral students refine and apply advanced knowledge and skills toward the design of the doctoral dissertation. Emphasizes the application of quantitative and qualitative approaches within school or educational settings.

To

CU 720 - Doctoral Seminar in Research Methods

Provides students with the opportunity to acquire, refine, and apply the knowledge and skills to evaluate and design educationally relevant research. Emphasis in the course will be on quantitative and qualitative research approaches within educational settings. Prerequisites: CU 705 and CU 710

From

EL 710 - Critical Analysis Of Issues And Innovations In Education

Students analyze and evaluate current issues and innovations in the field of education.

Reformers and their critics are analyzed in terms of their role as change agents. Programmatic and systematic reforms in education are studied and relationships drawn between research, policy making, and implementation.

To

CU 725 - Critical Analysis of Issues in Education

Examines current issues and innovations which are influencing reform in basic and post-secondary education. Relationships between research, policy making and implementation will be emphasized.

Prerequisites: CU 705 and CU 710

From

EL 725 - Analysis Of Effective Instructional And Supervisory Techniques

Emphasizes critical review and analyses of relevant theory and research. Topics include theory and research on learning styles, observation of classroom behavior, analysis of teaching strategies, and knowledge of content.

To

COMPARISON OF EXISTING AND REVISED PROGRAM
REQUIREMENTS

Existing Program

Name of Program

Doctorate in Elementary Education

Type of Degree

Doctor of Education (D.Ed.)

Credit Requirements

Sixty-two (62) credits beyond the
0 D V W H U ¶ V ' H J U H H

Admissions Criteria

- Undergraduate GPA ~~±~~ minimum of 2.6 on a 4.0 scale
- 0 D V W H U ¶ V G H J U H H U R P D Q D F F

COMPARISON OF EXISTING AND REVISED PROGRAM REQUIREMENTS
(continued)

Existing Program

Dissertation Advisory Committee

At least three members, at least two of whom must be from the Professional Studies in Education Department, approved as eligible to teach at the Graduate level.

Comprehensive Examination

Administered by dissertation advisory committee at the end of all course work consisting of a full day written examination and an oral follow-up examination

Curriculum

I. Core (17 credits)

- EL 720 Curriculum Analysis (3 cr.)
- EL 715 Analysis of Recent Trends in Human Dev. and Learning (3 cr.)
- EL 710 Critical Analysis of Issues and Innovations in Education (3 cr.)
- EL 725 Analysis of Effective Instructional Techniques (3 cr.)
- EL 740 Pluralism, Culture, and the Elementary School Child (2 cr.)
- EL 741 Elementary Educ. in Urban Environments (1 cr.)
- EL 735 Elementary Education Doctoral Seminar (1 cr. - taken twice for 1 credit each time)

Revised Program

Dissertation Advisory Committee

Same as current program, except the last

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Comprehensive Examination

Administered by dissertation advisory committee at the end of all course work, consisting of a written and oral examination, the oral defense of the dissertation proposal, and presentation of the professional portfolio.

Curriculum

I. Core (33 credits)

- CU 705 Curriculum Evaluation (3 cr.)
(Replaces EL 720)
- CU 710 Advanced Topics in Human Development and Learning (3 cr.)
(Replaces EL 715)
- CU 725 Critical Analysis of Issues in Education (3 cr.)
(Replaces EL 710)
- CU 730 Analysis of Effective Instruction (3 cr.)
(Replaces EL 725)
- ** CU 735 Education for Cultural Pluralism
(**New Course** ±3 cr.)
(Replaces EL 740 and EL 741)
- ** CU 740 Technology in the Curriculum
(**New Course** ±3 cr.)
(Does not replace any course)
- CU 745 Critical Issues in Literacy: Theory and Practice (3 cr.)
(Replaces EL 750)
- CU 750 Issues and Processes in Curricular Change (3 cr.)
(Replaces EL 760)
- ** CU 775 Doctoral Seminar in Curriculum and Instruct. (**New Course** ±3 cr.)
(Replaces EL 735)

COMPARISON OF EXISTING AND REVISED PROGRAM REQUIREMENTS
(continued)

Existing Program

II. Concentrations (18 credits)

Choice of one of three concentrations in:

- Elementary Reading and Language Arts
- Early Childhood Education
- Elementary Curriculum

III. Professional Skills (12 credits)

EL 700 Writing for Publication (3 cr.)
EP 616 Applied Educational Research
Methods (3 cr.)
EP 715 Doctoral Seminar in Applied
Research Methods (3 cr.)
EL 780 Seminar in Advanced Research
Methods (3 cr.)

IV. Internship (6 credits)

EL 798 Doctoral Internship (6 cr.)

V. Dissertation (9 credits)

EL 950 Dissertation (9 cr.)

Professional Portfolio

None required in current program.

Revised Program

II. Concentrations (0 credits)

Discontinued

III. Professional Skills (12 credits)

CU 715 Writing for Prof. Publication (3
cr.)
CU 720 Doctoral Seminar in Research
Methods (3 cr.)
EP 715 Doctoral Seminar in Applied
Research Methods (3 cr.)
LP 783 Analysis of Qualitative Data in
Leadership Studies (3 cr.)

IV. Internship (6 credits)

CU 798 Doctoral Internship (6 cr.)

V. Dissertation (9 credits)

CU 950 Dissertation (9 cr.)

Professional Portfolio

The professional portfolio will be developed during the course of the doctoral program and will be presented in the last course of the program (CU 775 Doctoral Seminar in Curriculum and Instruction). The professional portfolio will be administered by the Dissertation Advisory Committee and will be comprised of the following elements:

- * Dissertation proposal, consisting of the first three chapters of the dissertation
- * Curriculum Vitae
- * Reprints of papers published and presented
- * Internship report

Chairperson Barker thanked the committee for their hard work.

NEW BUSINESS

6 W X G H Q W & R Q J U H V V Z L O O K D Y H D 3 7 D N H D % U H D N p . m U n i v e r s i t y H U B Q D

The meeting was adjourned at 5:15 p.m.

Respectfully submitted,

Cathleen Ray
University Senate Secretary