

# MINUTES OF THE IUP UNIVERSITY SENATE

December 2, 2003

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

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

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

The following Senators were absent from the meeting:

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

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

## REPORTS AND ANNOUNCEMENTS

### President's Report (Senator Hodgson):

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

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

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

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

I am happy to report some significant student accomplishments:

- IUP ROTC cadet Bruce A. Fillman of Williamsport was selected to join senior Bush Administration officials at a National Security Seminar as IUP's 2003 winner of **The Marshall Award**.
- IUP political science major Samuel Richards was selected as a **2003 Gallagher Fellow**. He was one of only six winners recognized this year, joining IUP student er z8(s, t)7(e)na.0o TJ 349( sc)(s 200313e23 Do Q EMCf41 0 0.(

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

**Provost's Report (Senator Staszkiwicz):**

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

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

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

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

**Chairperson's Report (Senator Smith):**

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

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

Have a great break, and see you next semester.



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

**FOR INFORMATION:**

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

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





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

**FOR INFORMATION:**

**Liberal Studies Committee Report:**

Approved LBST 499 Heroes: More than Just a Sandwich, Dr. Chauna Craig, Department of English and

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

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

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

Designed to provide teacher candidates with the knowledge and skills necessary to incorporate creative music, art, movement and play activities into the comprehensive early childhood curriculum. Integration of creative experiences designed to enhance literacy acquisition will be



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

### 3) **Current Catalog Description:**

#### **ECED 310 Integrated Curriculum I**

**3c-01-3cr**

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

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

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

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

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

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

### C. **Course Deletions Effective Fall 2004:**

**PASSED**

#### **ECED 311 Integrated Curriculum II**

#### **ECED 312 Aesthetic Experiences for Young Children**

#### **ECED 315 Development and Learning Through Play**

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

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

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

#### **D. Catalog Description Change:**

**PASSED**

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

##### **Early Childhood Education Program**

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

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

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

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

##### **Early Childhood, Pre-Kindergarten through Grade Six, BSED**

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

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

## E. Program Revision

### Current Program:

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

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

**Mathematics:** MATH 151

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

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

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

#### **College:**

##### **Preprofessional Education Sequence:**

COMM 103 Digital Instructional Technology

EDSP 102 Educational Psychology

##### **Professional Education Sequence:**

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

EDUC 242 Pre-student Teaching Clinical Experience I

EDUC 342 Pre-student Teaching Clinical Experience II

EDUC 441 Student Teaching

### Proposed Program:

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

A major concern of both PSE faculty and administration is that recruitment of students in an Early

**COSC 101 Microbased Computer Literacy**

**3c-01-3cr**

An introductory course designed to provide students with a fundamental understanding of computers. Familiarizes students with the interaction of computer hardware and software. Emphasizes the application of microcomputers, the use o

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

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

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

##### A. Program Revisions

**PASSED**

#### Current Program:

##### Bachelor of Arts – Biology

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

**Mathematics:** MATH 121

**Natural Science:** CHEM 111-112

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

**Major:**

**Required Courses:**

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

**Controlled Electives:**

Biology electives (major courses only)

**Other Requirements:**

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

Foreign Language Intermediate Level (3)

**Free Electives:**

**Total Degree Requirements:**

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

#### Proposed Program:

##### Bachelor of Arts – Biology

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

**Mathematics:** MATH 121 or 217

**Natural Science:** CHEM 111-112

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

**32 Major:**

**Required Courses:**

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

**Controlled Electives:**

12cr(1) Biology electives (majors courses only)

**8**

**Other Requirements:**

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

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

Foreign Language:(5)

**Total Degree Requirements:**

**53**

**32**

12cr(1)

**20-21**  
1cr

**0-6**

**120**

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

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

Additional courses have been added to broaden the choices for students. Currently the B.A. does not require a course in Physics. The new program requires PHYS 111 and 121. We feel that a basic understanding of Physics is necessary for a Biology major. MATH 217 Probability and Statistics has been included as an option because Biology is, to a large degree, a probabilistic science and most biological data undergoes statistical analysis of one sort or another. CHEM 231 and 351 have been removed as absolute requirements, and they have been placed as electives with a number of other



tracks where PHYS 112 and 122 are still necessary requirements (e.g., Pre-Met and Pre-Veterinary) will retain them as requirements. In the revision, the students are required to take only one MATH course and have the option of taking either MATH 121 or MATH 217 Probability and Statistics. With the addition of the "Ancillary Science Courses" the student would then have the option of continuing with additional mathematics courses. Indeed, with the proper selection of "Ancillary Science Courses" a Biology major could minor in Applied Statistics. CHEM 231 and 351 have been removed as absolute requirements for the revised B.S. in Biology, but have not been completely removed from the program. Rather they have been placed as electives with a number of other courses in the "Ancillary Science Courses" requirement for the revised program. A large number of ancillary courses have been added. Again this recognizes the fact that Biological Sciences is a diverse field and that a "one-size fits all" approach to ancillary sciences is not going to serve the needs of a diverse group of majors. We have decided to pursue this option to allow our students to gain necessary skills in areas other than a foreign language. While many of our students will benefit most from taking a foreign language others would be better served by increasing their skills in computer programming. Many areas of biology now use computer models and simulations to address biological problems. As a result for some of our students a sequence of courses in computer science would be more appropriate than a foreign language. TBTand 1nd 1nd 1

**Controlled Biology Electives : (1)**

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

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

**Additional Required Biology Courses:**

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

**Controlled Biology Electives: (1)**

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

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

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

**Physics Sequence:**

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

**Mathematics:**

MATH 216