

MINUTES OF THE UNIVERSITY SENATE

The December 6, 1994 meeting of the University Senate was called to order by Chairperson Rafoth at 3:20 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Asamoah, Bradwick, Camp, Dugan, Fennimore, Griffith, Mukasa, Nardi, Norberg, R. Smith and Vella.

The following Senators were absent from the meeting: Bellak, Brandenburg, Cauffiel, Cercone, Chiocco, Dubrosky, Ficco, Gilarski, Hall, Halapin, Hanley, Hart, Hicks, Hill Hudson, Ralph Johnson, Kutchko, Levrant, Lupa, Lytle, Mattis, Peterson, Reese, Sanderson, Sawtelle, Sevin, D. Smith, A. Smith, Soltis, Stiffey, Storm, Talwar, Templeton, Williams and J. Wilson.

The minutes of the November 1, 1994 meeting of the Senate were ACCEPTED.

The agenda for the December 6, 1994 meeting of the Senate was ACCEPTED.

President Pettit's report is attached. (Attachment A)

Provost Staszkievicz's report is attached. (Attachment B)

Vice Chairperson Taiani's report is attached. (Attachment C)

Chairperson Rafoth's report is attached. (Attachment D)

OLD BUSINESS (carryover from November 1, 1994 meeting)

STANDING COMMITTEE REPORTS

RULES COMMITTEE - CHAIRPERSON STINEMAN

1. Informed that there were 100 ballots returned at the November 1st Senate Meeting in the election of the Beautification Committee. Two student workers tallied them and the results are:

Kathleen Mack (Alumni) 99 votes

Ed Ruffner (Staff) 89 votes

Nick Verna (Student) 82 votes

Betsy Joseph (Admin.) 54 votes

Lorraine Wilson (Fac.) 40 votes

Janice Heckroth will be the representative from the University Development and Finance Committee and Steve Sanderson will be

the APSCUF representative to the Beautification Committee.

2. Informed that the next meeting of the Rules Committee will be Feb. 14, 1995 at 3:30 in 5B Uhler Hall.
3. Informed that the Rules Committee has received an updated list of Student Senators from Student Senate. The Rules Committee will forward the information to the appropriate Committees Chairpersons.
4. Informed that the Rules Committee will move forward with the election of the three additional Staff representatives to the Senate.

NON-CREDIT COMMITTEE - CHAIRPERSON NOWELL

1. Informed that the committee heard a presentation from Tom O'Brien regarding the IUP Academy of Culinary Arts. Enrollment for 1994-1995 has reached a maximum of 102 students, which has resulted in a balanced budget for the year. Efforts are underway to form articulation agreements with several colleges so that interested graduates may continue toward an academic degree. Those who seek employment are receiving offers from fine establishments throughout the country.

RESEARCH COMMITTEE - CHAIRPERSON NEUSIUS

1. Informed that the three Senate Grant Proposals were funded the previous month. The proposals are:
 - \$500 to Dr. Laurence Kruckman, Anthropology, for "Dr. Diane Doran-Primate Research";
 - \$1500 to Dr. Karen Cercone, Geoscience, for "Geochemistry of Lower Cambrian Reef Fabrics from York County PA: A Cooperative Research Project for GS 332 Geochemistry Students";
 - \$1500 to Dr. Rebecca Stoudt, Mathematics, for "Experimentation with Calculator-Based Laboratory (CBL)".
2. Informed that the Research Committee will meet again next Tuesday at 3:15 in the meeting room of the Graduate School in Stright Hall.

STUDENT AFFAIRS COMMITTEE - CHAIRPERSON BARKER

No report.

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE - CHAIRPERSON RADAKOVIC

Due to President Pettit's announcement to delay a final decision on arming the Campus Police, the Committee withdrew the motion to approve the following resolution:

Whereas the personal safety of all members of the University community is paramount, the University Senate resolves that the Campus Police not be authorized to carry firearms and that, instead, the President and the Council of Trustees explore alternative measures to assist the Campus Police in protecting the community at-large and themselves against situations that may threaten harm.

ACADEMIC COMMITTEE - CHAIRPERSON DUNTLEY

1. The senate APPROVED conferring the status of professor emeritus to the following individuals to be effective at Commencement, May 13, 1995.

Name	Department	Date of Retirement	Years of Service
Dr. William Bahn	Special Education	12/28/90*	25
Dr. William Culp	Counseling, Adult Ed. and Student Affairs	05/28/93	18
Dr. Conrad Gates	Industrial and Labor Rel.	01/06/95	14
Dr. Thomas Goodrich	History	07/08/94	27
Mr. Nicholas Pacalo	Safety Science	08/19/94	15
Dr. Merle Rife	History	01/07/94	35 1/2
Mr. John Scroxton	Chemistry	08/19/94	30
Dr. Dale Shafer	Mathematics	07/08/94	30
Dr. Kathryn Stratton	Learning Center	09/01/94	16
Mr. Geno Zambotti	Chemistry	08/19/94	27 1/2

* The Committee moves waiver of the two year period for nomination at the request of the department.

Chairperson Duntley informed that the Committee would receive three or four more nominations and would submit other recommendations at the February meeting of the Senate.

2. The Committee presented the following item for senate action:

Establishment of Graduation Honors for Associate Degree Students.

Background: Students who complete an associate degree with cumulative GPAs in the range of 3.25 and above do not currently

have access to any honors designation. While Latin graduation honors (cum laude, magna cum laude, summa sum laude) are generally associated with and restricted to bachelor's degrees, use of the English terms can be used without restriction.

Students in our associate degree programs (criminology, business, and general studies) who have distinguished academic records would like to have a vehicle of recognition. Many of these are adult students and attaining an associate degree with distinction represents significant commitment.

The Academic Committee moves:

It is moved that this university establish graduation honors for students completing associate degrees with cumulative grade point averages as follows:

3.25 - 3.49	with honor
3.50 - 3.74	with high honor
3.75 - 4.00	with highest honor

Appropriate forms of recognition, including listing on transcript, shall be developed.

Chairperson Duntley ACCEPTED a friendly amendment to replace the word "honor" with "distinction".

A Nowell-Cunningham motion to return to committee was entertained. After some discussion a second motion by Senators Broade and Soni to approve the establishment of graduation honors for students completing associate degrees and let the Academic Committee workout the exact terminology to be used was considered. The second motion was DEFEATED. Senator Walz moved to close debate and the motion to send back to committee was DEFEATED.

The Senate then APPROVED the following motion:

It is moved that this university establish graduation honors for students completing associate degrees with cumulative grade point averages as follows:

3.25 - 3.49	with distinction
3.50 - 3.74	with high distinction
3.75 - 4.00	with highest distinction

Appropriate forms of recognition, including listing on transcript, shall be developed.

AWARDS COMMITTEE - CHAIRPERSON WHEAT

1. Informed:

Please nominate your deserving colleagues and encourage others

to do the same for the Distinguished Faculty Awards in teaching, service, creative arts and research. Nomination forms were mailed to all faculty on November 11, however, if you need another form please call x 2965.

All nominations must be received by Annie-Laurie Wheat, 104 Waller Hall, by 4:30 P.M. December 19, 1994.

Other deadlines are:

February 10, 1995 Documentation/Supportive Materials Due
(104 Waller Hall 4:30 P.M.)

March 28, 1995 Senate Awards Committee

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April 5, 1995 President will notify the

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CURRICULUM COMMITTEE - CO CHAIRPERSONS MILL AND KUZNESKI

1. The Curriculum presented the following preface and set of criteria for honors courses (items a through e below):

Criteria for Honors Courses

Justification:

At it's December meeting in 1992 the IUP Senate approved the Planning Document for the Robert E. Cook Honors College. Included in that document and approved by the Senate were the outlines and basic concepts of a curriculum. It was the task of the Honors College Committee to provide further details of curriculum, including general course criteria for all honors college courses as well as specific course proposals. The Honors College Committee has forwarded its criteria for honors courses to the curriculum committee as called for in the Senate-approved planning document.

In 1992 the Senate passed as part of the planning document the following clause:

"Each educational opportunity offered in the academic program should exhibit the distinctive qualities of honors study. The primary characteristic of honors classes is, of course, that they are populated by outstanding students. The students are engaged in qualitatively different work rather than simply assigned more work. There is no absolute list of criteria for honors courses, and many of the most frequently mentioned characteristics already appear in some non-honors classes at IUP.

We expect, however, that in honors classes they would appear more consistently and by design."

"Among these characteristics are: 1) more student-centered, interactive pedagogy, 2) concern for affective as well as cognitive growth, 3) higher expectations for self-initiated

learning, 4) integrative or synthetic approach to knowledge, 5) opportunities to enhance written and oral communication skills, 6) development of critical thinking skills, 7) movement at a pace appropriate to outstanding students, 8) enhancements such as guest lecturers and trips, and 9) limited enrollment."

The criteria submitted by the Honors College Committee reflect the content of the planning document as passed by the Senate.

Criteria for Honors Courses:

The Honors College Committee supports the principles of the Planning Document, approved by the IUP Senate in December 1992, which proposed these three points as the major differences between honors courses and other IUP courses:

1. They are populated by outstanding students whose presence will in itself change what happens inside the classroom.
2. They will involve students in qualitatively different work rather than simply assigning more work.
3. Their pedagogy would show a preponderance of the following characteristics: a) more student-centered, interactive pedagogy, b) concern for affective as well as cognitive growth, c) higher expectations for self-initiated learning, d) integrative or synthetic approach to knowledge, e) opportunities to enhance written and oral communication skills, f) development of critical thinking skills, g) movement at a pace appropriate to outstanding students, h) enhancements such as guest lecturers and students, h) enhancements such as guest lecturers and trips, and i) limited enrollment [presented in the budget of the planning document as enrollment of maximum 20 students].

Additionally the Honors College Committee would emphasize that just because these students have outstanding abilities it does not follow that we can assume all basic skills are already developed. For example, while the honor student may have much ability as a reader, it does not follow that we can assume he/she will already know how to identify voices in a text or be familiar with the technical jargon and paradigms of literary analysis. Skills cannot be assumed and must still be taught.

The Honors College Committee has no wish to impose such limiting criteria that faculty are discouraged from proposing honors courses. While the above principles as outlined in the Planning Document are important, we want to encourage participation by making our criteria for course approval as general and unrestrictive as possible. Rather than proposing varying criteria for each category of honors course described in the planning document, we ask the following criteria be

adopted for all honors courses:

- a. Honors courses will evidence commitment to an interactive pedagogy and the characteristics described in the Planning Document. Proposals should at a minimum show evidence of an integrative learning environment (synthesis skills) that promote student discovery of models or learning paradigms.
- b. Honors courses will evaluate students in accordance with the principles of an interactive pedagogy. Honors courses should emphasize student projects, presentations and papers. A minimum of 33% of the final grade in H courses will be based on presentations, writing assignments and/or performance. Additionally, it is presumed that the honors courses will rely primarily on essay examinations.
- c. Honors courses should emphasize qualitative rather than quantitative differences in matters of course content. Without ignoring the basic skills taught in more traditional courses, they should focus on increasing the depth rather than breadth of material covered.
- d. Faculty proposing honors courses need to show evidence of familiarity with interactive pedagogy. This could be the product of their own current teaching style, attendance at workshops (including peer proposal workshops hosted by the Honors College) designed to foster interactive pedagogy, or through some other means which illustrates to the Honors College Committee that interactive pedagogy is being used.
- e. Honors courses will be limited to a maximum enrollment of 20 Honors College students. However, at the discretion of the instructor and his/her department, an honors course which is unable to fill with students enrolled in the Honors College will be allowed to enroll non-honors college students who the instructor assesses as being capable of doing honor-level work in that particular course. These non-honors college students would receive the "H" prefix for the course on their transcript.

It is our recommendation that this option be used primarily for upper-level, discipline-specific courses where there may not be enough majors in the Honors College to fill, for example, a 300-level biology course with all of its prerequisites. This option also provides a way of increasing student and faculty participation in the Honors College beyond those students officially accepted into the total program.

Co Chairpersons Mill and Kuzneski ACCEPTED a friendly amendment to item e above. The item then read:

- e. Honors courses will be limited to a maximum enrollment of 20 Honors College students. However, at the discretion of the instructor and his/her department, an honors course which is unable to fill with students enrolled in the Honors College will be allowed to enroll non-honors college students who the instructor assesses as being capable of doing honor-level work in that particular course and who have secured the recommendation from two faculty members. These non-honors college students would receive the "H" prefix for the course on their transcript.

It is our recommendation that this option be used primarily for upper-level, discipline-specific courses where there may not be enough majors in the Honors College to fill, for example, a 300-level biology course with all of its prerequisites. This option also provides a way of increasing student and faculty participation in the Honors College beyond those students officially accepted into the total program.

A motion to close debate on the criteria for honors courses was DEFEATED.

A Stone-Walz motion to delete item d from the criteria was APPROVED. A Zuraikat-Walz motion to postpone debate on the criteria for honors courses until the next meeting of the Senate was considered and after some discussion it was WITHDRAWN.

The Senate APPROVED a motion by senator Walz to amend criteria e as follows:

- e. Honors courses will be limited to a maximum enrollment of 20 Honors College students. However, at the discretion of the instructor and his/her department, an honors course which is unable to fill with students enrolled in the Honors College will be allowed to enroll non-honors college students who meet criteria developed by the Honors College Committee. These non-honors college students would receive the "H" prefix for the course on their transcript.

It is our recommendation that this option be used primarily for upper-level, discipline-specific courses where there may not be enough majors in the Honors College to fill, for example, a 300-level biology course with all of its prerequisites. This option also provides a way of increasing student and faculty participation in the Honors College beyond those students officially accepted into the total program.

At 5:00 PM the Senate APPROVED a Duntley-Curey motion to extend debate for 15 minutes.

A Goldstein-Taiani motion to postpone debate on the criteria for

honors courses until the next meeting of the Senate was considered. The Senate then APPROVED to close debate on the Goldstein-Taiani motion and then DEFEATED the motion to postpone debate on the criteria for honors courses.

A Duntley-Lynch motion to close debate on the criteria for honors courses was voted on. Chairperson Rafoth called for division and a count of the votes revealed that the motion was APPROVED with 64 votes in favor, 18 opposed and 3 abstentions.

The senate then APPROVED the following four criteria for all honors courses:

- a. Honors courses will evidence commitment to an interactive pedagogy and the characteristics described in the Planning Document. Proposals should at a minimum show evidence of an integrative learning environment (synthesis skills) that promote student discovery of models or learning paradigms.
- b. Honors courses will evaluate students in accordance with the principles of an interactive pedagogy. Honors courses should emphasize student projects, presentations and papers. A minimum of 33% of the final grade in H courses will be based on presentations, writing assignments and/or performance. Additionally, it is presumed that the honors courses will rely primarily on essay examinations.
- c. Honors courses should emphasize qualitative rather than quantitative differences in matters of course content. Without ignoring the basic skills taught in more traditional courses, they should focus on increasing the depth rather than breadth of material covered.
- d. Honors courses will be limited to a maximum enrollment of 20 Honors College students. However, at the discretion of the instructor and his/her department, an honors course which is unable to fill with students enrolled in the Honors College will be allowed to enroll non-honors college students who meet criteria developed by the Honors College Committee. These non-honors college students would receive the "H" prefix for the course on their transcript.

It is our recommendation that this option be used primarily for upper-level, discipline-specific courses where there may not be enough majors in the Honors College to fill, for example, a 300-level biology course with all of its prerequisites. This option also provides a way of increasing student and faculty participation in the Honors College beyond those students officially accepted into the total program.

The Meeting was adjourned at 5:15 P.M.

Respectfully submitted,

Francisco Alarcón
University Senate