

FIFTH

ANNUAL REPORT

ACKNOWLEDGMENTS

Appreciation is expressed to Mrs. Carolyn Hasselwood and Mrs. Janis Matthews for their assistance in the compilation of the data for this report. The cover photograph was supplied by Mr. Russell Wood. We thank members of the Dupilowicz Section of the College for their work in publishing this report. We are grateful to faculty, department heads and others in furnishing the data so essential for a report of this kind.

OF THE

VICE PRESIDENT

FOR

ACADEMIC AFFAIRS

EDINBORO STATE COLLEGE
Edinboro, Pennsylvania 16444

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INTRODUCTION

This is the fifth in a series of annual academic reports published by the Office of the Vice-President for Academic Affairs. The purpose of these reports is to provide information about various facets of the college that would be of interest to those concerned with its development. In addition they will contain up-to-date information that will be of value in preparing reports for various agencies and groups in the future.

Edinboro State College was established primarily to serve the Northwestern Pennsylvania region. However, students now come from all counties of the state as well as from other states. The college has experienced an accelerating growth rate in both faculty and students over the past five years. As of the Fall of 1973, the college enrolled 7006 students and employed 473 professional staff members.

Until recently the chief objective of the college was the education and preparation of classroom teachers for the schools of the Commonwealth. With the implementation of programs in other disciplines, Edinboro has become a multi-purpose institution of higher learning serving the educational needs of Northwestern Pennsylvania, the Commonwealth, and the nation. The college operates off-campus centers in Farrell and Warren, Pennsylvania, making higher educational opportunity available to a larger number of students. Programs in elementary and secondary education, and in the arts, humanities, and sciences curricula are available at these centers. After two years, students may transfer to the main campus.

The college is organized into 4 branches: Academic Affairs, College Development, Student Personnel Services, and Support Services. Presently the college has five schools: The School of Arts and Humanities, the School of Behavioral and Social Sciences, the School of Education, the School of Science and Mathematics, and the School of Graduate Studies.

DIVISIONS, DEPARTMENTS, AND AREAS CONTAINED WITHIN THE SCHOOLS,
ARE AS FOLLOWS:

School of Arts and Humanities

Art
English
Foreign Languages
Music/Drama
Philosophy
Speech

School of Behavioral and Social Sciences
Behavioral Sciences Division

Counselor Education
Psychology
Special Education

Social Sciences Division

Economics
Geography
History
Political Science
Sociology/Anthropology

School of Education

Educational Development Center
Educational Foundations
Elementary Education
Health and Physical Education
Library Science
Secondary Education
Field Experiences and Teacher
Placement

School of Science and Mathematics

Biology
Chemistry
Earth Sciences
Mathematics
Nursing
Physics
Medical Technology Program

School of Graduate Studies

It is anticipated that Edinboro State College will continue to provide expanded services to the region. Through provision of such services the college can increasingly meet its leadership responsibilities in the years ahead.

FOLLOWING ARE THE PROGRAMS OFFERED AT THE UNDERGRADUATE LEVEL:

SCHOOL OF ARTS AND HUMANITIES

Bachelor of Arts

Art History
Drama
English
French
German
Journalism
Focus

Music

Russian
Spanish
Speech Communication
Philosophy

Bachelor of Fine Arts

Art (Painting)
(Drawing)
(Printmaking)
(Communication Graphics)
(Cinema)
(Photography)
(Ceramics)
(Sculpture)
(Jewelry/Metalsmithing)
(Crafts Wood/Furniture)
(Weaving in Fibers)
(Textile Design)
(Multi Media)

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES

Bachelor of Arts

Anthropology	History	Psychology	Social Services
Economics	Political Science	Social Sciences	(Social Work)
Geography	Pre-Law	Sociology	Urban Studies
Criminal Justice Focus			Black Studies
Economics/Accounting		Economics/Business	

SCHOOL OF EDUCATION

Bachelor of Science in Education

Elementary Education:

Grades K-12
Art Education (B.S. in Art Ed.)
Dental Hygiene
Library Science
Music Education
Speech and Hearing
Health and Physical
Education

Secondary Education:

Biology
Chemistry
Communications Arts
Earth and Space Sciences
English
French
General Science
German
Mathematics
Mathematics - Physics
Physics
Spanish
Social Studies

SCHOOL OF SCIENCE AND MATHEMATICS

Bachelor of Arts or Bachelor of Science

Biology	Medical Technology
Chemistry	Nursing
Co-operative Engineering	Physics
Earth Sciences	Pre-Dental
Geology	Pre-Medical
Mathematics	

FOLLOWING ARE THE PROGRAMS OFFERED AT THE GRADUATE LEVEL:

Master of Education

Art
Biological Science
Earth Sciences
Educational Psychology
Elementary Education
Elementary Guidance and Counseling
Elementary School Administration
English
Mathematics
Mental Retardation
Music
Reading
Secondary School Administration
Secondary Guidance and Counseling
Social Studies

Master of Arts

English
History
Political Science

Master of Science

Biology
Mathematics

CERTIFICATION MAY ALSO BE OBTAINED AS A
SCHOOL PSYCHOLOGIST, READING SUPERVISOR,
READING SPECIALISTS, ELEMENTARY PRINCIPAL,
AND SECONDARY PRINCIPAL

S.A.T. PROFILES OF ENTERING FRESHMEN (SEPTEMBER 1966-1973)*

	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
Verbal	460	481	493	511	503	501	472	431
Mathematics	476	476	492	514	507	504	483	460
TOTALS	936	957	985	1025	1010	1005	955	891

For purpose of comparison, the average CEEB scores of college-bound seniors:

	<u>1972</u>	<u>1973</u>	<u>1974</u>
Verbal	453	445	444
Math	<u>484</u>	<u>481</u>	<u>480</u>
Total	937	926	924

* All S.A.T. scores are median scores.

PROFILES OF ENTERING FRESHMEN BY RANK IN HIGH SCHOOL GRADUATING CLASS (1966-1973)*

	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
Upper fifth	31	34	34	41	41	44	38	26
Second fifth	38	40	38	34	36	29	25	32
Third fifth	28	25	26	23	17	22	26	29
Fourth fifth	4	1	2	2	4	4	8	10
Lower fifth	0	0	0	4	2	1	3	3

*Figures are expressed in percentages rounded off to the nearest whole percent.

SCHOLASTIC APTITUDE TEST PROFILES OF ENTERING FRESHMEN IN TEACHER EDUCATION
AND NON-TEACHER EDUCATION (MAIN CAMPUS) 1966-1973*

	1966		1967		1968		1969		1970		1971		1972		1973	
	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.
1300 and above	1	0	0	0	1	1	1	1	0	1	1	0	0	1	0	0
1100-1299	11	1	13	14	17	18	12	23	16	14	9	11	10	11	9	10
900-1099	53	39	57	62	61	59	71	58	60	66	64	62	49	53	37	40
700-899	35	59	30	24	21	22	16	18	22	17	25	26	37	30	47	43
Below 700	0	1	0	0	0	0	0	0	2	2	1	1	4	5	7	7

*Figures are expressed in percentages rounded off to the nearest whole percent.

PROFILES OF ENTERING FRESHMEN (ON CAMPUS) IN TEACHER EDUCATION
AND NON-TEACHER EDUCATION BY RANK IN HIGH SCHOOL GRADUATING CLASS (1966-1973)*

	1966		1967		1968		1969		1970		1971		1972		1973	
	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.	T.E.	N.T.E.
Upper fifth	34	20	35	28	30	47	39	48	44	34	47	40	41	40	28	28
Second fifth	39	32	41	35	42	26	36	26	36	35	31	26	28	22	37	31
Third fifth	24	41	23	33	26	23	24	20	15	23	18	28	25	27	27	27
Fourth fifth	3	7	1	4	1	4	1	5	4	6	3	5	5	8	6	11
Lower fifth	0	0	0	0	0	0	0	1	1	2	1	1	1	3	2	3

*Figures are expressed in percentages rounded off the nearest whole percent.

ADMISSION SUMMARY JUNE 1973/JANUARY 1974

A total of 109 new freshmen were enrolled in the fifth annual June/January class. This is the smallest number of students enrolled in this program since its formation and reflects a trend of non-availability of students for this kind of an admissions offer. The male/female ratio was remarkably even with 54% (59) female and 46% (50) male students enrolled. Diminishing numbers of interested students has caused a somewhat lower aptitude as indicated by college board scores and scholastic ability as represented by high school class rank. The personal qualities of this class, as indicated by counselors and teachers, would indicate that this class is as strong as any given past class.

The 109 freshmen were from 20 counties and represented 80 different high schools throughout Pennsylvania. There were also 3 out-of-state students enrolled in this class. Allegheny county led all others with 43 students enrolled while Westmoreland contributed 10 and McKean added 5 students.

RANK IN HIGH SCHOOL GRADUATING CLASS

	<u>Teacher Education</u>	<u>Liberal Arts</u>
Upper 1/5	0 %	0 %
Upper 2/5	17	5
Upper 3/5	36	21
Upper 4/5	40	58
Upper 5/5	6	16

S.A.T. PROFILES

	<u>Teacher Education</u>	<u>Liberal Arts</u>
1099-900	6 %	10 %
899-700	58	74
Below 700	36	16

ADMISSIONS STATISTICS FOR BLACK STUDENTS - SEPTEMBER, 1970 - SEPTEMBER, 1973

	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
NUMBER WHO APPLIED	80	126	127	178
NUMBER ACCEPTED	61	105	119	112
NUMBER ENROLLED	51	68	75	70
NUMBER OF "NO SHOWS"	10	26	23	26
NUMBER FAILING TO COMPLETE APPLICATION	14	17	6	52
NUMBER REJECTED	5	4	2	14
NUMBER CANCELLED				16

1973 The 178 black applicants represent 4.71 percent of the total of 3778 applications processed. The percentage of black applicants accepted was 62.9 as compared to 78.45 for the total freshman class. The percentage of black individuals who failed to complete their applications was 29.2 as compared with 6.43 percent for the total freshman class. The 26 students who did not report for enrollment ("no shows") represent 23 percent of black students accepted, as compared with 4.18 percent of the total freshman class.

1972 The 127 black applicants represent 3.35 percent of the total of 3784 applications processed. The percentage of black applicants accepted was 93.70 as compared to 71.96 for the total freshman class. The percentage of black individuals who failed to complete their applications was 4.72 as compared with 7.97 percent for the total freshman class. The 23 students who did not report for enrollment ("no shows") represent 19 percent of black students accepted, as compared with 2.10 percent of the total freshman class.

1971 The 126 black applicants represent 3.3 percent of the total of 3858 applications processed for the Main Campus. The percentage of black applicants accepted was 83.3 as compared to 63.97 for the total freshman class. The percentage of black individuals who failed to complete their applications was 13.5 as compared with 3.75 percent for the total freshman class. The 26 students who did not report for enrollment ("no shows") represent 25 percent of black students accepted, as compared with 5.5 percent "no shows" for the total freshman class.

1970 The 80 black applicants represent 2.2 percent of the total of 3593 applications processed for the Main Campus. The percentage of black applicants accepted was 76.2 as compared to 34.4 for the total freshman class. The percentage of black individuals who failed to complete their applications was 17.5 as compared with .86 percent for the total freshman class. The 10 students who did not report for enrollment ("no shows") represent 16.4 percent of black students accepted, as compared with 2.4 percent "no shows" for the total freshman class.

FRESHMAN ORIENTATION

All incoming freshmen and some transfer students were invited to attend an orientation session. The dates were October 22 - 25 inclusive; April 17, 18, 19, 23, 25, 26, 29, 30 and May 2. A final series was conducted June 17 - 19.

Students and, in most cases, one or more of their parents attended. The Student Personnel Services staff was in charge of the morning sessions.

The Vice-President for Academic Affairs assisted by the Deans of Schools conducted the afternoon sessions which lasted from 1 to 3 p.m. These periods resulted in the preparation of 1500 proposed schedules for the Fall.

On 31 May there were 1650 freshmen accepted indicating a very high response by the prospective students. Additionally, 130 transfer students were met by a member of the Vice President's staff who made or arranged for the making of schedules.

Tallying the student class request provided definitive information regarding demand for use of the Scheduling Officer.

UNDERGRADUATE AND GRADUATE ENROLLMENT AT EDINBORO STATE COLLEGE

	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
<u>Full Time Undergraduate</u>						
<u>Total Enrolled</u>	5,510	5,816	5,615	5,862	6,025	5,943
Black	56	63	110	114	135	133
Black Percentage	1.01	1.08	1.95	1.94	2.24	2.24
<u>Part Time Undergraduate</u>						
<u>Total Enrolled</u>		343	501	352	411	237
Black				6		6
Black Percentage				1.70		2.53
<u>Full Time Graduate</u>						
<u>Total Enrolled</u>		47	56	40	89	112
Black		1		1	5	4
Black Percentage		2.12		2.50	5.55	3.57

EDINBORO STATE COLLEGE ADMISSIONS STATISTICS FOR BLACK STUDENTS
FOR 1970, 1971, 1972, and 1973

Number of Black Students Enrolled	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
	51	68	75	70
Per Cent of Freshman Class	4.28	4.51	5.42	7.85

INTRODUCTORY COURSES IN VARIOUS SUBJECT AREAS ARE DEFINED AS FOLLOWS:

<u>Art</u> AE101 Intro. to Art AR111,112 Design I & II AR115,136 Drawing I & II AR122 Art History I	<u>Biology</u> SB100 Man and Nature SB101 Basic Biology SB102 Plants, Animals and the Environment SB103 Principles of Biology	<u>Chemistry</u> SC100-101 Principles of Chemistry I & II SC102 Elements of Chemistry I SC200-201 General Chemistry I & II
<u>Computer Science</u> CS117 Elementary Programming	<u>Drama</u> DR203 Fund. of Acting DR218 Intro. to Theatre	<u>Earth Science</u> GS109 Atmospheric and Space Science GS111, General Geology I & II 112 GS209 Meteorology I
<u>Counselor Education</u> CG011 Career Orientation	<u>English</u> ES101-102 English I & II ES250 Intro. to Literature of Drama ES251 Intro. to Fiction ES252 Intro. to Poetry ES253 Intro. to Non-Fiction ES260 W. Lit. I ES261 W. Lit. II ES262 W. Lit. III	<u>Elementary Education</u> EE275 Early Childhood Education
<u>Economics</u> EC100 Elements of Economics EC105 Consumer Economics EC110 Accounting I EC120 Accounting II EC200-220 Princ. of Econ.	<u>Geography</u> GE101 World Geography GE130 Cultural Geography	<u>Health and Physical Education</u> HP105 Health HP01-02-03 Physical Education HP122 Intro. & Prin. of H. & P.E. HP130 Personal Hygiene
<u>Foreign Language</u> FL101-102 French I & II FL103 Reading French FL105 Intensive Beginning French FL211 Diction for Music Students GL101-102 German I & II GL103 Reading German I GL355 Post WWII German Literature RL101-102 Russian I & II RL103 Reading Russian I RL353 Russian Lit. in Translation SL101-102 Spanish I & II		

INTRODUCTORY COURSES IN VARIOUS SUBJECT AREAS ARE DEFINED AS FOLLOWS:

History

HI101-102 World Civ. I & II
HI200 Intro. to History
HI261 History of U.S. I to 1876
HI262 History of U.S. II from 1876

Music

MU100 Series Courses in Applied Music
MU101 Intro. to Music
MU102 Survey of Music
MU103 Man and His Music
MU201 Fund. of Music
MU203 Elementary Music Theory I
MU300 Music Theory I

Physics

SP101-102 Physical Science I & II
SP103-104 Physics I & II
SP150 Physics Orientation
SP271 Frontiers in Astronomy
SP272 Solar System

Safety Education

SF253 Intro. to Safety Education

Library Science

LS102 Library in the School

Nursing

NU201 Path/Sci Practice
NU203 Nursing Process I

Political Science

PO200 Intro. to Government
PO201 American Government

Speech

DS107 Fundamentals of Speech

Mathematics

MA101 Foundations of Math
MA102 Structure of the Number system
(EE only)
MA105 College Algebra
MA106 College Trigonometry
MA107 Pre-Calculus Math

Philosophy

PH200 Intro. to Philosophy
PH201 Intro. to Logic

Psychology

PS101 General Psychology

Sociology/Anthropology

SO200 Principles of Sociology
SO280 Intro. to Anthropology
CJ200 Intro. to Law Enforcement

AVERAGE CLASS SIZE IN VARIOUS SUBJECT AREAS*
(First Semester 1973-1974)

Area	Total No. of Sections	Total No. of Students	No. of Students in Intro. Courses	No. of Students in Adv. Courses	Avg. No. of Students in:		
					Intro. Courses	Adv. Courses	Combined Courses
Art	139	3047	1307	1740	34	17	22
Biology	73	1593	1132	461	27	15	22
Chemistry	29	472	352	120	19	12	16
Chinese	1	12	12	0	12	0	12
Computer Science	5	112	104	8	26	8	22
Counselor Education	34	915	354	561	35	23	27
Drama	9	233	61	172	31	25	26
Earth Science	32	603	502	101	20	14	19
Economics	17	439	400	39	29	13	26
Educational Foundations	26	795	0	795	0	30	30
Elementary Education	79	2020	33	1987	26	11	26
English	148	3016	2135	881	20	20	20
Field Experiences and Teacher Placement	59	883	0	883	0	15	15
French	11	195	123	72	25	12	18
Geography	35	1029	492	537	31	28	29
German	8	124	104	20	17	10	15
Health and Physical Education	109	2539	2054	485	22	28	23
History	72	1945	1398	547	29	23	27
Library Science	17	265	30	235	15	16	16
Mathematics	81	2048	1309	739	29	21	25
Medical Technology	3	54	0	54	0	18	18
Music	106	1811	1097	714	20	14	17
Nursing	6	48	28	20	14	5	8
Philosophy	38	1179	904	275	32	27	31
Physics	44	786	661	125	21	10	18
Political Science	34	740	450	290	28	16	22
Psychology	58	1744	566	1178	35	28	30
Russian	6	93	54	39	18	13	16
Safety Education	7	134	47	87	24	17	19
Social Work	7	120	0	120	0	17	17
Sociology/Anthropology	44	1191	765	426	29	24	27
Spanish	16	344	222	122	32	14	22
Special Education	57	1019	0	1019	0	18	18
Speech	27	646	446	200	28	18	24
Total	1434	32088	17142 (680)	14946 (754)	25	20	22

* All College Average Number of Students per section = 22

AVERAGE CLASS SIZE IN VARIOUS SUBJECT AREAS*
(Second Semester 1973-74)

Area	Total No. of Sections	Total No. of Sections	No. of Students in Intro. Courses	No. of Students in Adv. Courses	Avg. No. of Students in:		
					Intro. Courses	Adv. Courses	Combined Courses
Art	139	2587	807	1780	23	17	18
Biology	61	1045	517	528	20	15	17
Chemistry	25	393	261	132	17	13	16
Chinese	1	2	2	0	2	0	2
Computer Science	5	120	113	7	29	7	24
Counselor Education	30	715	49	665	25	25	24
Drama	9	192	54	138	27	20	21
Earth Science	28	517	406	111	21	12	18
Economics	19	388	328	60	23	12	20
Educational Foundations	25	787	0	787	0	31	31
Elementary Education	82	2160	0	2160	0	26	26
English	131	2554	1679	875	21	17	19
Field Experiences and Teacher Placement	49	986	0	986	0	20	20
French	11	97	37	60	12	8	9
Geography	36	1043	444	599	32	27	29
German	9	143	103	40	17	13	16
Health & Physical Education	86	1956	1557	399	24	20	23
History	75	1710	995	715	25	20	23
Library Science	16	215	0	215	0	13	13
Mathematics	78	1752	814	938	26	20	22
Medical Technology	5	100	0	100	0	20	20
Music	107	1662	742	920	14	16	16
Nursing	8	144	0	144	0	18	18
Philosophy	37	1084	679	405	28	31	29
Physics	41	698	468	230	16	20	17
Political Science	34	676	323	353	19	21	20
Psychology	58	1721	467	1254	33	28	29
Russian	7	76	58	18	12	9	11
Safety Education	8	194	0	194	0	24	24
Social Work	8	173	0	173	0	21	21
Sociology/Anthropology	46	1511	1101	410	35	27	33
Spanish	14	291	204	87	29	12	21
Special Education	56	1026	0	1026	0	18	18
Speech	27	556	320	236	25	0	21
Total	1371	29274	12528	16746	23	20	21

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UNDERGRADUATE GRADE DISTRIBUTIONS BY SCHOOL AND DEPARTMENT*
1970 - 1973

SCHOOL OF ARTS AND HUMANITIES

		<u>1971-72</u>		<u>Summer, 1972</u>			<u>1972-73</u>		<u>Summer, 1973</u>			<u>1973-74</u>	
		<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>
Art	A.	18	23	40	25	31	20	24	34	33	47	22	20
	B.	37	35	42	40	38	35	36	46	44	38	35	38
	C.	32	28	19	21	19	30	28	15	18	10	28	27
	D.	6	6	0	3	6	7	5	2	2	0	5	6
	F.	5	5	0	4	4	5	5	2	3	0	6	6
English	A.	10	15	26	13	20	12	12	9	26	9	11	13
	B.	33	33	37	32	23	32	31	17	39	35	32	36
	C.	42	36	24	38	41	40	39	64	27	49	40	37
	D.	9	9	10	12	11	8	9	7	5	1	8	6
	F.	4	5	2	5	4	6	6	1	2	3	7	7
Foreign Languages	A.	24	27	80	36	0	28	27	40	35	100	26	25
	B.	29	31	20	28	0	33	38	40	31	0	38	32
	C.	27	24	0	24	0	24	23	10	8	0	21	28
	D.	10	8	0	0	0	5	5	0	12	0	6	5
	F.	7	7	0	12	0	5	5	0	8	0	6	7
Music and Drama	A.	19	23	55	30	18	24	23	35	23	13	20	23
	B.	35	32	18	39	27	31	33	37	33	30	36	40
	C.	30	29	18	20	32	29	26	22	25	43	27	25
	D.	9	8	9	6	14	7	8	4	5	10	8	6
	F.	6	6	0	3	9	6	8	2	4	3	7	4
Philosophy	A.	19	15	17	16	38	13	18	21	15	14	16	14
	B.	46	42	46	33	38	35	39	46	38	46	34	34
	C.	27	31	33	48	15	41	31	33	35	14	34	36
	D.	4	5	0	0	4	4	5	0	5	4	7	6
	F.	2	3	0	1	2	3	4	0	5	11	5	4

* Percentages of A, B, C, D and F grades do not add to 100% because X, Y and Z grades are not included in these distributions. All figures are rounded off to the nearest whole percent.

		<u>1971-72</u>		<u>Summer, 1972</u>			<u>1972-73</u>		<u>Summer, 1973</u>			<u>1973-74</u>	
		<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>
Speech	A.	12	21	21	17	13	18	14	18	13	16	10	11
	B.	35	27	28	26	28	33	41	55	27	26	24	30
	C.	40	38	42	36	22	37	32	18	24	58	33	34
	D.	6	7	0	4	8	5	7	9	2	0	6	4
	E.	5	5	0	5	8	6	5	0	3	0	4	3

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES

Behavioral Science Division

Counselor	A.	12	15	0	13	21	11	12	64	0	0	14	14
Education	B.	26	26	0	17	29	26	25	9	0	0	23	20
	C.	40	38	0	48	33	43	46	9	0	0	36	36
	D.	14	15	0	13	17	10	10	9	0	0	12	13
	E.	6	6	0	4	0	7	6	0	0	0	5	6

Psychology	A.	12	14	14	14	14	12	16	23	27	22	15	18
	B.	30	28	36	30	32	28	29	32	34	34	31	32
	C.	42	41	40	37	46	42	35	34	24	31	38	36
	D.	10	10	9	12	4	11	12	8	5	12	9	4
	E.	4	6	1	5	4	5	6	2	4	0	5	4

Special	A.	17	19	36	21	41	18	21	32	32	45	21	22
Education	B.	38	36	29	32	20	43	39	66	43	49	44	44
	C.	35	36	27	34	20	31	33	1	19	6	27	24
	D.	5	5	4	6	0	5	4	0	2	0	4	3
	E.	3	2	2	3	4	2	2	0	1	0	2	4

Social Sciences Division

Economics	A.	9	17	14	13	11	13	9	9	25	20	15	13
	B.	22	23	20	27	67	26	33	24	35	60	27	32
	C.	39	45	54	36	22	38	33	55	20	20	30	32
	D.	19	16	9	22	0	15	15	9	10	0	15	12
	E.	9	7	3	0	0	6	9	3	8	0	9	10

		<u>1971-72</u>		<u>Summer, 1972</u>			<u>1972-73</u>		<u>Summer, 1973</u>			<u>1973-74</u>	
		<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>
Geography	A.	10	11	17	19	25	10	15	21	20	21	12	12
	B.	28	34	36	37	52	31	32	37	43	31	34	33
	C.	43	36	47	37	21	43	37	42	39	38	34	24
	D.	10	11	0	4	2	8	7	2	1	21	7	9
	F.	6	7	0	1	0	7	7	2	0	3	4	5
History	A.	9	8	10	12	5	10	11	14	12	4	11	14
	B.	30	31	34	33	29	29	31	38	40	26	31	37
	C.	40	37	43	37	48	39	36	33	27	63	37	30
	D.	12	14	12	12	13	12	12	9	13	7	10	9
	F.	6	9	1	5	4	8	8	4	4	0	8	7
Political Science	A.	8	10	4	11	10	8	9	12	8	4	12	12
	B.	27	28	25	31	40	26	30	35	26	25	25	28
	C.	41	37	34	37	33	42	41	43	33	46	32	35
	D.	16	14	26	13	17	14	12	8	19	25	17	14
	F.	6	8	11	8	0	8	7	2	11	0	11	8
Sociology Anthropology	A.	9	12	25	18	7	9	11	12	18	11	12	14
	B.	29	32	24	33	47	30	28	58	41	43	34	37
	C.	45	43	48	41	43	45	45	22	34	42	39	35
	D.	11	9	1	4	3	10	11	6	6	2	9	8
	F.	3	2	1	1	0	4	3	1	0	0	3	4
SCHOOL OF EDUCATION													
Educational Foundations	A.	7	14	15	24	14	11	13	27	11	9	17	18
	B.	36	35	55	40	43	38	42	42	30	44	39	37
	C.	48	42	28	29	39	41	38	28	53	34	37	37
	D.	4	5	1	5	2	5	2	1	0	7	3	3
	F.	2	3	0	2	2	2	3	0	1	4	4	3
Elementary *	A.	26	24	33	26	38	27	31	29	28	36	24	27
	B.	45	47	51	49	39	47	44	46	47	36	46	44
	C.	23	24	14	21	21	20	22	24	20	24	26	24
	D.	2	2	0	2	0	2	2	0	3	4	2	3
	F.	2	2	0	2	0	2	0	1	2	1	1	1

* Includes the Miller Research Learning Center.

		<u>1971-72</u>		<u>Summer, 1972</u>			<u>1972-73</u>		<u>Summer, 1973</u>			<u>1973-74</u>	
		<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>
Field Experiences and Teacher Placement	A.	44	42	0	0	0	47	19	0	89	0	48	46
	B.	51	51	0	0	0	47	34	0	11	0	45	44
	C.	5	5	0	0	0	5	31	0	0	0	6	7
	D.	0	0	0	0	0	0	8	0	0	0	0	1
	F.	0	0	0	0	0	0	5	0	0	0	0	0
Health & Physical Education	A.	28	34	38	37	34	30	28	36	32	34	29	31
	B.	38	39	54	41	43	40	41	55	44	47	43	40
	C.	26	21	8	17	17	21	21	9	22	17	19	19
	D.	4	2	1	1	3	3	4	0	0	1	3	3
	F.	3	2	0	4	3	4	4	1	2	1	4	4
Library Science	A.	26	30	40	29	24	21	30	50	40	31	35	35
	B.	36	45	45	36	35	50	39	33	35	31	39	39
	C.	31	16	15	27	29	25	24	17	19	38	21	19
	D.	2	4	0	2	6	0	4	0	2	0	1	6
	F.	3	5	0	3	0	0	2	0	3	0	3	1

SCHOOL OF SCIENCE AND MATHEMATICS

Biology	A.	12	12	8	17	21	9	13	20	17	16	10	12
	B.	29	28	31	33	36	25	27	36	38	30	25	29
	C.	36	38	44	37	32	36	38	33	27	41	34	32
	D.	13	12	13	11	7	15	12	9	10	14	15	11
	F.	8	7	1	1	3	8	7	0	7	0	8	9
Chemistry	A.	19	15	33	17	33	11	15	20	10	28	11	16
	B.	24	25	44	25	17	24	24	30	23	11	21	25
	C.	31	31	11	17	50	28	26	30	38	22	27	29
	D.	11	15	0	17	0	15	18	20	19	33	16	12
	F.	13	12	0	7	0	17	14	0	8	0	22	15
Earth Science	A.	11	12	11	13	13	11	15	19	12	20	12	15
	B.	24	24	34	29	30	25	27	22	35	41	24	29
	C.	39	37	30	37	40	35	33	42	35	34	34	32
	D.	17	14	11	14	13	15	15	12	10	2	16	10
	F.	7	11	6	5	4	11	8	3	8	0	11	13

		<u>1971-72</u>		<u>Summer, 1972</u>			<u>1972-73</u>		<u>Summer, 1973</u>			<u>1973-74</u>	
		<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>
Mathematics	A.	13	13	12	15	19	14	15	14	13	14	19	19
	B.	25	27	25	35	18	23	27	36	20	44	29	25
	C.	30	30	39	28	44	33	29	35	36	30	28	29
	D.	16	15	18	10	15	15	15	8	17	4	13	13
	F.	13	14	1	8	4	12	11	6	9	8	10	12
Nursing	A.	0	0	0	0	0	0	0	0	0	0	19	28
	B.	0	0	0	0	0	0	0	0	0	0	31	42
	C.	0	0	0	0	0	0	0	0	0	0	42	25
	D.	0	0	0	0	0	0	0	0	0	0	2	2
	F.	0	0	0	0	0	0	0	0	0	0	0	1
Physics	A.	11	13	17	19	3	13	16	24	16	25	10	12
	B.	25	30	31	41	21	27	32	42	29	25	35	34
	C.	46	39	39	23	56	39	34	27	35	42	36	34
	D.	10	11	11	9	9	11	11	4	13	8	11	13
	F.	5	5	3	6	9	7	6	1	0	0	5	6
TOTAL COLLEGE	A.	16	18	23	19	21	17	19	24	22	23	18	19
	B.	34	34	39	36	36	33	34	42	38	39	34	35
	C.	34	32	29	32	32	33	31	27	27	30	31	30
	D.	9	8	6	8	7	8	8	4	6	5	8	7
	F.	5	6	1	4	3	6	5	1	3	2	6	6

CUMULATIVE GRADE DISTRIBUTION FOR EDINBORO STATE COLLEGE
07/16/74

	A	B	C	D	F	R	X	Y	Z	N	P	U	TOTAL	%A	%B	%C	%D	%F	%R	%X	%Y	%Z	%N	%P	%U
2 SEM 73-74	5400	9826	8205	1968	1554	68	289	283	33	2	148	4	27780	19	35	30	7	6	0	1	1	0	0	1	0
1 SEM 73-74	5514	10509	9430	2440	1838	74	342	421	49	1	133	0	30791	18	34	31	8	6	0	1	1	0	0	0	0
2 SEM 72-73	5830	10280	9337	2410	1653	0	226	339	31	0	0	0	30106	19	34	31	8	5	0	1	1	0	0	0	0
1 SEM 72-73	5442	10471	10687	2683	1854	0	0	0	0	0	0	0	32000	17	33	33	8	6	0	0	0	0	0	0	0
2 SEM 71-72	5776	10697	10173	2625	1767	0	0	0	0	0	0	0	31700	18	34	32	8	6	0	0	0	0	0	0	0
1 SEM 71-72	5236	10811	10967	2784	1600	0	0	0	0	0	0	0	32000	16	34	34	9	5	0	0	0	0	0	0	0
2 SEM 70-71	4811	10060	10701	2854	1657	0	0	0	0	0	0	0	30600	16	33	35	9	5	0	0	0	0	0	0	0
1 SEM 70-71	4461	9799	10975	3169	1997	0	0	0	0	0	0	0	31100	14	32	35	10	6	0	0	0	0	0	0	0
2 SEM 69-70	4278	9328	10409	2999	1913	0	0	0	0	0	0	0	29500	15	32	35	10	6	0	0	0	0	0	0	0
1 SEM 69-70	4416	9688	11343	3281	2064	0	0	0	0	0	0	0	31500	14	31	36	10	7	0	0	0	0	0	0	0
2 SEM 68-69	3747	8650	10474	2832	1244	0	0	0	0	0	0	0	27400	14	32	38	10	5	0	0	0	0	0	0	0
1 SEM 68-69	3435	8690	11307	3184	1339	0	0	0	0	0	0	0	28600	12	30	40	11	5	0	0	0	0	0	0	0
2 SEM 67-68	2841	7628	9287	2542	919	0	0	0	0	0	0	0	23600	12	32	39	11	4	0	0	0	0	0	0	0
1 SEM 67-68	2564	7666	9549	2478	725	0	0	0	0	0	0	0	23700	11	32	40	10	3	0	0	0	0	0	0	0
2 SEM 66-67	2289	6295	8206	2175	707	0	0	0	0	0	0	0	20300	11	31	40	11	3	0	0	0	0	0	0	0
1 SEM 66-67	2331	6460	9019	2432	565	0	0	0	0	0	0	0	21500	11	30	42	11	3	0	0	0	0	0	0	0
1 SEM 65-66	1709	5522	7414	1855	475	0	0	0	0	0	0	0	17500	10	32	42	11	3	0	0	0	0	0	0	0
2 SEM 64-65	1415	4538	5592	1361	316	0	0	0	0	0	0	0	13500	10	34	41	10	2	0	0	0	0	0	0	0
1 SEM 64-65	1466	4707	6040	1496	318	0	0	0	0	0	0	0	14400	10	33	42	10	2	0	0	0	0	0	0	0
2 SEM 63-64	1350	4232	5552	1256	263	0	0	0	0	0	0	0	12900	10	33	43	10	2	0	0	0	0	0	0	0
1 SEM 63-64	1398	4180	5664	1349	281	0	0	0	0	0	0	0	13300	11	31	43	10	2	0	0	0	0	0	0	0
2 SEM 62-63	1081	3826	5419	1147	301	0	0	0	0	0	0	0	12000	9	32	45	10	3	0	0	0	0	0	0	0
1 SEM 62-63	1158	3827	5615	1244	302	0	0	0	0	0	0	0	12400	9	31	45	10	2	0	0	0	0	0	0	0
2 SEM 61-62	892	3068	4537	1082	268	0	0	0	0	0	0	0	9800	9	31	46	11	3	0	0	0	0	0	0	0
1 SEM 61-62	951	3244	4937	1133	291	0	0	0	0	0	0	0	10500	9	31	47	11	3	0	0	0	0	0	0	0
2 SEM 60-61	719	2473	3979	877	230	0	0	0	0	0	0	0	8200	9	30	49	11	3	0	0	0	0	0	0	0
1 SEM 60-61	747	2627	3878	1064	279	0	0	0	0	0	0	0	8500	9	31	46	13	3	0	0	0	0	0	0	0

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ATTRITION IN VARIOUS CURRICULA 1966-74*

CURRICULUM	Entered Sept. 1967	Graduated May, 1971	Entered Sept. 1968	Graduated May, 1972	Entered Sept. 1969	Graduated May, 1973	Entered Sept. 1970	Graduated May, 1974
Art Education	140	67	161	76	132	80	129	71
Dental Hygienist+	0	2	0	0	0	2	0	0
Elementary Education	426	273	496	301	495	312	407	234
Health & Physical Education	0	0	38	16	30	19	26	12
Liberal Arts **	214	59	372	95	313	127	372	145
Library Science	24	9	24	17	20	12	20	12
Medical Technology	0	0	0	8	23	8	36	9
Music Education	0	3	8	8	28	22	29	13
Nursing	0	0	0	0	0	0	14	0
Public School Nurse+	0	2	0	1	0	0	0	0
Secondary Education***	341	143	370	156	426	133	374	44
Speech & Hearing Therapy++	0	21	0	21	33	32	38	35
Total College	1145	579	1469	699	1500	747	1445	575

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* Transfer students are included in the number graduating in various curricula. However, data on entering students do not include transfers. In addition, some students were graduated in curricula that were different from those in which they were enrolled originally due to internal transfer.

** Liberal Arts

Entered Sept. 1970

Liberal Arts Graduated May, 1974 - Total 145

372

Arts and Sciences	43	B.A. Philosophy	9	B.F.A.	2
B.A. English	3	B.A. Political Science	8	B.S. Biology	5
B.A. Geography	3	B.A. Psychology	36	B.S. Chemistry	1
B.A. History	6	B.A. Sociology	9	B.S. Geology	6
B.A. Biology	1	B.A. Mathematics	5	B.S. Mathematics	4
		B.A. Spanish	1	B.S. Physics	3

***Admissions in Secondary Education were not differentiated.

+ The Dental Hygiene program requires a minimum of 64 hours for completion, and the Public School Nursing Program requires a minimum of 60 hours of approved courses for completion. Thus, students in these curricula ordinarily enter at sophomore or junior standing. Since the Public School Nursing program is being discontinued, no more students are being admitted to this program.

++ Speech and Hearing was included in Elementary Education prior to September, 1967.

UNDERGRADUATE ENROLLMENT BY CURRICULUM
SECOND SEMESTER 1973-74

CURRICULUM

	<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>	<u>Total</u>
ARTS AND SCIENCES					
B.A. Humanities					
Art	14	16	11	1	42
Art History	0	1	0	0	1
Drama	4	6	4	1	15
English	5	5	2	0	12
Humanities	4	4	6	11	25
Languages	0	0	4	0	4
Music	10	7	1	1	19
Russian	1	1	2	3	7
Speech Communication	3	17	9	3	32
B.A. Natural Sciences:					
Cooperative Engineering	0	0	2	0	2
Earth/Space Science	4	8	4	1	17
Natural Science/Math	2	4	9	8	23
B.A. Social Sciences:					
Anthropology	2	2	3	1	8
Criminal Justice	50	9	5	2	66
Economics	23	28	12	6	69
Economics/Accounting	2	1	0	0	3
Economics/Business	3	0	0	0	3
Black Studies	1	0	0	1	2
Social Science	15	29	20	28	92
Social Work	52	37	23	11	123
Urban Studies	1	1	0	0	2
BACHELOR OF ARTS					
Biology	5	17	6	0	28
English	10	17	19	5	51
French	0	3	1	0	4
Geography	10	9	7	8	34
German	2	0	0	0	2
History	11	11	25	12	59
Mathematics	8	5	7	8	28
Philosophy	5	7	7	11	30
Political Science	41	65	31	11	148
Physics	0	0	2	0	2
Psychology	71	79	62	52	264
Sociology	41	36	47	20	144
Spanish	3	4	1	3	11
BACHELOR OF FINE ARTS	84	55	32	9	180

BACHELOR OF SCIENCE

Biology	53	59	24	11	147
Chemistry	10	7	9	4	30
Geology	19	12	5	9	45
Mathematics	20	25	14	5	64
Medical Technology	29	26	19	20	94
Nursing	45	44	18	3	110
Physics	4	2	2	4	12

BACHELOR OF SCIENCE
IN EDUCATION

Art Education	107	114	159	118	498
Elementary Education	243	290	389	340	1262
Library Science	11	17	24	15	67
Music Education	50	35	48	28	161
Physical Education	45	29	25	14	113

Secondary Education

Biology	10	15	18	27	70
Chemistry	2	1	1	4	8
Earth/Space	5	5	3	3	16
English	17	27	43	43	130
Communication Arts	1	4	3	1	9
French	2	3	6	5	16
General Science	2	1	0	1	4
Geography	0	0	0	2	2
German	1	2	2	0	5
Mathematics	15	27	30	40	112
Mathematics/Physics	1	3	3	1	8
Physics	0	1	1	0	2
Social Studies	35	50	53	62	200
Spanish	4	9	9	7	29

Speech/Hearing	69	84	47	53	253
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GENERAL STUDIES	221	8	1	0	230
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UNCLASSIFIED	1	1	0	0	2
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Sub Total	1509	1386	1320	1037	5252
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SPECIAL STUDENTS					59
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CERTIFICATION					25
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INCORRECT CURRICULUM	30	2	0	0	32
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OFF CAMPUS CENTERS

Shenango					136
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Warren					115
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TOTAL 5619

UNDERGRADUATE DEGREES AWARDED

	<u>July 1, 1970 - June 30, 1971</u>	<u>July 1, 1971 - June 30, 1972</u>	<u>July 1, 1972 - June 30, 1973</u>	<u>July 1, 1973 - June 30, 1974</u>
BACHELOR OF ARTS DEGREE				
Arts and Sciences	66	71	50	79
Biology	0	0	0	2
English	1	6	6	6
Geography	0	2	10	6
History	1	8	5	11
Mathematics	0	0	0	9
Philosophy	2	5	4	14
Political Science	7	15	14	18
Psychology	23	29	40	62
Sociology	11	15	27	15
Spanish	0	0	0	2
BACHELOR OF SCIENCE DEGREE				
Biology	3	4	3	7
Chemistry	2	4	4	3
Geology	4	6	8	12
Mathematics	3	4	12	5
Medical Technology	2	9	11	16
Physics	2	1	0	6
BACHELOR OF SCIENCE IN EDUCATION DEGREE				
Art	102	116	138	113
Dental Hygienist	2	1	4	0
Elementary Education	473	474	508	464
Library Science	14	21	20	13
Music	8	10	25	26
Health & Physical Education	0	16	25	17
Public School Nursing	6	11	8	1
Secondary	256	275	245	188
Speech & Hearing Therapy	24	28	47	52
BACHELOR OF FINE ARTS				
	0	0	0	8
TOTALS	1012	1131	1214	1155

GENERAL STUDIES PROGRAM

Seventeen students enrolled in the General Studies Program for the first time in January, 1973. Three hundred sixteen were enrolled in the 1973-74 academic year. Specially selected faculty members were named as advisors to them.

During orientation meetings these students were reminded that they were not in a program leading to a degree; also, that a two semester hour course, "CG011 Career Orientation", would be open to them to help them to choose career fields and curricula designed to achieve career objectives. A total of 105 enrolled in two sections of this course each semester. Additionally, the Liberal Arts Placement Office offered testing and counseling to these students. An effort was made to have students follow either the course or the services of the center but not both. Seventy students have selected curricula and are now out of the General Studies Program.

TOTAL NUMBER OF GRADUATE STUDENT APPLICATIONS AND
TOTAL NUMBER OF GRADUATE STUDENT ADMISSIONS
September 1, 1973 - August 31, 1974

CURRICULUM	Total Number of Students Who Applied for Admission	Total Number of Students Accepted for Admission
Art (M.Ed.)	44	29
Biology (M.S.)	36	29
Biological Science (M.Ed.)	7	3
Earth Science (M.Ed.)	13	10
Stage I School Psychology Program	64	36
Ed. Psych. (M.Ed.)	7	10
Elem.Ed. (M.Ed.)	157	127
English (M.A.)	16	8
English (M.Ed.)	8	5
Guid. Elem. (M.Ed.)	21	11
Guid. Sec. (M.Ed.)	60	30
History (M.A.)	5	7
Math (M.Ed.)	27	23
Math (M.S.)	3	1
Mental Retardation (M.Ed.)	42	33
Music (M.Ed.)	14	8
Physical Science (M.Ed.)	0	0
Political Science (M.A.)	25	20
Reading (M.Ed.)	60	28
Rehabilitation Counseling (M.A.)	7	0
Sch. Adm. Elem. (M.Ed.)	13	8
Sch. Adm. Sec. (M.Ed.)	15	3
Speech Path. and Audiology (M.A.)	5	0
Social Studies (M.Ed.)	13	5
Rdg. Spec. (Sp. Stud.)	14	9
Rdg. Sup. (Sp. Stud.)	9	5
Sch. Adm. Elem. - Stage I (Adv. Cert.)	8	10
Sch. Adm. Sec. - Stage I (Adv. Cert.)	8	4
Sch. Adm. Elem. - Stage II (Adv. Cert.)	2	1
Sch. Adm. Sec. - Stage II (Adv. Cert.)	0	0
Sch. Psych. - Stage I (Adv. Cert.)	3	2
Sch. Psych. - Stage II (Adv. Cert.)	34	21
Special Student - Prof. Growth	191	177
Special Student - Transfer	63	58
Special Student - Certification	75	65
TOTAL	1069	786

Note: In some cases the number of acceptances exceed the number of applications for a given curriculum. This is due to a backlog of applications from the previous year.

NUMBER OF STUDENTS REGISTERED FOR
GRADUATE COURSES BY CURRICULUM
1971-72, Summer, 1972, and 1972-73

CURRICULUM	1971-72		Summer, 1972			1972-73	
	<u>1st.Sem.</u>	<u>2nd.Sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.Sem.</u>	<u>2nd.Sem.</u>
Art (M.Ed.)	21	20	34	52	31	42	28
Biological Science (M.Ed.)	8	12	16	19	9	10	11
Biology (M.S.)	9	14	7	20	11	20	19
Earth Sciences (M.Ed.)	31	30	15	13	3	21	15
Educational Psych (M.Ed.)	33	28	23	23	15	43	45
Elementary Education (M.Ed.)	186	153	252	271	204	185	161
English (M.Ed.)	21	19	22	24	8	17	18
English (M.A.)	18	13	7	16	5	22	13
Guidance (Secondary) (M.Ed.)	72	60	54	71	24	64	72
Guidance (Elementary) (M.Ed.)	35	24	19	37	12	26	25
Guidance (K-12) (M.Ed.)	0	0	0	0	0	1	0
History (M.A.)	20	20	7	16	7	21	17
Mathematics (M.Ed.)	29	29	6	43	11	25	25
Mathematics (M.S.)	0	0	0	0	0	0	0
Mental Retardation (M.Ed.)	23	28	34	46	21	49	37
Music (M.Ed.)	16	15	7	20	9	18	17
Physical Science (M.Ed.)	8	7	6	6	4	3	3
Political Science (M.A.)	8	9	2	8	0	10	13
Reading (M.Ed.)	61	51	52	75	43	57	66
School Admin. (Elem.) (M.Ed.)	0	0	0	0	0	0	7
School Admin. (Sec.) (M.Ed.)	0	0	0	0	0	0	10
School Psychology (M.Ed.)	0	0	0	0	0	0	0
Social Studies (M.Ed.)	24	18	15	30	10	12	15
Reading Specialists	0	4	1	0	5	7	8
Reading Supervisor	0	0	1	0	0	4	1
Adv.Cert.Elem.Sch.Adm.	0	0	0	0	0	0	1
Adv.Cert.Sec.Sch.Adm.	0	0	0	0	0	0	0
Adv.Cert.Sch.Psych.	26	22	15	20	9	26	26
Special Students	71	55	90	157	99	99	126

NUMBER OF STUDENTS REGISTERED FOR
GRADUATE COURSES BY CURRICULUM
Summer, 1973, 1973-74, Summer, 1974

CURRICULUM	Summer, 1973			1973-74		Summer, 1974		
	Pre	Regular	Post	1st.Sem.	2nd.Sem.	Pre	Regular	Post
Art (M.Ed.)	29	78	47	37	44	23	77	27
Biological Science (M.Ed.)	7	8	5	3	4	6	11	8
Biology (M.S.)	19	19	21	23	20	10	13	9
Earth Sciences (M.Ed.)	8	19	21	10	9	4	15	8
Educational Psych. (M.Ed.)	32	31	25	51	52	36	36	18
Elementary Education (M.Ed.)	224	240	152	167	204	203	227	114
English (M.Ed.)	12	20	8	13	12	10	16	3
English (M.A.)	5	15	2	18	16	8	11	4
Guidance (Secondary) (M.Ed.)	51	42	27	62	58	32	43	12
Guidance (Elementary) (M.Ed.)	20	21	17	28	28	18	20	9
Guidance (K-12) (M.Ed.)	0	0	0	3	3	2	3	0
History (M.A.)	7	11	4	12	10	3	5	2
Mathematics (M.Ed.)	11	36	20	38	34	7	33	12
Mathematics (M.S.)	0	0	0	0	0	0	0	1
Mental Retardation (M.Ed.)	34	48	27	42	47	32	42	25
Music (M.Ed.)	11	10	6	9	12	9	12	8
Physical Science (M.Ed.)	7	2	3	3	4	0	1	0
Political Science (M.A.)	1	7	1	13	22	3	13	1
Reading (M.Ed.)	60	84	48	73	68	62	94	35
School Admin. (Elem.) (M.Ed.)	3	7	12	18	20	8	15	18
School Admin. (Sec.) (M.Ed.)	1	9	9	11	19	3	17	17
School Psychology (M.Ed.)	0	0	0	4	3	0	0	0
Social Studies (M.Ed.)	14	20	7	15	13	9	12	5
Reading Specialists	4	9	2	16	5	2	6	2
Reading Supervisor	3	2	0	2	1	3	4	0
Adv.Cert.Elem.Sch.Adm.	0	1	0	6	9	2	8	8
Adv.Cert.Sec.Sch.Adm.	0	1	0	6	8	1	1	5
Adv.Cert.Sch.Psych.	14	1	0	10	9	4	11	13
Special Students	124	281	0	177	190	140	210	140

GRADUATE GRADE DISTRIBUTIONS BY DEPARTMENT AND SCHOOL*

SCHOOL OF ARTS AND HUMANITIES

DEPARTMENT		Summer 1972			1972-73		Summer 1973			1973-74	
		Pre	Regular	Post	1st.sem.	2nd.sem.	Pre	Regular	Post	1st.sem.	2nd.sem.
Art	A	51	33	43	41	54	23	93	21	32	27
	B	49	57	57	37	40	8	51	28	16	17
	C	0	2	0	4	6	1	1	1	2	0
	F	0	0	0	0	0	0	0	0	0	0
English	A	58	30	0	50	50	5	22	4	17	29
	B	42	61	100	41	44	5	17	0	29	21
	C	0	4	0	4	4	1	2	0	4	5
	F	0	0	0	0	2	0	0	0	0	2
Foreign Languages	A	60	0	0	0	0	0	0	0	0	1
	B	20	0	0	0	0	0	0	0	0	0
	C	20	0	0	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0	0	0
Music and Drama	A	25	53	100	37	61	9	27	3	13	7
	B	75	44	0	53	36	2	13	4	5	11
	C	0	3	0	3	3	1	1	0	0	2
	F	0	0	0	0	0	0	0	0	0	0
Philosophy	A	0	0	0	0	100	0	0	0	0	0
	B	0	0	0	0	0	0	0	0	16	0
	C	0	0	0	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0	0	0
Speech	A	77	100	44	100	100	8	3	4	0	3
	B	23	0	56	0	0	8	2	4	0	1
	C	0	0	0	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0	0	0
School Totals	A	55	38	48	47	56	45	145	32	62	62
	B	45	54	52	40	39	23	83	36	66	50
	C	0	3	0	3	4	3	4	1	6	7
	F	0	0	0	0	1	0	0	0	0	2

* The percentage of X, Y, Z, and R grades is not included.

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES

BEHAVIORAL SCIENCE DIVISION

		Summer, 1972			1972-73		Summer, 1973			1973-74	
		Pre	Regular	Post	1st.sem.	2nd.sem.	Pre	Regular	Post	1st.sem.	2nd.sem.
Chairman of Division's Office	A	0	0	0	0	0	8	6	0	15	8
	B	0	0	0	0	0	12	19	0	25	14
	C	0	0	0	0	0	1	4	0	1	3
	F	0	0	0	0	0	0	0	0	0	0
Counselor Education	A	38	47	70	38	37	24	60	16	83	66
	B	59	50	26	54	58	36	46	45	101	78
	C	2	2	0	5	5	0	1	6	12	2
	F	1	0	0	0	0	0	0	0	2	0
Psychology	A	42	50	35	20	26	43	74	14	43	24
	B	58	39	58	71	64	52	91	28	44	26
	C	0	9	6	5	10	2	9	1	10	2
	F	0	0	0	0	0	0	0	0	2	1
Special Education	A	42	43	49	32	51	37	82	22	72	101
	B	50	55	51	57	46	29	36	24	56	85
	C	2	2	0	8	3	0	1	2	2	7
	F	0	0	0	0	0	0	0	0	2	1
Divisional Total	A	39	45	47	32	40	112	222	52	213	199
	B	57	50	50	58	55	129	192	97	231	203
	C	2	4	3	7	5	3	15	9	25	14
	F	0	0	0	0	0	0	0	0	6	2

SOCIAL SCIENCES DIVISION

Geography	A	0	0	0	0	11	0	2	0	2	2
	B	0	0	0	0	89	0	4	0	1	1
	C	0	0	0	0	0	0	1	0	0	0
	F	0	0	0	0	0	0	0	0	0	0
History	A	23	32	46	25	29	5	9	2	8	7
	B	77	61	38	60	60	9	4	5	17	13
	C	0	7	0	3	11	0	0	0	3	1
	F	0	0	0	0	0	0	0	0	0	1

		<u>Summer, 1972</u>			<u>1972-73</u>		<u>Summer, 1973</u>			<u>1973-74</u>	
		<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>
Political Science	A	55	25	0	43	68	0	1	0	13	16
	B	36	59	0	32	25	0	4	0	15	24
	C	9	0	0	11	4	0	1	0	3	5
	F	0	0	0	0	4	0	0	0	1	0
Sociology	A	0	33	38	67	100	2	2	3	4	8
	B	0	67	62	29	0	8	10	10	8	8
	C	0	0	0	0	0	0	7	0	0	2
	F	0	0	0	0	0	0	0	0	1	4
Divisional Totals	A	38	32	41	28	45	7	14	5	27	33
	B	58	59	50	42	47	17	22	15	41	46
	C	4	5	0	5	7	0	9	0	6	8
	F	0	0	0	0	1	0	0	0	2	5
Office of the Dean	A	0	0	0	0	0	0	0	0	0	1
	B	0	0	0	0	0	0	0	0	0	9
	C	0	0	0	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0	0	0
School Totals	A	39	42	46	31	41	119	236	57	240	233
	B	57	52	50	55	54	146	214	112	272	258
	C	2	4	2	6	5	3	24	9	31	22
	F	0	0	0	0	0	0	0	0	8	7

SCHOOL OF EDUCATION

Educational Foundations	A	28	52	50	37	31	14	53	11	49	39
	B	66	42	50	50	69	13	62	15	65	68
	C	0	3	0	2	0	0	0	1	3	8
	F	0	0	0	0	0	0	0	0	2	0
Elementary Education	A	46	44	50	55	46	154	161	60	116	130
	B	53	54	40	39	39	108	211	55	108	127
	C	1	0	0	4	14	2	4	0	4	6
	F	0	0	0	0	1	0	0	0	1	0
Field Services and Teacher Placement	A	100	40	0	0	0	16	53	0	0	20
	B	0	51	0	0	100	3	27	0	0	2
	C	0	5	0	0	0	0	2	0	0	1
	F	0	0	0	0	0	0	0	0	0	0

		<u>Summer, 1972</u>			<u>1972-73</u>		<u>Summer, 1973</u>			<u>1973-74</u>	
		<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>	<u>Pre</u>	<u>Regular</u>	<u>Post</u>	<u>1st.sem.</u>	<u>2nd.sem.</u>
School Administration	A	0	0	0	0	56	0	12	13	19	35
	B	0	0	0	0	44	0	9	15	7	5
	C	0	0	0	0	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0	0	0
Health and Physical Education	A	0	56	0	0	0	0	6	0	2	1
	B	0	44	0	0	0	0	6	0	11	0
	C	0	0	0	0	0	0	0	0	1	0
	F	0	0	0	0	0	0	0	0	0	0
Library Science	A	0	25	0	0	0	2	0	0	0	0
	B	0	50	0	0	0	2	0	0	1	0
	C	0	25	0	0	0	0	0	0	1	0
	F	0	0	0	0	0	0	0	0	0	0
Office of the Dean	A	0	0	0	0	0	0	0	0	12	4
	B	0	0	0	0	0	0	0	0	14	4
	C	0	0	0	0	0	0	0	0	1	0
	F	0	0	0	0	0	0	0	0	0	0
School Totals	A	46	46	50	40	42	186	285	84	198	229
	B	52	51	41	49	47	126	315	85	206	206
	C	1	1	0	4	10	2	6	1	10	15
	F	0	0	0	0	0	0	0	0	3	0

SCHOOL OF SCIENCE AND MATHEMATICS

Biology	A	48	54	75	48	43	12	12	26	7	27
	B	52	43	25	30	51	13	13	25	15	34
	C	0	2	0	7	5	1	1	1	7	3
	F	0	0	0	0	0	0	1	1	0	0
Chemistry	A	60	0	80	100	22	1	0	2	0	0
	B	40	0	20	0	44	3	0	4	5	1
	C	0	0	0	0	22	3	1	0	3	0
	F	0	0	0	0	11	0	1	0	3	1

		Summer, 1972			1972-73		Summer, 1973			1973-74	
		Pre	Regular	Post	1st.sem.	2nd.sem.	Pre	Regular	Post	1st.sem.	2nd.sem.
Earth Sciences	A	64	50	60	39	59	5	6	0	3	1
	B	36	50	40	29	38	6	14	0	10	10
	C	0	0	0	6	3	0	1	0	2	3
	F	0	0	0	0	0	0	0	0	2	0
Mathematics	A	0	26	100	41	42	0	20	20	6	15
	B	0	53	0	26	53	0	41	15	17	15
	C	0	14	0	28	5	0	2	0	7	3
	F	0	0	0	0	0	0	0	0	1	1
Physics	A	63	41	0	0	25	0	4	1	1	1
	B	37	49	0	100	25	0	13	4	2	1
	C	0	0	0	0	50	0	0	0	0	1
	F	0	0	0	0	0	0	0	0	0	0
School Totals	A	53	40	80	43	45	18	42	49	17	44
	B	47	50	20	28	46	22	81	48	49	61
	C	0	6	0	12	7	4	5	1	19	10
	F	0	0	0	2	2	0	2	1	6	2
Administrators Not Assigned to Departments	A	0	0	0	14	0	0	0	0	0	0
	B	0	0	0	13	0	0	0	0	0	0
	C	0	0	0	2	0	0	0	0	0	0
	F	0	0	0	0	0	0	0	0	0	0
College Total	A	45	43	52	39	43					
	B	53	52	43	47	49					
	C	1	3	1	6	7					
	F	0	0	0	0	1					

NUMBER OF GRADUATE DEGREES AWARDED BY CURRICULUM

<u>CURRICULUM</u>	<u>July 1, 1970- June 30, 1971</u>	<u>July 1, 1971- June 30, 1972</u>	<u>July 1, 1972- June 30, 1973</u>	<u>July 1, 1973- June 30, 1974</u>
English (M.A.)	9	4	6	7
History (M.A.)	5	2	2	1
Political Science (M.A.)	2	0	3	7
Art (M.Ed.)	8	11	10	19
Biological Science (M.Ed.)	9	12	7	8
Earth Science (M.Ed.)	5	12	11	6
Educational Psychology (M.Ed.)	9	18	20	27
School Psychology (M.Ed.)	6	3	2	1
Elementary Education	114	109	114	107
Guidance and Counseling (M.Ed.)	51	51	44	45
English (M.Ed.)	13	20	12	8
Mathematics (M.Ed.)	7	7	10	23
Mental Retardation	12	14	18	21
Music (M.Ed.)	0	0	10	7
Physical Science (M.Ed.)	2	6	1	3
Reading (M.Ed.)	4	25	28	34
Social Studies (M.Ed.)	12	13	14	4
Biology (M.S.)	4	6	3	7
Advanced Certificate (School Psychology)	0	4	13	14

INFORMATION CONCERNING
COLLEGE FACULTY

Department	Sept. 1967	Sept. 1968	Sept. 1969	Sept. 1971	Sept. 1972
Art	19	21	20	41	44
Education, Elementary Ed.	24	29	33	16	24
Education, Postsecondary	2	2	2	7	9
College School and Field	1	1	1	6	7
Services and Teacher	1	1	1	23	24
Placement	1	1	1	23	24
Business	20	20	20	41	40
Communication	1	1	1	7	7
Foreign Language	1	1	1	20	21
Health and Physical Education	1	1	1	20	21
Library Science	1	1	1	4	5
Mathematics	18	19	20	24	23
Natural and Physical Sciences	1	1	1	20	20.01
Nursing	1	1	1	10	11.45
Paralegal	5	7	8	10	10
Psychology and Social Sciences	17	17	18	13	16
Unlabeled	1	1	1	9	8
Unlabeled	1	1	1	12	15

NUMBER OF COLLEGE TEACHING FACULTY BY DEPARTMENT *#
September 1967 - September 1973

Department	Sept.1967	Sept.1968	Sept.1969	Sept.1970	Sept.1971	Sept.1972	Sept.1973
Art	19	29	39	42	41	41	44
Education (Elementary Ed., Educational Foundations, Campus School and Field Services and Teacher Placement)	34	37	63	25 Elementary 7 Ed. Foundations 6 Campus School 27 Field Services and Tchr. Placement	26 8 6 25	23 7 6 24	24 8 7 24
English/Speech	29	32	44	42 English 7 Speech	41 7	37 6	40 7
Foreign Language	8	12	15	18	16	14	11
Geography and Earth Science	12	15	19	12 Geography 8 Earth Sciences	11 8	10 7	10 8
Health and Physical Education	10	17	22	21	22	20	23
Library Science	1	4	6	6	6	4	5
Mathematics	12	19	23	23	24	23	23
Music and Drama	7	14	20	21	22	22	25.01
Nursing					1	5	7.83
Philosophy	5	7	8	10	10	9	10
Psychology and Special Education	17	25	31	15 Psychology 9 Counselor Educ. 12 Spec. Educ.	14 9 12	14 8 12	16 8 15

<u>Department</u>	<u>Sept.1967</u>	<u>Sept.1968</u>	<u>Sept.1969</u>	<u>Sept.1970</u>	<u>Sept.1971</u>	<u>Sept.1972</u>	<u>Sept.1973</u>
Natural Sciences	25	27	37	18 Biology 10 Chemistry 10 Physics	18	16	22
Social Studies	26	33	46	23 History 10 Political Science 3 Economics 11 Soc.Anthrop.	22	19	20
Communications***	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1.75</u>
TOTALS	205	271	373	396	394	367**	409.89

Faculty assigned to both on and off-campus teaching are included. Figures for 1966-69 reflect college organization at that time. The information for 1970 indicates departments formed as a result of the administrative reorganization.

* Deans, division chairmen, and part-time faculty are not included in the above.

** Difference due to elimination of faculty on leave without pay or on sabbatical leave.

*** HEW report includes Journalism, Radio, T.V. and Movies.

FACULTY RANK AND HIGHEST EARNED DEGREE BY DEPARTMENT AND SCHOOL
September 1973

SCHOOL OF ARTS AND HUMANITIES

	Rank					Highest Degree Earned		
	Prof.	Assoc.Prof.	Asst.Prof.	Instructor	Total	Doctorate	Masters	Bachelors
Art Department	6	19	17	2	44	7	37	0
English Department	6	12	20	2	40	14	26	0
Foreign Languages Department	3	2	5	1	11	4	6	1
Music & Drama Department	6	1	16	6	29	6	23	0
Philosophy Department	3	2	5	0	10	5	5	0
Speech Department	<u>2</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>7</u>	<u>5</u>	<u>2</u>	<u>0</u>
TOTALS	26	39	65	11	141	41	99	1

SCHOOL OF BEHAVIORAL AND SOCIAL SCIENCES

DIVISION OF BEHAVIORAL SCIENCE

Counselor Education Department	7	1	1	0	9	8	1	0
Psychology Department	7	5	3	1	16	10	6	0
Special Education	<u>5</u>	<u>7</u>	<u>3</u>	<u>0</u>	<u>15</u>	<u>8</u>	<u>7</u>	<u>0</u>
TOTALS	19	13	7	1	40	26	14	0

DIVISION OF SOCIAL SCIENCE

Economics Department	2	0	2	1	5	2	3	0
Geography Department	4	4	2	0	10	5	5	0
History Department	6	10	4	0	20	10	10	0
Political Science Department	3	6	2	0	11	4	7	0
Sociology/Anthropology Department	<u>2</u>	<u>5</u>	<u>6</u>	<u>3</u>	<u>16</u>	<u>4</u>	<u>12</u>	<u>0</u>
TOTALS	17	25	16	4	62	25	37	0

SCHOOL OF EDUCATION

	Rank				Total	Highest Degree Earned		
	Prof.	Assoc.Prof.	Asst.Prof.	Instructor		Doctorate	Masters	Bachelors
Educational Foundations	3	4	1	0	8	4	4	0
Elementary Education Department*	13	8	9	2	32	19	12	1
Field Services & Teacher Placement	5	10	10	1	26	8	17	1
Health & Physical Education Department	1	8	11	6	26	2	21	3
Library Science Department	<u>1</u>	<u>2</u>	<u>2</u>	<u>0</u>	<u>5</u>	<u>1</u>	<u>4</u>	<u>0</u>
TOTALS	23	32	33	9	97	34	58	5

SCHOOL OF SCIENCE AND MATHEMATICS

Biology Department	10	7	5	0	22	15	6	1
Chemistry Department	4	4	2	0	10	8	2	0
Earth Sciences Department	5	3	0	0	8	7	1	0
Mathematics Department	5	14	5	0	24	12	12	0
Nursing	1	2	1	5	9	1	4	4
Physics Department	<u>4</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>11</u>	<u>6</u>	<u>5</u>	<u>0</u>
TOTALS	29	33	17	5	84	49	30	5
TOTAL TEACHING FACULTY	114	142	138	30	424	175	238	11

*Includes Campus School

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
1ST. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF ARTS & HUMANITIES							
ART DEPARTMENT	2995	52	3047	41	72	9.8	16.2
FOREIGN LANGUAGE DEPARTMENT	768	0	768	10	75	12	12
ENGLISH DEPARTMENT	2956	60	3016	38.5	81	11.54	11.54
MUSIC & DRAMA DEPARTMENT	2026	18	2044	25	82	10.4	13.28
PHILOSOPHY DEPARTMENT	1163	16	1179	9.5	118	11.1	11.1
SPEECH DEPARTMENT	<u>646</u>	<u>0</u>	<u>646</u>	<u>6.75</u>	<u>92</u>	<u>11.85</u>	<u>11.85</u>
TOTAL	10554	146	10700	130.75	80	10.8	13.35

* The number of faculty in each department was computed on the basis that department heads were given 1/2 load reduction and assistant department heads were given 1/4 load reduction.

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
1ST. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF EDUCATION							
ELEMENTARY EDUCATION DEPARTMENT	1627	297	1924	24.5	79.	10.63	14.5
HEALTH & PHYSICAL EDUCATION DEPARTMENT	2658	15	2673	20	126	8.1	10.7
LIBRARY SCIENCE DEPART- MENT	263	2	265	4.75	53	10.8	13.2
EDUCATIONAL FOUNDATIONS DEPARTMENT	670	125	795	7	99	9.6	9.6
FIELD SERVICES & TEACHER PLACEMENT	<u>883</u>	<u>0</u>	<u>883</u>	<u>24.5</u>	<u>35</u>	<u>15.32</u>	<u>13.</u>
TOTAL	6121	439	6540	80.75	78	11.3	12.5

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
1ST. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF SCIENCE & MATHEMATICS							
BIOLOGY DEPARTMENT	1612	35	1647	21	78	12.33	12.9
CHEMISTRY DEPARTMENT	458	14	472	9.5	50	11.3	15.3
EARTH SCIENCES DEPARTMENT	585	18	603	7	86	13.7	13.1
MATHEMATICS DEPARTMENT	2113	47	2160	22.75	95	11.9	11.9
NURSING DEPARTMENT	48	0	48	4	12	7.	9.25
PHYSICS DEPARTMENT	<u>782</u>	<u>4</u>	<u>786</u>	<u>9.25</u>	<u>85</u>	<u>12.6</u>	<u>16.6</u>
TOTAL	5598	118	5716	73.5	78	12.3	13.2

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
1ST. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES							
BEHAVIORAL SCIENCES DIVISION							
PSYCHOLOGY DEPARTMENT	1597	147	1744	15	113	11.2	11.2
COUNSELOR EDUCATION DEPARTMENT	701	214	915	8.75	102	11.1	11.7
SPECIAL EDUCATION DEPARTMENT	877	142	1019	14.5	68	11.2	12.4
TOTAL BEHAVIORAL SCIENCES DIVISION	3175	503	3678	38.25	93	11.2	11.77
SOCIAL SCIENCES DIVISION							
HISTORY DEPARTMENT	1914	31	1945	18.5	100	11	11.
GEOGRAPHY DEPARTMENT	1026	3	1029	8.5	114	11.3	11.3
POLITICAL SCIENCE DEPARTMENT	704	36	740	8.25	85	11.65	12
ECONOMICS DEPARTMENT	439	0	439	4.25	98	11.	11.3
SOCIOLOGY/ANTHROPOLOGY	<u>1287</u>	<u>24</u>	<u>1311</u>	<u>13.25</u>	<u>95</u>	<u>11.2</u>	<u>11.35</u>
TOTAL SOCIAL SCIENCES DIVISION	5370	94	5464	52.75	98	11.2	11.3

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
2ND. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF ARTS & HUMANITIES							
ART DEPARTMENT	2525	62	2587	42	61.	10.8	17.0
FOREIGN LANGUAGE DEPARTMENT	608	1	609	10.75	56	12.	12
ENGLISH DEPARTMENT	2496	58	2554	37.75	68.	13.5	11.6
MUSIC & DRAMA DEPARTMENT	1832	22	1854	26	71	9.4	12.9
PHILOSOPHY DEPARTMENT	1084	0	1084	9.5	114	11.7	10.4
SPEECH DEPARTMENT	552	4	556	6.75	82	13.3	12
TOTAL	9097	147	9244	1335	69	11.5	13.5

* The number of faculty in each department was computed on the basis that department heads were given 1/2 load reduction and assistant department heads were given 1/4 load reduction.

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
2ND. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF EDUCATION							
ELEMENTARY EDUCATION DEPARTMENT	1881	279	2160	23.75	91	11.7	13.9
HEALTH & PHYSICAL EDUCATION DEPARTMENT	2149	1	2150	19.75	108	7.3	10.8
LIBRARY SCIENCE DEPART- MENT	215	0	215	4.25	50	12.2	15.
EDUCATIONAL FOUNDATIONS DEPARTMENT	596	191	787	7.25	108	11.8	12
FIELD SERVICES & TEACHER PLACEMENT	986	0	986	22	45	15.	12.7
TOTAL	5827	471	6298	77	82	11.4	12.7

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
2ND. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF SCIENCE & MATHEMATICS							
BIOLOGY DEPARTMENT	972	73	1045	20	52	10.6	13
CHEMISTRY DEPARTMENT	393	0	393	9.5	41	9.8	13.4
EARTH SCIENCE DEPARTMENT	503	14	517	7.5	69	11.6	12.5
MATHEMATICS DEPARTMENT	1834	38	1872	23.25	91	11.2	11.2
NURSING DEPARTMENT	144	0	144	7	21	4.4	8.9
PHYSICS DEPARTMENT	695	3	698	10.75	65	12.1	12.8
TOTAL	4541	128	4669	78	60	10.4	12.1

FACULTY TEACHING LOADS BY DEPARTMENT AND SCHOOL
2ND. SEMESTER, 1973-74

	TOTAL UNDERGRADUATE STUDENTS TAUGHT	TOTAL GRADUATE STUDENTS TAUGHT	TOTAL STUDENTS TAUGHT	NUMBER OF FACULTY	AVERAGE NO. STUDENTS TAUGHT PER FACULTY	AVERAGE NO. CREDIT HRS. TAUGHT PER FACULTY	AVERAGE NO. CONTACT HRS. PER FACULTY
SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES							
BEHAVIORAL SCIENCES DIVISION							
PSYCHOLOGY DEPARTMENT	1666	55	1721	14.75	116	12.4	12.
COUNSELOR EDUCATION DEPARTMENT	551	164	715	7.5	95	11.7	12.4
SPECIAL EDUCATION DEPARTMENT	830	196	1026	14.25	72	10.1	12.9
TOTAL BEHAVIORAL SCIENCES DIVISION	3047	415	3462	36.5	95	12.2	12.5
SOCIAL SCIENCES DIVISION							
HISTORY DEPARTMENT	1672	38	1710	19.75	87	11	11.6
GEOGRAPHY DEPARTMENT	1040	3	1043	9.25	113	11.7	11.7
POLITICAL SCIENCE DEPARTMENT	627	49	676	8.25	82	12	12
ECONOMICS DEPARTMENT	388	0	388	4.5	86	12.	12.
SOCIOLOGY/ANTHROPOLOGY	1480	31	1511	13.75	110	10	12
TOTAL SOCIAL SCIENCES DIVISION	5207	121	5328	55.5	96	11.2	11.9
SCHOOL TOTAL	8254	536	8790	92	95	11.6	12.1

THE ADVISORY PROGRAM

Undergraduate

The advisory program, currently supervised by the Assistant to the Vice-President for Academic Affairs provides that each student be assigned a faculty adviser. Advisers are assigned using guidelines provided by the various department chairmen. The entering freshman finds the name of his faculty adviser on his first printed schedule. The adviser posts a schedule on his door indicating the times that he will be available to talk with advisees.

In some cases, a folder is forwarded to the faculty adviser. This folder includes CEEB scores, high school class standing, an evaluation sheet showing courses taken and the grade point average. If such a folder is not forwarded to the adviser, he is expected to start a folder for that student. The faculty adviser retains a copy of each proposed schedule prepared during pre-registration. Likewise, all mid-term and final grade reports that are forwarded to the adviser are filed in the student's folder. If a student copy of the grades is forwarded along with the adviser's copy, the student copy is given to the student upon his request.

Although the role of the adviser focuses primarily on academic planning, it also involves a relationship with the student that encompasses the full range of his adjustment to the college. The adviser - when the situation dictates - is also an understanding listener. The adviser should be a concerned and interested human being who provides a personal link with the college.

UNDERGRADUATE ADVISORY STATISTICS

<u>Department</u>	<u>No. of Faculty Members Having Advisees</u>	<u>No. of Advisees</u>	<u>Avg. No. of Advisees per Faculty Member</u>
Art	35	788	22
Biology	17	395	23
Chemistry	7	45	6
Counselor Education	3	25	8
Earth Sciences	7	97	13
Economics	4	77	19
Educational Foundations	8	142	18
Elementary Education	30	988	32
English	28	238	8
Geography	7	98	14
Health and Physical Education	14	126	9
History	17	281	16
Library Science	5	99	19
Mathematics	21	256	12
Foreign Language	9	116	12
Music/Drama	18	241	13
Nursing	6	105	17
Philosophy	8	59	7
Physics	8	52	6
Political Science	9	182	20
Psychology	12	303	25
Sociology	11	425	38
Special Education	14	519	34
Speech	4	55	16
TOTALS	302	5712	18.9

THE ADVISORY PROGRAM

Graduate

Degree students are assigned to faculty members who teach in the area in which they are majoring. Special students who have not selected a degree program are initially advised by the Dean of Graduate Studies or the Assistant to the Dean of Graduate Studies. After a degree program has been selected these individuals are assigned to faculty members in the areas in which they are taking their graduate degrees.

The following table should be interpreted with caution. Many of the faculty members listed also have undergraduate advisees. Thus, this does not give a completely accurate picture of the total advisory load within departments. In addition, faculty members with small numbers of advisees within particular departments are not reported. This information was obtained by scanning a list of special students and some of these individuals may have been transferred to faculty advisors, but such may not have been indicated on the list.

GRADUATE ADVISORY STATISTICS

<u>Department</u>	<u>No. of Faculty Members Having Advisees</u>	<u>No. of Advisees</u>	<u>Avg. No. of Advisees per Faculty Member</u>
Art	17	148	8.7
Biology	17	143	8.3
Chemistry	6	13	2.1
Counselor Education	8	270	33.7
Earth Sciences	5	67	13.4
Educational Foundations	4	55	13.7
Elementary Education	25	873	34.9
English	11	135	12.2
Geography	1	2	2.0
History	9	153	17.0
Mathematics	17	105	6.1
Music and Drama	4	23	5.7
Physics	4	7	1.7
Political Science	6	56	9.3
School Administration	2	57	28.5
Special Education	6	266	44.3
Speech	1	3	3.0
TOTAL	137	2376	17.3

FACULTY NON-INSTRUCTIONAL ACTIVITIES

In the Spring of 1974 each member of the faculty was contacted with a questionnaire to be returned to the Assistant Vice President for Academic Affairs. This instrument was designed to obtain information concerning: attendance at professional meetings or conferences; research activities; publications; lectures or talks delivered before various groups; consultant work or field services; committee memberships, and extra-class or non-teaching assignments.

Following is the number of persons from each area who responded to the above instrument:

Administration	17	History	15
Art	12	Library Science	3
Biology	7	Library Staff	11
Chemistry	7	Mathematics	15
College Development	6	Music and Drama	22
Counselor Education	4	Nursing	4
Earth Sciences	4	Philosophy	5
Economics	3	Physics	6
Educational Foundations	3	Political Science	7
Elementary Education*	15	Psychology	9
English	10	Sociology/ Anthropology	5
Field Experiences and Teacher Placement	16	Special Education	9
Foreign Languages	7	Speech	3
Geography	3	Student Personnel Services	9
Health and Physical Education	10	Support Services	3

TOTAL 250

* Includes the Miller Research Learning Center

NUMBER OF FACULTY ENGAGED IN CONSULTANT
WORK OR FIELD SERVICES
1973-74

Department or Area	Number rendering service to:							
	Professional Organizations	School Systems	Colleges or Universities	Companies or Corporations	Local, State Federal Govts.	Community or Civic Groups	Other	
Administration	7	5	2	3	8	6	0	
Art	4	7	2	1	2	2	3	
Biology	0	0	1	1	3	4	0	
Chemistry	1	0	1	0	0	0	1	
College Development	3	4	5	3	1	3	2	
Counselor Education	1	1	1	0	0	1	0	
Earth Sciences	0	1	0	0	1	0	0	
Economics	0	0	0	0	0	0	0	
Educational Foundations	1	0	0	0	0	0	1	
Elementary Education*	13	11	6	0	2	7	2	
English	1	3	1	1	0	2	0	
Field Experiences and Teacher Placement	7	13	4	1	4	8	0	
Foreign Languages	1	2	1	2	1	2	0	
Geography	2	0	0	0	2	2	1	
Health and Physical Education	4	8	1	0	0	6	0	
History	4	1	3	0	1	5	2	
Library Science	2	3	0	0	0	0	2	

NUMBER OF FACULTY ENGAGED ON CONSULTANT
WORK OR FIELD SERVICES
1973-74

<u>Department or Area</u>	<u>Number rendering service to:</u>						
	<u>Professional Organizations</u>	<u>School Systems</u>	<u>Colleges or Universities</u>	<u>Companies or Corporations</u>	<u>Local, State Federal Govts.</u>	<u>Community or Civic Groups</u>	<u>Other</u>
Library Staff	1	2	1	0	0	1	0
Mathematics	4	3	4	1	0	4	0
Music and Drama	3	2	4	0	0	3	2
Nursing	1	0	0	1	0	1	0
Philosophy	1	1	1	0	0	0	0
Physics	0	1	0	1	0	1	0
Political Science	0	0	0	0	3	0	6
Psychology	4	4	3	2	4	4	2
Sociology/Anthropology	3	0	0	0	0	3	2
Special Education	5	5	1	1	2	5	2
Speech	2	2	1	1	0	1	0
Student Personnel Services	4	5	3	2	3	6	0
Support Services	1	0	0	1	1	0	0
TOTALS	80	83	46	22	37	77	27

*Includes the Miller Research Learning Center

NUMBER OF LECTURES OR TALKS DELIVERED BY FACULTY 1973-74

Department or Area	Delivered Before:				Delivered In:		
	Professional Groups	Community, Civic or Church Groups	Student Groups	Other	Pennsylvania	States Outside Pennsylvania	Outside U.S.A.
Administration	32	15	36	0	77	6	0
Art	6	17	6	2	21	5	5
Biology	2	2	4	0	7	1	0
Chemistry	1	0	1	0	1	1	0
College Development	11	36	42	1	79	2	0
Counselor Education	2	1	1	0	4	0	0
Earth Sciences	5	5	1	0	10	1	0
Economics	1	1	0	0	2	0	0
Educational Foundations	9	27	2	0	32	0	6
Elementary Education*	105	12	24	16	118	33	6
English	14	10	10	4	23	14	0
Field Experiences and Teacher Placement	24	27	47	5	99	3	0
Foreign Languages	3	3	8	0	12	2	0
Geography	8	1	1	0	9	1	0
Health and Physical Education	10	29	20	5	63	0	1

NUMBER OF LECTURES OR TALKS DELIVERED BY FACULTY 1973-74

Department or Area	Delivered Before:				Delivered In:		
	Professional Groups	Community, Civic or Church Groups	Student Groups	Other	Pennsylvania	States Outside Pennsylvania	Outside U.S.A.
History	8	18	15	1	34	3	5
Library Science	3	1	1	0	4	1	0
Library Staff	6	0	4	0	9	1	0
Mathematics	5	1	9	0	14	1	0
Music and Drama	11	2	8	0	12	9	0
Nursing	1	0	0	0	1	0	0
Philosophy	4	25	4	0	30	2	1
Physics	3	3	13	0	19	0	0
Political Science	24	14	2	5	39	6	0
Psychology	10	3	8	2	21	1	0
Sociology/ Anthropology	5	5	5	0	14	1	0
Special Education	16	18	4	2	37	3	0
Speech	8	4	2	0	14	0	0
Student Personnel Services	10	7	186	0	198	5	0
Support Services	1	0	3	0	4	0	0
TOTALS	342	284	467	43	1,000	101	24

*Includes the Miller Research Learning Center

NUMBER OF PUBLICATIONS BY FACULTY
1973-74

Department or Area	Published or Completed and Accepted for Publication				In Progress:			
	Journal Articles	Books	Monographs	Other	Journal Articles	Books	Monographs	Other
Administration	5	0	1	15	5	0	0	3
Art	0	0	0	6	1	3	0	5
Biology	4	0	1	1	4	0	2	1
Chemistry	2	0	0	40	2	0	0	0
College Development	0	0	0	17	5	0	0	1
Counselor Education	0	0	0	0	0	0	0	0
Earth Sciences	1	0	0	0	2	1	0	2
Economics	1	0	0	0	0	2	0	0
Educational Foundations	0	0	0	1	0	0	0	0
Elementary Education*	8	0	0	2	8	3	0	0
English	6	2	2	5	19	5	0	2
Field Experiences and Teacher Placement	0	0	5	0	2	0	0	1
Foreign Languages	2	0	0	14	3	1	0	2
Geography	4	1	0	2	4	2	0	0
Health and Physical Education	0	0	0	0	0	0	0	0

NUMBER OF PUBLICATIONS BY FACULTY
1973-74

Department or Area	Published or Completed and Accepted for Publication				In Progress:			
	Journal Articles	Books	Monographs	Other	Journal Articles	Books	Monographs	Other
History	6	3	0	4	10	3	0	2
Library Science	0	0	0	0	6	0	0	0
Library Staff	1	0	0	4	1	0	0	0
Mathematics	1	0	0	1	2	0	0	0
Music and Drama	6	1	0	3	5	0	0	3
Nursing	2	1	0	0	1	0	0	0
Philosophy	7	1	0	0	4	4	0	0
Physics	2	0	0	0	2	1	0	0
Political Science	6	1	0	2	1	1	1	2
Psychology	1	0	0	0	4	0	0	0
Sociology/Anthropology	2	0	0	0	3	1	0	0
Special Education	5	0	0	0	7	2	0	0
Speech	1	2	0	1	0	0	0	1
Student Personnel Services	0	0	0	0	0	0	0	0
Support Services	0	0	0	1	0	0	0	1
TOTALS	72	11	9	115	99	27	3	24

*Includes the Miller Research Learning Center

FACULTY COMMITTEE MEMBERSHIP
1973-74

Department or Area	Department		School		All-College		Academic Council		College Senate	
	Members	Memberships	Members	Memberships	Members	Memberships	Members	Memberships	Members	Memberships
Administration	6	11	10	19	13	33	10	7	12	13
Art	12	30	3	4	5	6	1	1	3	0
Biology	7	21	5	7	3	4	1	0	0	0
Chemistry	6	13	3	4	5	7	0	0	1	1
College Development	1	3	3	4	4	13	0	0	1	2
Counselor Education	5	14	2	2	3	5	1	0	1	1
Earth Sciences	3	12	1	2	3	3	1	1	0	0
Economics	3	5	1	2	1	1	0	0	1	0
Educational Foundations	3	8	3	5	4	4	1	1	0	0
Elementary Education*	12	31	6	8	8	2	1	3	4	5
English	15	29	5	10	9	11	0	0	3	7
Field Experiences and Teacher Placement	12	28	6	12	4	5	2	0	4	2
Foreign Languages	6	16	3	3	1	1	1	1	1	0
Geography	1	2	1	1	2	2	0	0	1	1
Health and Physical Education	9	24	3	4	3	6	0	2	1	0

FACULTY COMMITTEE MEMBERSHIP
1973-74

Department or Area	Department		School		All-College		Academic Council		College Senate	
	Members	Memberships	Members	Memberships	Members	Memberships	Members	Memberships	Members	Memberships
History	12	44	7	8	11	13	1	1	2	3
Library Science	3	6	1	1	3	4	0	0	1	1
Library Staff	7	17	0	0	5	8	0	0	3	1
Mathematics	14	76	6	8	7	10	0	2	2	0
Music and Drama	12	35	2	2	4	4	1	2	3	4
Nursing	2	3	0	0	1	1	0	0	1	0
Philosophy	4	8	1	1	4	5	1	1	1	0
Physics	2	6	2	2	2	1	1	0	1	1
Political Science	7	15	2	2	4	7	2	0	1	1
Psychology	9	20	5	6	4	6	1	0	4	4
Sociology/Anthropology	4	11	1	3	0	0	0	0	1	0
Special Education	9	17	3	4	5	4	1	0	2	0
Speech	2	3	2	2	3	3	1	2	1	2
Student Personnel Services	6	16	6	15	8	15	0	0	3	3
Support Services	0	0	0	0	0	0	0	0	0	0
TOTALS	189	517	93	141	127	182	28	24	58	48

*Includes the Miller Research Learning Center

FACULTY RESEARCH ACTIVITIES
 Summer, 1973 - May, 1974

Department or Area	Number of: Research Projects	Source of Funding:			Project Status:		
		Not Funded	Edinboro St. College	Federal, State or Other Agencies	Planning or Beginning	At Intermediate Stage	Completed or Nearly Completed
Administration	28	14	0	10	12	11	8
Art	40	38	2	1	9	20	11
Biology	11	6	4	1	5	4	1
Chemistry	6	5	1	0	3	1	2
College Development	6	4	0	1	5	0	0
Counselor Education	5	5	0	0	3	1	1
Earth Science	3	2	0	1	1	2	0
Economics	2	1	0	0	1	1	0
Educational Foundations	2	2	0	0	1	0	1
Elementary Education*	7	4	0	5	3	1	7
English	20	12	2	4	5	9	6
Field Experiences and Teacher Placement	6	4	2	1	2	2	1
Foreign Languages	0	6	0	0	1	1	4
Geography	4	2	1	1	0	1	3
Health and Physical Education	2	0	0	0	1	0	1

FACULTY RESEARCH ACTIVITIES
 Summer, 1973 - May, 1974

Department or Area	Number of: Research Projects	Source of Funding:			Project Status:		
		Not Funded	Edinboro St. College	Federal, State or Other Agencies	Planning or Beginning	At Intermediate Stage	Completed or Nearly Completed
History	32	22	4	2	9	14	9
Library Science	0	2	0	0	0	3	0
Library Staff	0	0	0	0	0	0	0
Mathematics	13	8	1	0	4	2	3
Music and Drama	26	6	0	0	5	4	9
Nursing	1	1	0	0	1	0	0
Philosophy	5	13	4	0	2	6	6
Physics	6	2	1	2	3	1	2
Political Science	16	8	2	5	8	5	3
Psychology	8	6	1	1	6	2	0
Sociology/Anthropology	10	5	0	1	4	3	3
Special Education	17	6	0	4	5	4	5
Speech	4	3	1	0	3	1	0
Student Personnel Services	4	2	2	1	1	3	2
Support Services	0	0	0	0	0	0	0
TOTALS	270	181	28	35	96	100	83

*Includes the Miller Research Learning Center

NUMBER OF FACULTY HAVING VARIOUS EXTRA-CLASS
OR NON-TEACHING RESPONSIBILITIES
SUMMER, 1973 - MAY, 1974

<u>Department or Area</u>	<u>Program Development Coordination or Other Program Responsibilities</u>	<u>Directing or Advising Thesis or Independent Study Projects</u>	<u>Counseling Students</u>	<u>Advising or Sponsoring Student Groups</u>	<u>Other</u>
Administration	11	3	9	3	5
Art	8	12	9	3	17
Biology	2	5	7	2	5
Chemistry	1	0	3	1	0
College Development	4	4	0	2	4
Counselor Education	6	3	4	2	1
Economics	1	0	0	0	0
Earth Science	1	0	1	2	2
Educational Foundations	2	1	3	0	3
Elementary Education *	10	7	10	4	4
English	5	9	11	5	8
Field Experiences and Teacher Placement	5	4	9	4	5
Foreign Languages	2	5	5	4	3
Geography	2	2	2	0	4
Health and Physical Education	5	0	6	5	6

NUMBER OF FACULTY HAVING VARIOUS EXTRA-CLASS
OR NON-TEACHING RESPONSIBILITIES
SUMMER, 1973 - MAY, 1974

<u>Department or Area</u>	<u>Program Development Coordination or Other Program Responsibilities</u>	<u>Directing or Advising Thesis or Independent Study Projects</u>	<u>Counseling Students</u>	<u>Advising or Sponsoring Student Groups</u>	<u>Other</u>
History	6	10	14	7	14
Library Science	0	5	1	2	6
Library Staff	0	0	1	1	4
Mathematics	8	4	8	6	3
Music and Drama	5	6	10	5	25
Nursing	2	0	1	0	0
Philosophy	3	3	5	3	2
Physics	2	1	3	2	2
Political Science	3	7	6	2	26
Psychology	4	5	7	4	3
Sociology/Anthropology	2	2	5	2	5
Special Education	6	6	5	8	2
Speech	1	2	2	1	3
Student Personnel Services	5	0	7	8	3
Support Services	0	1	0	1	4
TOTALS	111	104	152	88	166

*Includes the Miller Research Learning Center

NUMBER OF PROFESSIONAL MEETINGS ATTENDED BY FACULTY
 SUMMER, 1973 - MAY, 1974

<u>Department or Area</u>	<u>In State</u>	<u>Out-of-State</u>	<u>Outside of the United States</u>
Administration	121	17	0
Art	12	11	4
Biology	7	1	0
Chemistry	3	4	0
College Development	25	6	0
Counselor Education	12	1	0
Earth Science	7	7	0
Economics	2	0	0
Educational Foundations	8	1	0
Elementary Education*	35	12	3
English	14	9	0
Field Experiences and Teacher Placement	25	4	0
Foreign Languages	11	3	0
Geography	11	5	1
Health and Physical Education	18	5	0

NUMBER OF PROFESSIONAL MEETINGS ATTENDED BY FACULTY
SUMMER, 1973 - MAY, 1974

<u>Department or Area</u>	<u>In State</u>	<u>Out-of-State</u>	<u>Outside of the United States</u>
History	10	9	2
Library Science	8	2	1
Library Staff	5	5	0
Mathematics	20	15	3
Music and Drama	13	6	0
Nursing	11	2	0
Philosophy	7	6	2
Physics	3	1	0
Political Science	14	6	0
Psychology	16	5	1
Sociology/Anthropology	6	4	1
Special Education	15	10	1
Speech	4	1	1
Student Personnel Services	38	7	1
Support Services	2	3	0
TOTALS	477	167	21

*Includes the Miller Research Learning Center

INFORMATION CONCERNING FACULTY-STUDENT
CAMPUS PROFESSIONAL CLUBS AND ORGANIZATIONS
1973-74

Name	Number of Members		Frequency of Meetings	Date of Organization	Number of Projects Completed or planned Sept. 1973-June, 1974	Club Programs	
	Students	Faculty				Lectures, Discussions	Other Activities
Alpha Beta Alpha (Library Science)	79 (14 life members)	6	Monthly	April, 1969	11	4	2
Debate Team	10	2	2 1/2 hours per week	Sept., 1968	15	3	0
French Club	20	2	Bi-monthly	1965	1	1	0
Mathematics Club	35	0	Bi-weekly	Sept, 1965	5	11	5
National Student Speech and Hearing Association	150	6	Monthly	1972	5	3	6
PI Delta Epsilon (Journalism)	20 (12 active alumni)	7	Monthly	May, 1965	4	2	0
Psychology Club	30	2	Every 2 months	1963	3	11	0
Russian Club	55	5	Bi-weekly	Oct., 1970	9	7	7
Spanish Club	29	1	Bi-weekly	1969	1	4	4
Student MENC	44	1	Monthly	1969	--	--	--

CONFIDENT DOCUMENT

EMBORO STATE COLLEGE

INFORMATION CONCERNING
ACADEMIC
DEVELOPMENT

CONCEPT DOCUMENT
for
EDINBORO STATE COLLEGE

Submitted by the
EDINBORO STATE COLLEGE PLANNING COMMISSION

Dr. George Craig
Chairman, English Department

Miss Barbara Mance
Student

Mr. James Dronsfield
Vice President for College Development

Mr. William Rohde
Assistant to the Dean of the School
of Graduate Studies

Dr. Jose Gonzalez
Elementary Education Department

Dr. Arthur Wegweiser
Chairman, Earth Sciences Department

Dr. Harold Green
Member, Board of Trustees

Mr. Saul Weinstein
Director of Libraries

Dr. Richard Gromen
Dean of the School of Behavioral and
Social Sciences

Dr. Jack Williams
Dean of the School of Graduate Studies

Professor Harvey Heath
Political Science Department

Dr. John Fisher, Chairman
Interim Vice President for Academic Affairs.

March, 1974

INTRODUCTION

This document represents the views of the Academic Development Commission at Edinboro State College. These views are representative of the thinking of members of the college community.

In formulating this document the Commission has envisioned short-, medium-, and long-range goals and programs to meet increasing educational needs of the general region and Commonwealth. The Commission is aware of a responsibility to provide higher education services within this region of the Commonwealth. It is also conscious of the institution's potential to provide educational opportunities to clientele from through-out the Commonwealth and neighboring states. The same services are also available to an increasing number of international students. Since both public and private institutions of higher education serve the needs of this rapidly growing region, the Commission believes that interinstitutional cooperation of various types is a feasible way of satisfying some of these complex needs.

Substantial changes have already taken place at this institution during the last five years. Some of the ongoing developments, as well as projected ones, represent significant departures from traditional programs and services. Other developments are innovations within already established programs. For example, in elementary education the EDIN model and the LEAR model, a competency-based program in early childhood education, have been implemented. In other teacher education areas as well as in the arts, sciences, and humanities competency-based programs are being developed and implemented. The College has increased the number of intern and field experiences available to undergraduate and graduate students in government, business, education and other agencies.

In addition to these activities the College has cooperative affiliations with the Bureau of Government Services, the Life Experience Center, and the College for Senior Americans. The institution is involved in a number of consortial arrangements with other institutions of higher education and agencies, e.g. criminal justice program with Mercyhurst College, Penn Soil Conservation Education Center program in environmental/biological sciences with Clarion State College, WOLN Radio and Television satellite studio which provides programming from the campus, and the on-campus satellite of St. Vincent Hospital mental health center. The College is one of the founding members of the Marine Science Consortium Inc., which is composed of 17 higher educational institutions both within and outside of the Commonwealth. The College also belongs to the Northwestern Interlibrary Cooperative of Pennsylvania. In cooperation with the Pennsylvania Bureau of Vocational Rehabilitation, the College has been designated as a "Wheelchair Campus" for severely handicapped students. Edinboro State College has had a continuing interest in international education. Students and faculty have been in residence in England, Europe, and Asia, and currently 40 students are located at the American School in Tegucigalpa, Honduras and in Queretaro, Mexico.

In addition to activities involving study for credit, the College is becoming increasingly involved in continuing and adult education experiences, and is providing the leadership and resources to help meet a variety of needs.

Proposed Mission for the College

The Commission envisions that Edinboro State College will become a multi-purpose university which will selectively provide pertinent and necessary educational services for the region it serves, for the Commonwealth, and for other areas beyond the College. Realistically the College now fulfills the academic and institutional requirements necessary to establish a university in a region where one does not currently exist.

To become a university necessitates a number and variety of programs from the associate degree through the doctorate. As in the past the College will continue to critically evaluate existing programs and modify them when change is indicated, and discontinue them when a need no longer exists. New programs such as law; medicine; and public, educational and business administration are seriously being considered for inclusion in the curricula. Non-degree experiences in adult education and continuing education, off-campus experiences relevant to education, graduate programs built upon undergraduate strength, and other programs designed to meet changing educational demands are all vital to the continuing development of Edinboro State College.

Thus, the missions of Edinboro State College are seen as follows:

1. To provide the services of a high quality university for the Commonwealth and adjacent areas.
2. To maintain at the highest levels of academic quality both the programs selected for retention in the curricula and those programs recently developed to fulfill a need for trained and qualified personnel.
3. To provide programs in the arts, sciences, humanities, business professions, vocational-technical services and human services in areas of established need at two, three and four-year and post-baccalaureate levels.
4. To develop graduate programs commensurate with existing academic strength and excellence, and those that coincide with the College's mission of becoming a multi-purpose university.
5. To continue to offer and develop programs in teacher education compatible with current and projected needs.
6. To develop programs for all age groups which meet the increasing needs in continuing and adult education and in community services.

Objectives Implicit in the Proposed Missions

The objectives implicit in the proposed missions may be viewed as short, medium, and long range in nature. By the end of the next six years there will be a reduction in the number of teachers produced in current specializations, if there continues to be a lessening of demand. It is anticipated that there will be an increase in the number of programs and graduates in non-teacher education areas.

The objectives include implementation of the following programs:

1973-74

BA Soc. Sci. - Economics/Accounting
BA Soc. Sci. - Economics/General
Business
Cooperative Engineering Program

1974-75

MA in Psychology
MA in Speech Pathology & Audiology
MA in Rehabilitation Counseling
MS in Mathematics

MA in American Studies
BA in Liberal Studies
Associate Degrees in selected areas
Bachelor's Degree in Technical Arts
BA in Criminal Justice
BA/BS in Environmental Studies
BS in Economics

1975-76

BS in business areas
MS in Safety Education
BA in Communications
MFA in Art
Other selected Associate Degrees
Other selected Masters Degrees

1977-78

Master of Business Administration
Master of Public Administration
Other selected Doctoral programs
Other selected Masters Degrees
Other selected Associate Degrees

1976-77

MS Nursing
MA in Recreation
Doctorate in School Psychology
Doctorate in Special Education
Other selected Masters Degrees
Other selected Associate Degrees

1978-

Legal education
Medical education
Regional planning

Programs which unnecessarily duplicate others offered on campus will be discontinued and there will be a reduction in resources devoted to programs of reduced need. These resources will be reallocated to programs of higher priority.

It is expected that a number of one and two year programs in human and health services, as well as in business, technical, and vocational fields will become operative within the current decade. During this period the adult and continuing education program will reach the point where it provides for many of the current, unmet needs of student clients. A medical education program, providing for at least the beginning portions of the training of physicians, will be underway. Similar provisions will be made for those desiring training in law. Administration graduates will be serving in educational, business, and civil positions in this and other regions.

In addition, other innovative programs will be developed to meet yet unsatisfied needs. For example, the resources of several departments could be combined to supply a recognized need. Also, the College could offer cycled programs in areas where enrollments are not sufficient to sustain continuous programs. These programs could be cycled so that when the undergraduate program is out of cycle, the graduate program would be in cycle.

In order to amass and pass on our cultural heritage and the skills needed to cope with the developing problems facing our society, continuous planning will be necessary. Flexible staffing that includes traditional and non-traditional faculty suggests itself. Non-traditional learning sites and methodology will supplement the traditional and still necessary classrooms and library. Flexible program structures aimed at the students' needs will be developed along with the necessary facilities.

Rationale for Proposed Missions and Objectives

Resources of the Region and Commonwealth

An analysis of the student body of Edinboro State College reveals that nearly every county in the Commonwealth is represented, including many from Ohio and New York States. Students in the largest numbers come from the counties in Western Pennsylvania with Allegheny County having the largest number enrolled.

A description of the resources of the region must include the areas served by the College. Such being the case, this would mean that the resources of the counties in Western Pennsylvania, Southwestern New York State, and Eastern Ohio should be included. This document will not address itself to the resources of the above, since these descriptions are available from a number of sources. However, a brief description is provided of the resources of Northwestern Pennsylvania, since it was indicated earlier that this immediate area does not currently possess a university -- a need Edinboro State College wishes to fulfill.

The Northwestern Region of Pennsylvania usually is thought to include Erie, Crawford, Mercer, Warren, Venango and Forest Counties. This region contains approximately 4,500 square miles and over one-half million people. It is one of the most rapidly growing areas of the Commonwealth. The region contains five rather well defined industrial areas around which most of the population is concentrated and occupied. These are: Metropolitan Erie, which includes the whole county of Erie; Sharon-Farrell which includes all of Mercer County; Franklin-Oil City and Titusville which encompasses all of Venango and Forest Counties as well as eastern Crawford County; Meadville which takes in the rest of Crawford County; and Warren which includes the whole of Warren County.

Edinboro State College lies roughly equidistant from three major metropolitan centers; Buffalo, Cleveland, and Pittsburgh. This part of the state is the most varied in terms of economic resources and includes forestry, dairying, oil and gas production, basic steel industry and fruit farming. Water has always been present in great abundance in the Northwest region. Primarily during the summer months, hundreds of thousands of tourists and vacationists add to the population (and the economy). The transportation industry has shown considerable expansion over the past five years. The cultural interests of this region are currently expanding and are centered in Erie County.

Needs of the Region

Studies in the larger region, as described above, have shown that new programs in a wide variety of fields at the undergraduate and graduate levels are still needed. Examples of such programs include: the health professions, administration, business programs, environmental control, transportation, urban education, recreation, and safety. This lack of programs causes problems for business, industry, and government in recruiting and retaining employees. There is a risk that this region will lose people with needed skills who will relocate in areas outside the Commonwealth where they may further their education without commuting long distances.

Needs of the Commonwealth

There are several issues that face the Commonwealth. Among these are: intellectual development and education, improvement of educational systems, economic development, provision of services and opportunities for the disadvantaged, crime, rehabilitation of offenders, mental and physical health, drug abuse, provision of adequate health care, environmental control, social development, provision of social services, and improvement of state and local government. The mission of Edinboro State College addresses itself to these needs.

Resources Available on Campus

The resources of any higher educational institution can be classified as follows: students, faculty, administration, physical facilities, instructional resources, equipment and location.

The quality of entering students, both in terms of SAT scores and rank in high school graduating class, has improved over the past several years at Edinboro State College. The quality of the faculty, as measured by activity in professional associations, possession of the highest earned degree in the field, rendering service to various agencies and groups within the region, publications and research, also has significantly increased over the same period. Visiting teams from various accrediting associations have been most complimentary in their remarks concerning the quality of the college faculty and administration.

A particularly advantageous resource is the land and physical facilities available to the College. The present college campus consists of 585 acres of level land with few or no obstructions to future expansion. The College also has branches in Warren and Farrell, Pennsylvania. The College has a mix of properly equipped new and older buildings. The master plan for physical facilities construction has been closely adhered to over the past 10 years. The College has the physical plant and facilities which is appropriate for a school in excess of 8,000 students offering a variety of programs in arts, sciences and humanities, education, and graduate degrees. Edinboro State College has the largest and most complete library collection in Northwestern Pennsylvania. Currently under construction on the campus is a library facility which will be adequate for a major university.

Changes to be Made in Current Missions, Objectives and Programs within 1-5 Years

It is planned that during 1974-75 the following would take place: consolidation of existing undergraduate and graduate programs by phasing out some programs and implementing new ones, plan and implement internal changes which will reflect the change in society's need for college graduates, increased support of faculty research, provide greater service to the community, and to lead and participate in the development of consortia. The College also plans to continue to attract and retain a more diversified student body and to improve and broaden career, personal, and academic counseling.

Concurrently, the College plans to provide greater service to this region by continuing those activities indicated above, with anticipation that it will become a university serving the Northwestern sector, the Commonwealth, and beyond. The provision of needed services to the region would include the offerings of associate, baccalaureate, masters, and doctoral degrees. In addition, non-credit, non-degree experiences would be offered through conferences, institutes and workshops in areas of established need.

Brief Description of Resources and New Facilities Needed to Accomplish Missions

In order to provide the services called for by the missions stated in earlier sections of this document, it will be necessary to have significantly increased financial support. The College also will have a proportionally greater need in the future for facilities to provide instruction and laboratory experiences in the physical and natural sciences, and social sciences. This should include facilities for programs in the allied health professions, behavioral, and social sciences. Research facilities will be needed for the instruction of graduate students in particular. This need also extends to that of facilities for programs in the areas of business and communications. In order to increase cultural offerings to the region, a fine arts/music facility is needed.

TWO YEAR ACTION PLAN
for
EDINBORO STATE COLLEGE

Submitted by the

EDINBORO STATE COLLEGE PLANNING COMMISSION

Dr. George Craig
Chairman, English Department

Ms. Barbara Mance
Student

Mr. James Dronsfield
Vice President for College Development

Mr. William Rohde
Assistant to the Dean of the
School of Graduate Studies

Dr. Jose Gonzalez
Elementary Education Department

Dr. Arthur Wegweiser
Chairman, Earth Sciences Department

Dr. Harold Green
Member, Board of Trustees

Mr. Saul Weinstein
Director of Libraries

Dr. Richard Gromen
Dean of the School of Behavioral
and Social Sciences

Dr. Jack Williams
Dean of the School of
Graduate Studies

Professor Harvey Heath
Political Science Department

Dr. John Fisher, Chairman
Interim Vice President
for Academic Affairs

April, 1974

INTRODUCTION

This document has been prepared in accordance with the guidelines for developing two-year action plans as contained in the minutes of the March 4, 1974 meeting of the State College Planning Commission.

The Plan consists of three major sections as follows:

- I Projected Degree Programs
- II Other Projected Changes
- III Changes Made at Edinboro State College
Over the Past Three Years

The guidelines indicated above appeared to better lend themselves to the three sections selected than to a point-by-point response. The Edinboro State College Planning Commission believed that the spirit of the Concept Document should be followed in which it was suggested that major points should be covered, but an attempt should be made to keep the number of pages to a reasonable minimum.

It is hoped that this Plan will assist the Commissioner of Higher Education, the Board of State College and University Directors, the State College Planning Commission and other interested individuals and groups to better understand the direction which Edinboro State College has taken and would like to take in the years ahead.

I. PROJECTED DEGREE PROGRAMS

In this section the degree programs which Edinboro State College wishes to initiate in 1974-75 and 1976-76 are detailed. For each program the title is listed as well as a statement of need and resources and other pertinent information.

Bachelors Degree in Technical Arts (Technical Trades Degree)

- A. Need: The need for supervisory personnel in building trades, highway construction, plumbing, electrical contracting and probably all blue-collar occupations is vitally needed. Trade and technical fields have no difficulty filling lower level positions; however, supervisory personnel are more difficult to obtain. The Technical Trades Degree would make it possible for those entering the program to qualify for higher level positions.
- B. Resources Required
- (1) Resources Available
 - (a) Faculty. Present complement can handle the two years of general education. Craft Unions will handle the last two years of the program.
 - (b) Courses. General education courses already available and will meet the requirements for this degree.
 - (c) Facilities. Nothing new needed.
 - (d) Equipment and supplies. Equipment and supplies on hand are sufficient.
 - (e) Supporting programs and faculty. All liberal arts programs and faculty contribute to it.
 - (2) Additional resources. None
 - (3) Reallocation of Resources. Faculty teaching in areas in teacher education that have reduced enrollments may be used to teach the four seminars required in the third and fourth year.

BACHELOR OF ARTS IN CRIMINAL JUSTICE

- A. Need: The conditions existing in contemporary life have become more sophisticated and more complex. One of the areas in which the need for professionally trained persons is in law, law enforcement and all of the related areas. The availability of a college program and the body of professionally trained graduates will help to alleviate the pressure for trained and qualified staff.
- B. Resources Required
- (1) Resources Available
- (a) Faculty. Present complement has two faculty who teach course offerings exclusively in Criminal Justice. Three who teach two or more directly related courses each semester. In addition, a consortial arrangement with Mercyhurst (and in the near future with Gannon) arrange for the exchange of faculty. During the last four semesters, Mercyhurst faculty have offered four courses on the Edinboro Campus.
 - (b) Courses. Courses presently available sufficient for the program.
 - (c) Facilities. Nothing new needed.
 - (d) Equipment and supplies. Library holdings sufficient for beginning the program.
 - (e) Supporting programs and faculty. Faculty and courses in psychology, sociology and political science support this program
- (2) Additional Resources
- Additional faculty needed commensurate with increased program enrollments.
No new course or facilities needed.
Modest increase in library holding will be needed over the next few years.
Maintenance of current supporting programs in the social sciences.
- (3) Reallocation of Resources. None needed.
- C. Associate in Arts Degree program in Criminal Justice proposed for 1974-75 will support the B.A. degree and permit better utilization of staff.

MASTER OF SCIENCE IN MATHEMATICS

- A. Need: The addition of this degree to the existing Master of Education in Mathematics will provide graduate students in mathematics the option of an academic degree or a professional degree in mathematics. This can be accomplished with the use of current staff and facilities.
- B.
 - (1) The existing staff, courses, and facilities will support the new degree.

MASTER OF SCIENCE IN SAFETY EDUCATION

- A. Need: State agencies have encouraged Edinboro State College to develop a safety education program in northwest Pennsylvania to fill the need for professionally trained personnel and money has been provided to develop a safety education center.
- B.
 - (1) A twenty-five station media response center and a twelve place simulation trailer are currently in use. A highway safety range is planned for use in mid-fall of 1974. Two staff members currently teach undergraduate courses.
 - (2) One additional staff member will be needed with an academic background in safety education and specialization in non-traffic safety.

BACHELOR OF SCIENCE IN ECONOMICS

- A. Need: The staff and facilities exists at Edinboro State College to support courses and programs in business, accounting, economics and to provide general education courses and, without expansion, offer the students the opportunity to obtain a degree in economics. The need will be created by the existence of the degree which can be offered in conjunction with other related programs.
- B. Resources Required
- (1) Resources Available
 - (a) Faculty. Five faculty currently teaching economics courses.
 - (b) Courses. Sufficient courses currently being taught.
 - (c) Facilities. Nothing new needed.
 - (d) Equipment and Supplies. Nothing new needed.
 - (e) Supporting programs and faculty. Economics courses are offered for and are required in several existing degree programs, including Elementary and Secondary Education, Social Studies; B.A. Social Science; B.A. Political Science; B.A. Urban Studies; B.A. Black Studies; etc.
 - (2) Additional Resources. None
 - (3) Reallocation of Resources. None needed.
- C. Bachelor of Science in Business Areas, Master of Business Administration. Regional Planning Program will utilize available staff and facilities more effectively.

BACHELOR OF SCIENCE IN BUSINESS AREAS

(General Business and Accounting)

- A. Need: Public demand and the lack of a sufficient number of similar programs in neighboring institutions indicate that the need for training in business administration and business related areas is not readily available.
- B. Resources Required
- (1) Resources Available
- (a) Faculty. Two faculty, one of whom is currently teaching economics and business, in business by September 1974.
 - (b) Courses. By September 1974 will offer or will have offered 50% of the courses required.
 - (c) Facilities. Currently using classrooms in existing building.
 - (d) Equipment and Supplies. Sufficient to begin program.
 - (e) Supporting programs and faculty. Four faculty in economics and a full range of economics courses.
- (2) Additional Resources
- (a) Faculty. Five additional faculty spread over 1975-6, 1976-7, 1977-8.
 - (b) Courses. Will have to add seven new courses to existing offerings.
 - (c) Facilities. Space needs for faculty offices and classrooms. (See Reallocation)
 - (d) Equipment and Supplies. Additional computational Equipment needed for business laboratory.
- (3) Reallocation of Resources
- Find additional classroom and office space, perhaps in Hamilton Library. It will become vacant when new library is completed.
- C. The degree will contribute to and will be supported by the Master of Business Administration, Bachelor of Science in Economics, Regional Planning Programs.

BACHELOR OF ARTS IN COMMUNICATIONS

- A. Need for the Program: An increasing demand for college-trained personnel with multi-media training is evident. Occupations in radio, television, film and journalism demand composite training, and the degree would offer the student interested in entering these fields the opportunity to enroll in courses which would provide competency in one or more concentrations in print and non-print media.
- B. Resources required
- (1) Resources presently available: Existing courses and existing staff could support the program for the first two years; with the recent addition in film, journalism, speech, and English courses, there would be no need for adding courses except in radio and television.
 - (2) Additional resources required: laboratory facilities in television would be required in television, radio, and film. A limited number of students can be served with the existing facilities. Additional staff would be required or a reallocation of staff would be required. One person in journalism, one in speech, one in television would be the anticipated staff needs.
- C. The Bachelor of Science in Secondary Education: Communication which is being submitted to the Department of Education for certification approval will utilize the same core of courses as the Bachelor of Arts Degree and will support that degree. Currently under consideration is an Associate of Arts Degree in Communications which would also be supportive of the communications concept.

BACHELOR OF ARTS IN LIBERAL STUDIES

A. Need:

A large proportion of the students enrolling in Bachelor of Arts programs lack fixed career objectives. Many others seek personalized, broad liberal arts education programs. Such persons share in common a desire to improve their intellectual competencies even while they broaden their academic horizons. Advisors and counsellors can easily document the frustration of students attempting to pursue unique, personalized, educational experiences within existing structured programs. The need for this program already exists within the enrollment currently at Edinboro State College. Advertisement of the availability of the Bachelor of Arts in Liberal Studies program will attract new students to the institution as well.

B. Resources:

- (1) No new teaching faculty, classroom facilities, or equipment will be necessary to support this program.
- (2) A program director will need to be identified by the Academic Affairs Office to administer, coordinate, advertise, and advise students. A faculty team representative of the several academic areas will need to be identified to assist in the advisement of students in the program.

BACHELOR OF ARTS/BACHELOR OF SCIENCE DEGREE IN ENVIRONMENTAL STUDIES

A. Need:

Experience at Edinboro State College with an interdisciplinary Environmental Studies Focus demonstrates a strong and growing commitment to environmental education. The Committee for Economic Development in a 1974 study entitled, More Effective Programs for a Cleaner Environment project that pollution control expenditures will increase from 11.3 billion dollars annually in 1971 to 39.5 billion dollars in 1981. By comparison the total ten year NASA Apollo expenditure was 22 billion dollars. An increasing need for specialists with social and natural science competencies will parallel student interest and training in environmental studies.

B. Resources:

- (1) No new teaching faculty, classroom facilities, or equipment will be needed to undertake this program. Expenditure for specialized equipment may become necessary in future years.
- (2) Natural laboratories exist on the acreage of the Edinboro State College as well as at the Penn Soil Conservation Education Center, the Marine Consortium Field Stations, and the Pymatuning Laboratory of Ecology.
- (3) A program co-ordinator will need to be identified by the Academic Affairs Office to administer, co-ordinate, and advertise these programs.
- (4) No new department will be required to offer these programs. The existent Departments of Biology, Earth Sciences, and Geography, among others, possess capabilities for administering these programs.

MASTER OF ARTS IN PSYCHOLOGY

A. Need:

Human service organizations and agencies are in need of trained professionals with advanced degrees. The treatment and techniques used in mental health care have changed and the changing needs should be fulfilled by providing the best advanced training.

- B. (1) The program will be implemented with the present staff. The facilities are and will be adequate.
- (2) The full potential of the program will require the addition of a staff member in the area of clinical psychology.

MASTER OF ARTS IN SPEECH PATHOLOGY AND AUDIOLOGY

A. Need:

A survey of 125 individuals presently employed in speech and hearing programs revealed that 85 indicated a desire to enroll in the program when it is initiated.

B. Resources:

- (1) Implementation of this program will be accomplished without additional faculty and by re-assigning currently employed faculty.
- (2) The existing clinical facility is currently being remodeled. Necessary new equipment has been ordered.

MASTER OF ARTS - REHABILITATION COUNSELING

A. Need:

The expansion of rehabilitation service and the lack of trained staff to provide for necessary and expanding demands for rehabilitation counseling are the best indicator of need. The need was established by making a survey of counseling and rehabilitation agencies in northwestern Pennsylvania.

- B. (1) Implementation of this program will be accomplished without additional faculty by re-assigning currently employed staff. Physical facilities are adequate for the implementation of the program.
- (2) The library holdings in professional books and journals is being strengthened and will continue to be.

MASTER OF ARTS IN AMERICAN STUDIES

- A. Need: The need is probably not large as indicated by a survey however, the graduate courses taught by the Department of English and the Department of History could absorb more students without additional cost or expansion.
- B.
 - (1) Courses in History and English and current staff will support this program.

MASTER OF FINE ARTS IN ART

- A. Need: A significant number of the 180 undergraduate students in fine arts indicated a need and a desire for the graduate program. Enrollments in art programs, on the basis of a national survey, are continuing to rise and additional graduate programs will be needed to provide advanced training.
- B.
 - (1) There are currently forty-three full-time staff members and the department occupies a new art classroom, studio and office building which is completely adequate.
 - (2) One additional staff member will be required.

ASSOCIATE DEGREE IN COMPUTER TECHNOLOGY

- A. Need: The U. S. Census Bureau reports that in 1970 there were 161,337 computer programmers, and 79,949 systems analysts in the national work force. Of this number 205 were employed in Erie County. Projections indicate that by 1975 there will be an increased need of approximately twice the number employed in 1970.
- B. Resources Required:
 - (1) Three members of the Computer Center Staff can begin the program. Supporting courses from other areas are available. In the second year of the program one full-time and one part-time faculty would be required. Full computer facilities and supporting facilities are currently available.

ASSOCIATE DEGREE IN CRIMINAL JUSTICE

A. Need:

Current societal needs and problems have created a demand for properly trained law enforcement personnel. This demand has become particularly important at the local and county levels of government, where there is a need for the continuous upgrading of law enforcement services.

B. Resources Required:

- (1) Available - A qualified staff has been identified from the faculty complement presently working in the criminal justice program and related programs. The program will also be served by the staff which already offers supporting courses for other academic programs. Current facilities are sufficient to carry out the instructional requirements of the program.
- (2) Additional: The implementation of this program will require additional staff; however, the additional staff will be hired on a temporary and part-time basis as the need arises.

C. Projected Degree Offerings in Related Areas Beyond 1975-76 - This program is structured to relate, in part, to the present criminal justice program (focus) and the baccalaureate degree in criminal justice which this institution plans to start offering beginning the 1976-77 academic year.

SUMMARY

The previous portions of this section have indicated in some detail programs projected for 1974-75 and 1975-76. Edinboro State College is currently exploring the feasibility of offering programs in occupational and physical therapy and geriatrics. Also, discussion is underway concerning a cooperative medical program with Pennsylvania State University for the preparation of physicians who would work in family practice in smaller communities. The college also plans to explore the greater use of areas adjacent to its campuses for special programs, e.g. Allegheny National Forest and lowlands and marshes near its Warren Campus.

It is anticipated that further exploration with implementation in areas of need will take place in two year associate degree programs. Currently under consideration are programs in such areas as: Computer Technology, Social Service and Welfare, Para-Professional in Education, Secretarial Science, Business Administration, and Forestry.

II. OTHER PROJECTED CHANGES

The previous section details the degree program offerings which the college would like to implement in 1974-75 and 1975-76. In these same years Edinboro State College would like to make changes which are also consistent with statements made in the Concept Document.

There has been a significant increase in experiences offered through the Division of Adult and Continuing Education. It is anticipated that there will be a considerable increase in effort in this area to offer non-degree, non-credit experiences for those who have such interests.

The College also wishes to continue its development of internships and field experience programs, particularly in the arts and sciences. This would involve greater numbers of students with government, business, education, and other agencies.

It is likely that Edinboro State College will increase its consortial efforts as well as to develop affiliations with other units, which may be located on or in close proximity to the campus.

Consistent with the direction previously established, it is anticipated that students will continue to be drawn to the college from more distant geographic areas, and that there will be further increases in the numbers of international students.

There should be a greater heterogeneity in the student body at Edinboro State College. This means that students from more diverse cultural and experiential backgrounds will be enrolled at the college. The "Wheelchair Campus" concept will add to this mix of students having a variety of abilities. To better serve a more diverse student body, it is expected that remedial courses and experiences would be developed, particularly in the fields of reading, mathematics and "how to study" areas.

Programs which unnecessarily duplicate others offered will be discontinued and there will be a reduction in resources devoted to programs of reduced need. These resources will be reallocated to programs of higher priority.

The Student Personnel Services Branch of the College has projected changes which would be consistent with institutional growth. Selected projections from this branch for 1974-75 and 1975-76 are as follows:

GHERING HEALTH CENTER

Consider an injury/accident control program.
Additional staffing.
VD control clinic.
Gynecologic clinic.
Both out-patient and in-patient facilities become part of medical school development.

HOUSING

Two dormitories added. (for 800 students). Additional off-campus beds for married and single students.
Additional units for married students.
Additional beds for single students.

PERSONNEL DEANS

Student Standards Director.
Fraternity housing.
Student Personnel Graduate Program.

ACTIVITIES

Promote recreational facilities in the community.
Co-operative programs with area colleges.

COLLEGE UNION

Union open 24 hours per day.
Weekend trips.
State College tournaments.
Regional conferences.
Establish music room.
Purchase tapes and albums.

COUNSELING

Additional vocational guidance.
Increase specialization in counseling staff.
Increase in Human Relations/
Facilitation Counseling.

The Planning Commission envisions that Edinboro State College will become a multi-purpose university which will selectively provide pertinent and necessary educational services for the region it serves, for the Commonwealth, and for other areas beyond the College. It appears that this is a realistic goal which can be accomplished within the next two years. This also implies an increased level of support in order to accomplish the missions and the objectives implicit in them.

III. CHANGES MADE AT EDINBORO STATE COLLEGE OVER THE PAST THREE YEARS

Significant changes have taken place at Edinboro State College over the past several years. These changes are consistent with the directions that are pointed to in the Concept Document. This section details selected changes that may be of interest to those who have a concern about this institution.

(1) Student Distribution

	<u>1970-71</u>	<u>1973-74</u>
Education - Undergraduate	4,352	2,969
Graduate	592	627
Arts and Sciences - Undergraduate	1,491	3,332
Graduate	48	66

(2) Degree Recipients

Education - Undergraduate	872	956
Graduate	260	323
Arts and Sciences - Undergraduate	131	290
Graduate	14	22

(3) Geographic Areas from Which Students are Served

The September 1970 freshman class was drawn from 37 counties in Pennsylvania. In the Fall of 1973 such students came from 53 counties in the Commonwealth. Students are coming to the college in greater numbers from counties further from North-western Pennsylvania than has been the case in the past. As indicated earlier there was an increase in out-of-state and international students as well.

(4) Number of International Students	11	25
(5) Number of Out-of State Students	84	142
(6) Number of Students Studying Abroad	0	92
(7) Number of Adult/Continuing Education Courses and Students (non-credit)	0	401 students in 35 courses

(8) Number of Undergraduate and Graduate Programs

Education - Undergraduate	20	24
Graduate	12	16
* Arts and Sciences - Undergraduate	18	43
Graduate	3	4

* Includes concentrations under arts and sciences.

(9) Faculty Qualifications

	<u>1970-71</u>	<u>1973-74</u>
<u>Highest Earned Degree Held</u>		
Doctorate	149	185
Masters	246	235
Bachelors	12	12
<u>Faculty Rank</u>		
Professor	100	115
Assoc. Prof.	125	148
Asst. Prof.	139	140
Instructor	43	29

(10) Changes in Faculty Professional Activity

(a) Number of times Agencies receive Consultant Services from Faculty	163	536
(b) Number of Lectures or Talks Delivered by Faculty	735	1,667
(c) Number of Publications	142	268
(d) Number of Research Projects Completed or Underway	353	464
(e) Number of Professional Meetings Attended	550	785

(11) Changes in Faculty Departmental Distribution

Art	42	41
Elementary Education	31	28
Secondary Education	7	8
Field Services/Teacher Placement	27	25
English	42	40
Speech	7	7
Foreign Languages	18	11
Geography	12	10
Earth Sciences	8	8
Health and Physical Education	21	23
Library Science	6	4
Mathematics	23	24
Music and Drama	21	25
Nursing	1	5
Philosophy	10	11
Psychology	15	17
Counselor Education	9	9
Special Education	12	15
Biology	18	22
Chemistry	10	10
Physics	10	11
History	23	20
Political Science	10	10
Economics	3	4
Sociology/Anthropology	11	14
TOTAL	<u>396</u>	<u>402</u>

(12) Changes in Library Holdings and Expenditures

	<u>1970-71</u>	<u>1972-73</u>
(a) Expenditures for Materials	\$175,304	\$522,927
(b) Volumes Added	17,125	24,909
(c) Number of Volumes	187,263	269,994
(d) Number of Periodical Titles	2,954	3,155
(e) Microform Volumes	* NA	152,305
(f) Physical Units of Microform	NA	451,072
(g) Number of Filmstrips	NA	2,909
(h) Number of Motion Pictures (films, cassettes, tapes, and video tapes)	NA	213
(i) Number of titles of audio recordings	NA	7,596

* Information not available

(13) Increases in Instructional and Other Space

The Miller Research Learning Center, the New College Union, Butterfield Education Building, and Doucette Hall have been constructed and occupied since 1970-71. In addition a new library is under construction and completion is scheduled within 22 months. The above have added approximately 106,000 square feet of instructional and related space to the campus.

(14) Increases in Cultural Programs

The past few years have seen significant increases in the cultural offerings at the college which are made available to the public. Internationally known performers, orchestras, and lecturers have appeared regularly at Edinboro State College. The college is rapidly gaining recognition as a regional cultural center.

(15) Increases in Student Services

The Student Personnel Services Branch of the college between 1970-71 and the present has significantly increased services to students. During this period a counseling center was established. This center offers the services of a consulting psychologist, a liberal arts placement counselor, and a wide variety of counseling services. In addition, the following areas have been strengthened: financial aid, college union, housing and food services, and student activities.

(16) Increases in Academic Services

The Academic Affairs Office has increased its services to students through the coordination of the strengthening of the advisory program. Also a Division of General Studies has been established which provides students in need of further guidance with an opportunity to obtain intensive assistance in selecting a college major as well as a greater understanding of the world of work.

(17) Changes in Consortial Efforts

During 1973-74 Edinboro State College entered into consortia with at least 41 institutions of higher learning or other agencies. In 1970-71 this number was approximately 18.

(18) Number of New Units Affiliated With the College

Recently Edinboro State College became affiliated with the Bureau of Government Services, the Life Experience Center, and the College for Senior Americans. These units are located on the campus and did not exist in 1970-71.

(19) Competency Based Programs

During 1973-74 the college moved in the direction of planning and implementing competency based programs. This was not the case in 1970-71.

(20) Changes Brought About as a Result of Affirmative Action Programs

Since 1970-71 an Affirmative Action Officer has been appointed by the college and greater efforts have been made to recruit minority and disadvantaged students and staff members. Such efforts have resulted in an increase in women and non-white members of the faculty and administrative staff. There has also been an increase in the number of minority and disadvantaged students enrolled at Edinboro State College.

(21) Student Internships and Field Experiences

In 1970-71 Edinboro State College conducted one pre-student teaching field experience which enrolled a maximum of 30 students. There were no such projects in the arts and sciences. During the current academic year approximately 200 students were involved in six internship or field experience projects in the arts and sciences, as well as education. Student teaching is not included in these figures.

(22) Support from Alumni, Corporations, Foundations and Individuals

Through the activity of the President and the Vice President for Support Services there has been an increase in support coming to the college from corporations, alumni, foundations, agencies, and individuals. Such support has been used to expand faculty research, cultural offerings, and a variety of worthwhile projects and activities. In 1971-72 this amounted to \$99,883 and increased to \$111,425 in 1972-73.

SUMMARY

This section of the Action Plan was designed to show selected changes that have taken place at Edinboro State College over the past few years which are consistent with the Concept Document. It is worth noting that a significant shift has taken place from education to the arts and sciences. There has also been an increase in the number of programs available to students in the arts and sciences with some program growth in the education areas.

College faculty members have strengthened their academic qualifications and, through a significant increase in professional activity, have rendered more service to area agencies and institutions. With a faculty of approximately the same size as in 1970-71, the number of lectures or talks delivered, the number of publications and services to agencies and the amount of research have approximately doubled.

Students are coming to Edinboro State College from greater distances with more counties in the Commonwealth being served. Also these students are studying abroad in greater numbers.

The college is attempting to render greater service through increased offerings in the Division of Adult and Continuing Education, greater participation in consortial efforts, and the establishment of new units with which it is affiliated. A great strengthening of the library has taken place recently and increased services are offered to students through the Academic Affairs and Student Personnel Services Branches of the college. The college building program has added to the available instructional and recreational space.

TWO YEAR ACTION PLAN SUMMARY

This plan is consistent with the directions established in the Concept Document. The first section has outlined the degree programs at undergraduate and graduate levels which Edinboro State College wishes to implement and reference is made to programs which the college has under consideration.

The second section indicates changes, other than degree programs, the college wishes to implement in this same period. These are designed to support program changes and new directions for Edinboro State College.

The third section highlights changes made in selected areas by the college from 1970-71 to the present. This information supports statements made in the Concept Document about the changing missions of Edinboro State College. It indicates an increased diversity in student body and academic programs (particularly in the arts and sciences), a faculty which is stronger academically and professionally, better facilities for instruction, and a stronger library to support present and projected programs.

This plan should provide guidance to those who are interested in the development of Edinboro State College and its mission to become a multi-purpose university which will selectively provide necessary educational services for the region it serves, the Commonwealth, and other areas beyond the College.

THE EDUCATIONAL DEVELOPMENT CENTER

The approved mission of the Edinboro Educational Development Center is to determine and describe the relationships among learning characteristics, learning environments and learning outcomes. In addition, the Edinboro EDC has also been developing instrumentation appropriate to this mission and disseminating the outcomes of its research efforts on a state-wide basis.

In pursuit of these goals a three year study, titled "The Pupil Profile Project", conducted at the Eisenhower High School in Warren County reached its final phase. This attempt, systematically delineating student profiles and identifying salient characteristics attracted considerable attention in the professional community. More than 200 copies of the interim report prepared at the end of the second year were circulated in an area encompassing 12 states. The results were also presented to and discussed with all Warren County secondary principals as well as the Eisenhower faculty. The data analysis in this report formed the basis for a revised procedure matching pupil learning styles with classroom learning processes. During the past year, the experimental population of Eisenhower seniors completed their final year of instruction in one of four prescribed learning environments in social studies. The analysis of these data is substantially complete and a final report in preparation.

The outcomes of the Pupil Profile Project were sufficiently clear to permit the packaging of the procedure under the acronym SCALE -- Student Characteristics for Alternate Learning Environments. A brochure was prepared and disseminated describing the procedures and pupil assessment involved, the classroom environments recommended, the pupil and characteristics and the necessary staff training and support costs.

The Erie City School District was interested in exploring new methods of increasing student participation in making decisions about school programs and classroom activities and accepted a proposal to install the SCALE Program. Approximately 150 ninth grade students at Gridley Junior High School and 450 Strong Vincent High School tenth graders were involved.

At Gridley during the year the ninth grade students learned to examine possibilities and make choices while they learned mathematics, science and the other academic subjects. At Strong Vincent the tenth grade teachers practiced sharing classroom decisions with students in preparation for next year's enrollment including the present Gridley ninth grade. Information gathered during this year's tryout will be used to evaluate the effectiveness and future of the effort. The EDC Director conducted weekly seminars with Gridley teachers involved in the program and both he and the Assistant Director monitored the Gridley and Strong Vincent installations. The Director also conducted a parents' meeting and a T.V. press conference to explain the program.

In addition to the foregoing, the Director also served as consultant to the Erie Secondary School Task Force charged with reviewing secondary education in the City schools. The Task Force was assisted in developing a needs assessment scale for local use. There was also a lengthy seminar on program development in which the Warren findings, Project SCALE and other options for secondary school alternative programs were examined. Further involvement with Erie included representing both the Edinboro and West Chester FDCs in a five state Elementary Urban Education Network in which two Erie schools are participants. This activity included both planning and school visitations.

The Center in its role as a resource agency assisted several local school districts in writing Title III proposals and secured Diocesan approval. The Center also developed and submitted a proposal on extending the identification and clustering of pupil learning characteristics to the middle school level. The Pennsylvania Department of Education requested assistance in identifying target pupil populations for pilot testing a revision of the Educational Quality Assessment scales. There was particular concern about test development relating to pupils' understanding and appreciation of persons belonging to different social, cultural and ethnic groups. Three such groups were identified in Erie schools at fifth, eighth and eleventh grade levels and through Center arrangements Harrisburg representatives were enabled to conduct the necessary field testing programs.

The Assistant Director of the Center, who is more closely allied to the State Department of Education, in addition to his contribution to the Development Center's major programs has completed many time-demanding assignments from the Department. During the past autumn, the Assistant Director was responsible for interpreting the results of Educational Quality Assessment testing to more than 30 schools scattered across the entire State. He has been a key member of the staff of the Executive Academy, a Department sponsored enterprise, actively involved in both planning and participation. He has also during the course of the year been a presenter or participant in numerous inservice training groups, Right to Read projects and institutionalized Neglected and Delinquent Childrens program conferences both locally and statewide.

The present staff consists of:

Dr. Milton C. Woodlen, Director
Dr. Joseph B. DeAngelis, Assistant Director
Mary Jean Maneri, Secretary

Third
Educational Congress of Northwest Pennsylvania

The Third Educational Congress of Northwest Pennsylvania was held on April 25-26, 1974, at the Sheraton Motor Inn, Edinboro, Pennsylvania. In considering prior year programs and the need for making the program more meaningful, it was decided to move the Congress off campus and extend it to a two-day event. The decision appears to have been justified, considering the many comments which were received by the President's office following the Congress. As was the case in the First and Second Congresses, the 1974 session was again made possible through a generous community service grant from the Security-Peoples Trust Company, Erie, Pennsylvania.

The theme of the Third Educational Congress was "Innovations in Community Development," a most important aspect of the region's future, and one which generated a considerable amount of interest among the participants. No small degree of credit must be given to the four outstanding speakers and three panels that addressed the issues of land use, transportation, and resources for community development.

Dr. Clay L. Cochran, Executive Director, Rural Housing Alliance, addressed the opening general session and gave an outstanding talk concerning the conditions that exist in non-metropolitan areas of the nation. A former federal official and Director of Legislation and Research for the National Rural Electric Cooperative Association, Dr. Cochran addressed his remarks to those issues which have been long neglected in the region--and elsewhere.

The dinner meeting was highlighted by an address by the Honorable John a Baker, Executive Vice-president of Green Thumb, Incorporated, Washington, D.C. He was the principal architect and chief of staff in developing the Rural Development Act of 1972--the topic of his address--and one in which he summarized the various aspects of the act for the benefit of the participants.

On Friday, the Congress participants had the opportunity to hear the Governor of the Commonwealth, the Honorable Milton J. Shapp who spoke on the transportation issue and young Senator Joseph Biden, (D-Delaware) speaking on Community Development, without any question a most impressive address. (All of the Congress addresses are available from the Institute for Community Services, Edinboro State College).

Members of the very provocative Land Use panel were Ted Kaufmann, Land Use Planner, Allegheny National Forest; Robert O. Binnewies, Executive Director, Maine Coast Heritage Trust; George R. Kemp, George R. Kemp Associates, Pittsburgh; Peter Loedding, Executive Director, Sharon Redevelopment Authority.

The Transportation panel members were John Cochran, Chairman, Lyons Transportation Lines, Incorporated, Erie, Pennsylvania; Richard Hostetler, Director, Bureau of Rural Affairs, Pennsylvania Department of Agriculture; Harold Reslink, PennDOT Commissioner, Erie, Pennsylvania; Christopher Knapton, Federal Railroad Administration, Washington, D. C.; and Donald Meier, Transportation Committee, Northwest Pennsylvania Regional Planning and Development Commission.

The final panel, Resources for Community Development, was composed of five excellent persons: Joseph W. Barr, Jr., Pennsylvania League of Cities; Charles Gilmore, Pennsylvania Department of Education; Al Hydeman, Executive Deputy Secretary, Pennsylvania Department of Community Affairs; Orville Lerch, Co-chairman, Appalachian Regional Commission, Washington, D.C., and Stephen B. Miller, Security-Peoples Trust Company, Erie, Pennsylvania.

Moderators of various panels or sessions included Dr. Currin V. Shields, University of Arizona; Representative Reid Bennett, Sharpsville; Robert B. Parker, Jr., Greenville, Pennsylvania; Lawrence Grean, Erie General Electric; Representative H. H. "Jay" Haskell, II, Titusville; Harry S. Coblentz, Pennsylvania State University; Leslie Spaulding, Mercer County Regional Planning Commission; and Dr. David Spalding, Behrend College. Session recorders were Dr. Burt Witthuhn and Gregory Lessig, Edinboro State College; Ms. Jane Schautz, Clarion State College, and Dr. Sylvan Cohen, Slippery Rock State College.

The Third Educational Congress was chaired and directed by Dr. Louis S. Meyer, Chairman, Department of Political Science and Director of the Institute for Community Services. Committee members were John K. Fisher, Robert Gates, Charles V. Scott, Gregory D. Lessig, Burton O. Witthuhn, and Kay Ryall Miller.

No report of the Third Congress would be complete without acknowledging the fine cooperation of the Pennsylvania Department of Agriculture. This department, headed by James A. McHale, gave a great deal of time and effort in assisting on various aspects of the program. In particular, no amount of words could adequately express the debt the committee finds itself in to Special Consultant James Patton--a tireless, devoted worker and one of rural America's best friends and fine statesman.

SELECTED MOTIONS PASSED BY THE ACADEMIC COUNCIL
September, 1973 - July, 1974

7 May 1974

The Academic Council approved the B.S. in Economics sending it to the Senate where it was approved 8 May 1974.

Curriculum Committee approved concept of Associate Degree in Computer Technology. Recommended enrolling students in September 1974. It is working on General Education Requirements for Associate Degrees.

17 April 1974

A procedure was approved by the Senate governing the college relationship with the Life Experience Center.

2 April 1974

Journalism Focus approved for implementation as a means of increasing a student's skills. Senate approved 17 April.

The B.A. in Liberal Studies was approved by the Academic Council. Senate approval - 17 April.

The Academic Council approved grading the 12 semester hour student teaching course on a Pass-Fail basis.

6 March 1974 - 17 April 1974

The Senate approved the concept of the 4 year Technical Trades Degree. Further study is being made of the academic requirements in order to qualify it at the bachelor's level.

26 March 1974

The Academic Council approved a resolution concerning Two Year Post Secondary Programs. The resolution recommended that the Edinboro State College mission be expanded to provide for the development and offering of two-year post-secondary programs including those leading to associate degrees for the purpose of fulfilling the needs of the citizens of Region 10 and Mercer County.

The following programs have been approved through all of the college channels and were sent to the Pennsylvania Department of Education for approval. It is hoped that these can be begun during 1974-75:

Master of Arts in Speech Pathology and Audiology
Master of Arts in Psychology
Master of Arts in Rehabilitation Counseling
Master of Arts in American Studies

The following program will be begun during the summer of 1974:

Master of Science in Mathematics

2 October 1973

The Air Force ROTC courses are to be accepted toward graduation requirements as General Education electives or as free electives at the discretion of the Deans.

The Academic Council approved a social science internship and field experience program at from 3 to 12 sem.hrs.

The Academic Council approved changing the BA Humanities (Art) to BA Humanities (Art History).

During the 1973-74 school year Edinboro State College began the following new programs:

- B.A. in Social Sciences/Economics - Accounting
- B.A. in Social Sciences/Economics - General Business
- B.A. or B.S. Environmental Studies Concentration
- Cooperative Engineering Program (the student attends Edinboro State College for 2 years and then continues in the College of Engineering at Pennsylvania State University in any one of 14 fields of engineering. Upon completion of the program the student receives a B.A. degree in Natural Sciences/Mathematics from Edinboro State College and a B.S. in Engineering from Pennsylvania State University.)

The BFA was established with 13 tracks - example: painting, sculpture, textile design.