UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM
Oct 7, 2014
3:30 – 5:00 p.m.

Approval of Order

A. Approval of current agenda items and order

B. Election of Vice Chairperson

Reports and Announcements		Appendix	Page(s)
A. President Driscoll			
B. Provost Moerland			
C. Chairperson LaPorte			
D. Parliamentarian Smith-Sherwood			
E. Vice Chairperson			

Standing Committee Reports	Chairperson		
A. Rules Committee	Korns		
B. University-Wide Undergraduate Curriculum Committee	Sechrist/Lewis	A	2-32
C. University-Wide Graduate Committee	Piper/Baumer	B	33-35
D. University Development and Finance Committee	Wick		
E. Academic Affairs Committee	Dugan/ Witthöft	C	36-41
F. Awards Committee	Lipinski	H	46
G. Noncredit Committee	O'Neil		
H. Library and Educational Services Committee	Ford	D	42
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Senate Representative Reports	Representative		
A. University Planning Council	Reilly	G	45
B. Presidential Athletic Advisory Council	Castle		
C. Academic Computing Policy Advisory Committee	Brzycki		
D. University Budget Advisory Committee	Radell		

New Business

Adjournment

Appendix A
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Lewis

FOR INFORMATION:
The following courses were approved by the UWUCC to be offered as distance education courses:
Note that the provost is the final signature on these proposals.
- **HRIM 256 Human Resources in the Hospitality Industry**
- **HRIM 402 Beverage Management**
- **HRIM 411 Seminar in Hospitality Management**
- **CRIM 420 Media Portrayal of Crime**
- **ECON 420 Labor Economics**

FOR APPROVAL:

1 **College of Natural Sciences and Mathematics—Course Revisions and Catalog Description Changes**

   a **Current Catalog Description:**

SCI 101 Fundamentals of Physics   **2c-2l-2.5cr**
Prerequisite: Elementary education major or instructor permission
A conceptual course in physics for elementary education majors. High school physics is not a prerequisite. Class and lab presentations concentrate on dispelling naive concepts and developing a better understanding and appreciation of the physical world. The topics of motion, heat, light, sound, electricity, magnetism, and the nucleus are presented in context with everyday experiences. Does not fulfill the Liberal Studies requirement except for majors in elementary education and early childhood development/preK-grade 6.

Proposed Catalog Description:

SCI 101 Fundamentals of Physics   **2c-21-2.5cr**
Prerequisite: Early childhood education/special education major or instructor permission
A conceptual course in physics for the non-science major. High school physics is not a prerequisite. Class and lab presentations concentrate upon dispelling naive concepts and developing a better understanding and appreciation of the physical world. The topics of motion, heat, light, sound, electricity, magnetism, and the atom are presented in context with our everyday experiences. Does not fulfill the Liberal Studies requirement except for majors in early childhood education/special education major.

Rationale: The primary objectives, topics and course activities are not being significantly changed. The purpose of this course revision is to map the course objectives to the new Liberal Studies Expected Undergraduate Student Learning Objectives (EUSLO).

b Current Catalog Description:

SCI 102 Fundamentals of Chemistry 2c-2l-2.5cr

Prerequisite: Elementary education major or instructor permission

A survey of chemical principles and concepts. The nature of chemical reactions as applied to technology and their applications to society. The world of consumer chemistry is explored. The goal is to develop a chemical literacy for the student. A series of laboratory exercises develops concept understanding and process skills. Includes some individual and group projects. Does not fulfill the Liberal Studies requirement except for majors in elementary education and early childhood development/preK-grade 6.

Proposed Catalog Description:

SCI 102 Fundamentals of Chemistry 2c-2l-2.5cr

Prerequisite: Early Childhood/Special Education major or instructor permission

Surveys chemical principles and concepts for pre-service early childhood/special education majors. A variety of chemical concepts will be presented, as well as their applications to technology and society. A series of laboratory exercises and projects will allow student to develop inquiry-based activities for the communication of scientific and chemical concepts with the goal of developing scientific literacy.

Rationale: The course is currently approved for Liberal Studies Laboratory Natural Science (in conjunction with two additional companion courses selected from SCI 101, 103 and 104). This sequence of three 2.5 credit courses only satisfies the Liberal Studies requirement for ECSP students. Changes in the Liberal Studies curriculum and in the ECSP program demanded that this course be adjusted to meet new needs and expectations.

c Current Catalog Description:

SCI 104 Fundamentals of Environmental Biology 2c-2l-2.5cr

Prerequisites: SCI 101, 102

A basic introduction to the major concepts and principles of ecology and their application to modern living for majors in elementary education and early childhood development/preK-grade 6.

Proposed Catalog Description:

SCI 104 Fundamentals of Environmental Biology 2c-2l-2.5cr

Prerequisite: ECSP major or instructor permission

Introduces the major concepts and principles of ecology and their application to modern living. Includes lecture and laboratory components with an emphasis on the content and processes of science. Laboratory exercises reinforce lecture topics as well as the use of laboratory equipment, measuring procedures, experimental design, and the organization, visual representation, and analysis of data.

Rationale: The course is currently approved for Liberal Studies Laboratory Natural Science (in conjunction with two additional companion courses selected from SCI 101, 102 and 103). This sequence of three 2.5 credit courses only satisfies the Liberal Studies requirement for ECSP students. Changes in the Liberal Studies curriculum and in the ECSP program demanded that this course be adjusted to meet new needs and expectations.

2 Department of Sociology—Course Number Change and Program Revision

a Course Number Change

Current Number: SOC 342 Medical Sociology   3c-0l-3cr

Proposed Number: SOC 442 Medical Sociology   3c-0l-3cr

Rationale: This course is a substantive sociology course, required for our Disability a dual-level course, and thus we request a change in course number from 342 to 442 to reflect the curricular standard that 400-level courses, but not 300-level courses are dual-listed. Course content is not changing.

b Program Revision

Current Catalog Description:

Sociology Honors Program
The honors program is open by departmental permission to declared sociology majors with a minimum 3.25 GPA and a 3.5 GPA in sociology courses. Students complete CHSS 489 (a multidisciplinary colloquium emphasizing problem solving, discussion, reading, and writing on a topic or theme); SOC 483; and HNRC 499, which fulfills the Liberal Studies synthesis requirement. Students must earn at least a grade of C in each course completed for the track. To determine how honors track courses will be integrated into existing requirements for the sociology major, students should consult with their advisors. Students may be invited to apply or may nominate themselves. In either case, to be considered for the sociology honors track, students must have earned 15 credits in sociology, including SOC 320. Sociology majors who have met the eligibility criteria must submit an application to the chairperson of the Department of Sociology after they have earned at least 60 credits.

Proposed Program:

Sociology Honors Program
 The honors program is open by departmental permission to declared sociology majors with a minimum of 3.25 cumulative GPA and a 3.5 declared GPA in sociology courses. Students who are considering attending graduate school are encouraged to apply to the honors program. Students complete two 500, 600 or 700 Sociology (SOC) Masters-level courses and six credits of SOC 483 Sociology Honors Thesis. Students may not repeat 500 dual-level courses if the student has already taken the course at the 400-level.

Students must meet Graduate School requirements before enrolling in graduate-level courses. Students should be aware that, in accordance with University policy, graduate level courses taken for the Honors track cannot be later applied towards an IUP graduate program. SOC 320 Sociological Theory is a prerequisite for enrollment in graduate classes and thesis credits. Pending approval, a student may substitute up to two Honors courses for one or two of the graduate-level courses. Students must earn at least a grade of B in each course completed for the track and must maintain a 3.25 cumulative GPA. To determine how Honors track courses will be integrated into existing requirements for the sociology major, students should consult their advisors.

Students may be invited to apply or may nominate themselves. In either case, to be considered for the Sociology Honors track, students must have earned 15 credit hours in sociology. Sociology majors who have met the eligibility requirements must submit an application to the chairperson of the Department of Sociology after they have earned at least 60 hours, but prior to their senior year. Students are encouraged to apply for the honors program in the last semester of their sophomore or first semester of their junior year.

Rationale: These changes are being made due to the elimination of HNRC 499 and CHSS 489 as a result of the Liberal Studies revision process. Additionally, the Sociology Department is able to offer MA level courses in a variety of areas, including theory and methods, all of which will serve Honors track students well as they conduct independent research for their Honors thesis.

3 Department of Special Education and Clinical Services—Catalog Description Changes

a Current Catalog Description:

SPLP 222 Introduction to Audiology   3c-0l-3cr
Prerequisite: Speech-language pathology and audiology or deaf education major
The study of auditory function, anatomy and physiology of the auditory mechanism, psychophysics of sound, types and causes of hearing loss, measurement of hearing, and educational considerations for children with hearing loss.

Proposed Catalog Description:

SPLP 222 Introduction to Audiology   3c-0l-3cr
Prerequisite: Speech-language pathology or Audiology minor
The study of auditory function, anatomy and physiology of the auditory mechanism, psychophysics of sound, types and causes of hearing loss, measurement of hearing, and educational considerations for children with hearing loss.

b Current Catalog Description:

SPLP 311 Aural Rehabilitation   3c-0l-3cr
Prerequisites: Speech-language pathology and audiology major or deaf

An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.

Proposed Catalog Description:

SPLP 311 Aural Rehabilitation 3c-0l-3cr
Prerequisites: Speech-language pathology, audiology minor, or Admission to teacher certification
An examination of the effects of hearing loss at different stages of development and the technology and rehabilitative procedures used with hard-of-hearing and deaf children and adults.

Rationale: With the installation of the audiology minor, some people minoring in audiology will not be SPLE majors. Therefore, one group of students needs to be added.

4 Department of Foreign Languages—New Courses and Catalog Description Change

a New Courses:

i GRMN 230 Intermediate German Composition and Grammar 3c-0l-3cr
Prerequisites: GRMN 220 or equivalent; may be taken concurrently
Intensive practice in written expression and communication in German together with a grammar review. Intermediate-level course with the goal of fostering writing in German for a variety of practical purposes. Review and expansion of specific grammar points will be integrated into each unit. Taught in German.

Rationale: This course is designed for German minors. The current offerings in the Undergraduate Catalog do not include an intermediate German composition and grammar course. This course will provide students with the writing proficiency skills needed to successfully participate in 200- and 300- level culture and literature classes aimed at minors. The language acquisition classes offered to our students to fulfill the language requirement of various colleges and departments at IUP do not allow for the development of the many linguistic functions necessary to write at the Intermediate proficiency levels as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This course, taught in German, will fill a void that has existed for many years. This course is modeled after SPAN 230 and will bring more homogeneity to the offerings of the different language sections of the Department of Foreign Languages by aligning course content and numbering.

ii FRNC 230 Intermediate French Composition and Grammar 3c-0l-3cr
Prerequisites: FRNC 220 or equivalent; may be taken concurrently
Intensive practice in written expression and communication in French together with a grammar review. Intermediate-level language course with the goal of fostering writing in French for a variety of practical purposes. Review and expansion of specific grammar pints will be integrated into each unit. Taught in French.

Rationale: This course is designed for French minors. The current offerings in the Undergraduate Catalog do not include an Intermediate French Composition and grammar course. This course will provide students with the writing proficiency skills needed to successfully participate in 300-level culture and literature classes aimed at minors. The language acquisition classes offered to our students to fulfill the language requirement of various colleges and departments at IUP do not allow for the development of the many linguistic functions necessary to write at the Intermediate-high proficiency level to as described in the proficiency guidelines by the American Council on the Teaching of Foreign Languages (ACTFL). This course, taught in French, will fill a void that has existed for many years. This course is modeled after SPAN 230 and will bring more homogeneity to the offerings of the different language sections of the Department of Foreign Languages by aligning course content and numbering.

b Catalog Description Change – Spanish

Current Catalog Description:

College Language Requirements
Students in the College of Humanities and Social Sciences, who must pass an intermediate-level language course requirement for graduation, may choose any one of the three languages offered by the Foreign Languages Department: French, German, and Spanish. Those choosing the Spanish option will fulfill the requirement by successfully completing SPAN 201 or 211.* The student with no previous foreign language study will take SPAN 101-102 or 111* as a prerequisite; the credits will not be applicable to any college or department requirements (except for students in Hospitality Management, who may fulfill their 3-9-credit language requirement with SPAN 111* or 211* or 131-132 or with two 4-credit courses) but may be counted as general electives in the total required for graduation. Students in the other colleges may choose to take one of the languages offered (at the intermediate level) in fulfilling the requirements of Liberal Studies electives.

*Course in currently inactive.

Students with previous Spanish study in high school will be placed into the appropriate course levels by means of a written departmental exam, administered before the beginning of the semester. In addition, as deemed necessary, especially in the case of native or heritage speakers, students' writing and speaking proficiency will be assessed by one or more faculty members in the Department of Foreign Languages. Each student's individual requirements and the judgment of the classroom instructors will also be considered in placement. No student will be allowed to register for or take a D/F repeat in SPAN 101, 102, or 201 when credit has already been received for a higher-numbered course.

Incoming students may receive course credit for their oral proficiency levels in Spanish through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). Students who have taken an ACTFL Oral

Proficiency Interview (OPI) through LTI, received a proficiency rating by LTI, and received credit recommendation by ACE may receive the following course credits in Spanish at IUP:

ACTFL Oral Proficiency Ratings (rated by LTI)	ACE Credit Recommendations	IUP Spanish Course Equivalencies
Intermediate-Mid	4 Lower Division credits	Either SPAN 102 or 201, depending on placement on departmental written exam
Intermediate High/Advanced Low	8 Lower Division credits	SPAN 201 and SPAN 220
Advanced Mid	10 Lower Division credits	SPAN 201 and SPAN 220 and SPAN 350
Advanced High/Superior	10 Lower Division credits + 2 Upper Division credits	SPAN 201 and SPAN 220 and SPAN 350 and SPAN 450

To begin the process, students must contact LTI by e-mail (*testing@ languagetesting.com*) to request an ACE College Credit Recommendation by OPI Examination information package and application. There is a fee for the OPI and an ACE application fee.

Proposed Catalog Description:

College Language Requirements
Students in the College of Humanities and Social Sciences, who must pass an intermediate-level language course requirement for graduation, may choose any one of the languages offered by the Department of Foreign Languages (Chinese, French, German, Japanese, Spanish) or any of the Critical Languages. Those choosing the Spanish option will fulfill the requirement by successfully completing SPAN 201 or 211.* The student with no previous foreign language study will take SPAN 101-102 or 111* as a prerequisite; the credits will not be applicable to any college or department requirements (except for students in hospitality management, who may fulfill their 3-9-credit language requirement with SPAN 111* or 211* or 131-132 or with two 4-credit courses) but may be counted as general electives in the total required for graduation. Students in the other colleges may choose to take one of the languages offered by the Department of Foreign Language (at the intermediate level) in fulfilling the requirements of Liberal Studies electives.

*Course is currently inactive.

Placement
Students with previous Spanish study in high school will be placed into the appropriate course levels by means of a written departmental exam, administered before the beginning of the semester. In addition, students judged to be native or heritage speakers (either through the written placement exam or by classroom instructors), will have their speaking proficiency assessed by an oral proficiency tester in the Department of Foreign Languages who is currently certified by the American Council on the Teaching of Foreign Languages (ACTFL). Students who receive an advisory oral proficiency rating of Advanced Low level on the oral

proficiency scale developed by ACTFL will not be permitted to enroll in SPAN 101, 102, 201, or 220. Students who receive an advisory oral proficiency rating of Advanced Mid level or higher will not be permitted to enroll in SPAN 101, 102, 201, 220, 350, or 450. Students who are rated in the Advanced range are encouraged to seek course credit for their oral proficiency levels by applying through the American Council on Education (ACE) Credit Recommendation Service in conjunction with Language Testing International (LTI) (see next section). In the case of Spanish majors and minors who place out of the courses listed as a result of having the Advanced-level oral proficiency and choose NOT to pursue ACE credits, SPAN 201 will be waived (no credits granted), and students will need to seek other Spanish classes in place of the required SPAN 220 and 350 courses.

No student will be permitted to register for or take a D/F repeat in SPAN 101, 102, or 201 when credit has already been received for a higher-numbered course. No student will be permitted to register for or take a D/F repeat in SPAN 220 when credit has already been received for SPAN 350 and/or SPAN 450.

Course Credit for Oral Proficiency Levels

Incoming students may receive course credit for their oral proficiency levels in Spanish through the American Council on Education (ACE) Credit Recommendation Service and Language Testing International (LTI), the assessment agency for the American Council on the Teaching of Foreign Languages (ACTFL). Students who have taken an ACTFL Oral Proficiency Interview (OPI) through LTI, received a proficiency rating by LTI, and received credit recommendation by ACE may receive the following course credits in Spanish at IUP:

ACTFL Oral Proficiency Ratings (rated by LTI)	ACE Credit Recommendations	IUP Spanish Course Equivalencies
Intermediate-Mid	4 Lower Division credits	Either SPAN 102 or 201, depending on placement on departmental written exam
Intermediate High/Advanced Low	8 Lower Division credits	SPAN 201 + SPAN 220
Advanced Mid	10 Lower Division credits	SPAN 201 + SPAN 220 + SPAN 350
Advanced High/Superior	10 Lower Division credits + 2 Upper Division credits	SPAN 201 + SPAN 220 + SPAN 350 + SPAN 450

To begin the process, students must contact LTI by e-mail (testing@languagetesting.com) to request an ACE College Credit Recommendation by OPI Examination information package and application. There is a fee for the OPI and an ACE application fee.

Students must apply for ACE credits by the end of their first semester at IUP. Exceptions to this policy will be considered by the Department Chair in special circumstances.

Rationale: The primary change in the placement policy is to establish a clear, written policy for placing native speakers of Spanish (those born and raised in a Spanish-speaking country) and heritage Spanish speakers (those born in the U.S. but raised speaking Spanish in the

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home) into the appropriate Spanish classes. Over the years, we have had a growing number of native and heritage speakers who have enrolled in the beginning sequence of Spanish courses (SPAN 101, 102, 201) and in the conversation courses (SPAN 220, 350, 450). These students often admit that they want to take these courses "to earn an easy A." This situation would be analogous to native speakers of English enrolling in courses in the American Language Institute that are designed for international students learning English as a second language. The presence of students who are already quite fluent in Spanish and/or are native speakers of Spanish can be intimidating for the rest of the students in the class, who are in the beginning stages of acquiring the foreign language. The change we are proposing will clarify how native/heritage learners are placed in our classes and it also encourages them to pursue the option of obtaining up to 12 IUP Spanish credits on the basis of the oral proficiency level demonstrated on the ACTFL Oral Proficiency Interview.

5 Department of Kinesiology, Health, and Sport Science—New Course and Course Revisions

   a New Course

     i HPED 337 Coaching Disability Sport   **3c-0l-3cr**
     Prerequisite: HPED 209 or instructor permission
     Provides an introduction to developmentally appropriate practice when coaching individuals with disabilities. Emphasizes accessible and inclusive practices that promote full participation of individuals with various disabling conditions. Explores program planning and assessment in various disability sports and games.

     Rationale: Students will use this course to gain a base of knowledge related to accreditation competencies as well as prepare them for more advanced courses in their field of study. This course may also serve as an elective for students in other majors who are interested in working with the special needs population in the physical activity setting.

   b Course Revisions:

     i Current Catalog Description:
     HPED 175 Prevention and Care of Injuries to the Physically Active   **2c-0l-2cr**
     Prerequisite: Health and physical education, physical education and sport, athletic training majors.
     Presents general information related to the prevention, recognition, and care of both acute and chronic injuries common to participants in physical activities/fitness and athletics. Topics include prevention techniques, the classification and staging of injury conditions, and basic evaluation techniques, as well as emergency management and follow-up care procedures.

     Proposed Catalog Description:

     HPED 175 Prevention and Care of Injuries to the Physically Active   **2c-0l-2cr**

Prerequisites: Health and physical education, physical education and sport, Coaching minors

Presents general information related to the prevention, recognition, and care of both acute and chronic injuries common to participants of physical activity/fitness, and athletics. Includes prevention techniques, the classification and staging of injury conditions, and basic evaluation techniques, as well as emergency management and follow-up care procedures.

Rationale: Due to changes in the athletic training curriculum, skills and competencies that were originally taught in this course have been placed in other upper-level courses in the athletic training curriculum. This course revision represents the content of the course as it has evolved in order to meet the needs of HPED and PESP majors as well as coaching minors.

ii Current Catalog Description:

HPED 333 Psychology of Coaching   **2c-0l-2cr**

The goals of athletics in schools and communities; principles and responsibilities of the coach; current problems.

Proposed Catalog Description:

HPED 333 Psychology of Coaching   **2c-0l-2cr**

Emphasizes the interaction between sport psychology and coaching strategies. Includes history of sports psychology, motivating athletes, coaching various personality types, and controlling emotions and stress in athletes. Focuses on the impact of social influence, group dynamics, and character development on sport performance. Examines aggression in sport as well as gender differences and cultural diversity issues.

Rationale: HPED 333 Psychology of Coaching has not undergone a course revision since 1980. Practices, strategies and theories of psychology in sport have evolved into more prominent status in the world of competitive sport. For current students to understand appropriate use of sport psychology theories with their athletes, an updated course is necessary. Research in this sub-discipline has expanded in the past two decades.

iii Current Catalog Description

HPED 335 Athletic Coaching   **3c-0l-3cr**

A lecture course to prepare students for coaching or administering an athletic program. Emphasizes the professional preparation and responsibilities of a coach, the support and auxiliary personnel working under the coach, the coach's responsibility to the athletes, b plus the administrative responsibilities of coaching..

Proposed Catalog Description:

HPED 335 Athletic Coaching   **3c-0l-3cr**
Emphasizes coaching strategies and techniques for all sports. Includes coaching philosophy and style, motivating athletes and managing their behavior, teaching technical and tactical skills, and planning an approach to games and practices. Focuses on conditioning techniques, proper nutrition, and drug and alcohol prevention in athletes. The administration of the team, parents, referees, and liability risks is stressed. Examines aggression in sport, gender differences, cultural diversity issues, and the use of sport psychology strategies.

Rationale: HPED 335 Athletic Coaching has not undergone a course revision since 1980. Practices, strategies and theories of coaching a sports team have evolved into more prominent status in the world of sport. For current students to understand appropriate use of coaching theories and practices, an updated course is necessary. Research in this sub-discipline has expanded in the past two decades. Students will be prepared to take the National Coaching Certification Examination sponsored by the American Sport Education Program (ASEP). The ASEP certification is the coaching certification that is recognized across the United States.

6 Department of Safety Sciences–Program Description Change and Minor Revision

a Program Description Change:

Current Program Description:

The minor consists of 18 credits in safety, health, and environmental applied sciences courses as identified below. The minor has improved job opportunities for students in environmental geoscience, criminology, human resource management, international business, and management.

Proposed Catalog Description:

The minor consists of 18 credits in safety, health, and environmental applied sciences courses as identified below. The minor has improved job opportunities for students in environmental geoscience, criminology, human resource management, international business, and management.

b Revision of Minor:

Minor—Safety, Health, and Environmental Applied Sciences	18	Minor—Safety, Health, and Environmental Applied Sciences	18
Required Courses:		**Required Courses:**	
SAFE 101 Introduction to Occupational Safety and Health 3cr		SAFE 101 Introduction to Occupational Safety and Health 3cr	
SAFE 111 Principles of Safety I—General Industry 3cr		SAFE 111 Principles of Safety I—General Industry 3cr	
SAFE 220 Hazardous Materials and Emergency Management 3cr		SAFE 220 Hazardous Materials and Emergency Management 3cr	
Controlled Electives:		SAFE 310 Environmental Safety and Health Regulations	
SAFE courses approved by department chair totaling at least 9cr 9cr		and Sustainability 3cr	
and including at least one environmental course (SAFE 310, 335, or 361)		**Controlled Electives:**	
		SAFE courses approved by department chair totaling at least 6cr 6cr	
		with at least 3cr being in 300-level or higher course(s)	

Rationale: This change is required to institutionalize that at least 2 courses will be 300-level courses or higher per PASSHE policy. Almost all of the minors have historically taken SAFE 310 as their "environmental" course in the minor, so we are now requiring it as their environmental course to take. Additional wording has been added reflecting that 3 additional credits will have to be taken in 300-level or higher courses. Since we have some 2cr and 1cr 300-level SAFE courses, "course(s)" is being used in the description rather than just "course".

7 Department of Hospitality Management—New Courses, Course Revisions, Prefix Changes, Catalog Description Changes, Course Title Changes, Program Revision, New Concentrations, Program Catalog Description Changes

a New Courses

i HOSP 250 Resort Management   3c-0l-3cr
Identifies characteristics of hospitality industry resort operations. Includes resort history, resort planning and development, food and beverage operations, lodging operations, recreational activities, and other relevant operational characteristics.

ii HOSP 255 Housekeeping Management   3c-0l-3cr
Examines the operational responsibilities of the housekeeping department as found within hotel and lodging operations. Staffing, planning, cost management, purchasing, and cleaning responsibilities of hotel and lodging guestrooms, public areas, recreational areas, and other operational areas are addressed.

Rationale: These courses will be positioned within the Hotels & Lodging Concentration of the Hospitality Management curriculum. Depth and specific knowledge points do not enable content to be incorporated into existing courses.

iii HOSP 270 Professional Wedding Planning and Consulting   3c-0l-3cr
Introduction to wedding planning and consulting in the hospitality industry. Examines the methodologies involved in planning all aspects of weddings, including venue selection, ceremony alternatives and protocol, reception considerations, budget development, vendor selection, contract negotiation, and other related topics.

Rationale: This course will be positioned as part of the curriculums' Special Events Management Concentration. Depth of course content does not enable content to be incorporated into existing courses.

iv HOSP 272 Meeting and Convention Management 3c-0l-3cr

An introduction to the management and economic impact of the convention, meeting, and exposition industry. Focuses on the development of strategies used to manage conferences, meetings and trade shows to include the methodologies unique to each property and group served.
Rationale: This course will be positioned within the Special Events Management Concentration. Abundance of course-specific content does not allow incorporation into an existing course.

v HOSP 275 Festival Management 3c-0l-3cr

Examines the international, regional, and local perspective of festivals and festival event management. Examines and evaluates management, marketing, financial, and operational considerations together with strategies necessary to ensure viable festivals.

Rationale: This course will be positioned as part of the curriculums' Special Events Management Concentration. Depth of course content does not enable content to be incorporated into existing courses.

vi HOSP 280 Introduction to Special Events Management 3c-0l-3cr

Introduces the principles of special event management and current practices and developments within the event management industry. Discusses event management responsibilities from the initial planning stages through delivery.

Rationale: Course will be required course for Hospitality Management majors. Breadth and depth of course cannot be adequately covered as part of an existing course.

vii HOSP 285 Service, Menu Planning, and Facilities Design 3c-0l-3cr

Focuses on food and beverage service characteristics, menu planning and design, and facilities design within various operational concepts in the hospitality industry.

Rationale: This course will be positioned within the Restaurant and Food Service Concentration. Abundance of course specific content does not allow incorporation into an existing course.

b Prefix Changes

Current Course Prefixes & Titles   **Proposed Course Prefixes & Titles**

Current Course Prefixes & Titles	Proposed Course Prefixes & Titles
HRIM 101 Introduction to the Hospitality Industry	HOSP 101 Introduction to the Hospitality Industry
HRIM 115 Introduction to Tourism	HOSP 115 Introduction to Tourism
HRIM 212 Club Operations Management	HOSP 212 Club Operations Management

HRIM 259	Hospitality Purchasing	HOSP 259	Hospitality Purchasing
HRIM 265	Hospitality Cost Management	HOSP 265	Hospitality Cost Management
HRIM 281	Special Topics	HOSP 281	Special Topics
HRIM 299	Cooperative Education	HOSP 299	Cooperative Education
HRIM 310	Professional Development in the Hospitality Industry	HOSP 310	Professional Development in the Hospitality Industry
HRIM 343	Fund-Raising for Special Events	HOSP 343	Fund Raising for Special Events
HRIM 402	Beverage Management	HOSP 402	Beverage Management
HRIM 403	Wine and Wine Service	HOSP 403	Wine and Wine Service
HRIM 404	Brew Pub and Brewery Operations	HOSP 404	Brew Pub and Brew Operations
HRIM 433	Educational Study Tour	HOSP 433	Educational Study Tour
HRIM 481	Special Topics	HOSP 481	Special Topics
HRIM 482	Independent Study in Hospitality Management	HOSP 482	Independent Study in Hospitality Management
HRIM 493	Internship	HOSP 493	Internship

Rationale: The prefix HRIM (Hotel, Restaurant, and Institutional Management) is an obsolete designation used to identify hospitality management curriculum and provides but a narrow identification of the broad spectrum of professional areas that comprise today's hospitality industry. Hospitality programs have moved away from the use of this designation, thus our change to Hospitality Management several years ago. The continued use of this obsolete designation provides the program with no benefit in the hospitality curriculum marketplace and continues to be confusing to prospective and current students in the program. As such, we are submitting the proposed change to HOSP to more accurately reflect the department formal name, as well as its accompanying courses.

c   Course Revision, Course Prefix Change, Course Title Change, and Catalog Description Change

Current Catalog Description:

HRIM 130 Hospitality Sanitation and Security   **3c-0l-3cr**
Introduces concepts and issues pertaining to sanitation and security management in the hospitality industry. Examines causes and prevention of food-borne illness, Hazard Analysis Critical Control Point food production methods, and current government regulations. Special emphasis is on crisis management protocols dealing with critical incidents involving guests and employees. Prepares students for taking the National Restaurant Association ServSafe sanitation certification examination.

Proposed Catalog Description:

HOSP 130 Food Service Sanitation   **1c-0l-1cr**
Introduces concepts and issues pertaining to sanitation and security management in the food service segment of the hospitality industry. Examines causes and prevention of food-borne illness, Hazard Analysis Critical Control Point (HACCP) food production methods, and current government regulations.

Rationale: The course title and syllabus were changed to reflect the food service sanitation course emphasis. The credits were changed from 3 to 1. The course will be positioned within

the Restaurant and Food Service Concentration of the curriculum. Security components of course are now addressed in HOSP 335 Legal Issues in Hospitality and were, accordingly, removed from this course.

d   Changes Without Course Revisions

i Prefix Change, Course Title Change and Catalog Description Change:

Current Catalog Description:

**HRIM 245 Diversity and Multicultural Management in the   3c-0l-3cr
Hospitality Industry**
Explores what happens when diverse people work together in the hospitality industry. Also examines the effects of international migration and the changing roles of women and other minorities that lead to multicultural urban centers within the United States and other hospitality venues. Also focuses on the cultural factors affecting productivity in the culturally diverse hospitality environment.

Proposed Catalog Description:

HOSP 245 Multicultural Management in Hospitality   3c-0l-3cr
Examines the effects of international migration and changing roles of minorities within the global and domestic hospitality industry. Addresses the cultural factors affecting workplace productivity and relationships.

ii Course Prefix and Catalog Description Change:

Current Catalog Description:

HRIM 256 Human Resources in the Hospitality Industry   3c-0l-3cr
Prerequisite: HRIM 150
Examines human resource management in the hospitality industry. Topics include cultural diversity, legal requirements, job analysis, recruitment and selection, training and development, performance appraisal, compensation, and benefits administration.

Proposed Catalog Description:

HOSP 256 Human Resources in the Hospitality Industry   3c-0l-3cr
Prerequisite: ENGL 101
Examines human resource management in the hospitality industry. Topics include cultural diversity, legal requirements, job analysis, recruitment and selection, training and development, performance appraisal, compensation, and benefits administration.

iii Course Prefix Change, Course Title Change, and Catalog Description Change:

Current Catalog Description:

HRIM 260 Hotel Rooms Division Management   **3c-0l-3cr**
Prerequisites: HRIM 101, 150
Examines work areas, functions, and relationships pertaining to the rooms division component of a hotel or resort. Areas of concentration include front office, housekeeping, maintenance, uniformed service, security, sales, recreation, and other relevant operations components. Elements of guestroom layout and design are discussed.

Proposed Catalog Description:

HOSP 260 Hotel Operations Management   **3c-0l-3cr**
Examines the development and classification of lodging operations. Hotel operating departments, department personnel, operational procedures, and current lodging trends and companies are discussed.

Rationale: Prefixes were never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management). Prerequisites are no longer offered or lack specific content relevance for course. Revised course names and descriptions more accurately reflect course content.

iv Course Prefix Change and Catalog Description Change:

Current Catalog Description:

HRIM 300 Critiquing Commercial Restaurants   **1c-0l-1cr**
Prerequisites: HRIM 130, 256, junior status
Provides the student of hospitality management the opportunity to evaluate operational characteristics of commercial restaurants from the perspective of a dining patron. Students, as members of dining teams, dine in a variety of restaurant concepts and evaluate the business operation on a battery of performance criteria, including site appearance, menu diversity, service competence, product quality, and sanitation. Students incur out-of-pocket dining expenses.

Proposed Catalog Description:

HOSP 300 Critiquing Commercial Restaurants   **1c-0l-1cr**
Provides the student of hospitality management the opportunity to evaluate operational characteristics of commercial restaurants from the perspective of a dining patron. Students, as members of dining teams, dine in a variety of restaurant concepts and evaluate the business operation on a battery of performance criteria, including site appearance, menu diversity, service competence, product quality, and sanitation. Students incur out-of-pocket dining expenses.

v Course Prefix Change and Catalog Description Change:

Current Catalog Description:

HRIM 320 Hospitality Marketing   **3c-0l-3cr**
Prerequisite: HRIM 256
Students gain an understanding of the principles and concepts of marketing as they apply to hospitality management. Analyzes consumer behavior related to the hospitality industry. Students learn to make effective decisions as they apply to customer satisfaction.

Proposed Catalog Description:

HOSP 320 Hospitality Marketing   **3c-0l-3cr**
Students gain an understanding of the principles and concepts of marketing as they apply to hospitality management. Analyzes consumer behavior related to the hospitality industry. Students learn to make effective marketing decisions as they apply to customer satisfaction.

vi Course Prefix Change and Catalog Description Change:

Current Catalog Description:

HRIM 335 Legal Issues in Hospitality   **3c-0l-3cr**
Prerequisite: HRIM 256
Examines the concepts and issues pertaining to hotel and restaurant law, government regulations, and their impact on the hospitality industry. A special emphasis is on innkeeper-guest relationship, employee relations, food laws and liability, liquor law and liability, and guest rights.

Proposed Catalog Description:

HOSP 335 Legal Issues in Hospitality   **3c-0l-3cr**
Examines the concepts and issues pertaining to hotel and restaurant law, government regulations, and their impact on the hospitality industry. A special emphasis is on innkeeper-guest relationship, employee relations, food laws and liability, liquor law and liability, and guest rights.

vii Course Prefix Change and Catalog Description Change:

Current Catalog Description:

HRIM 346 Catering for Special Events   **3c-0l-3cr**
Prerequisites: HRIM 313, equivalent, or by permission
A practical understanding of the management tasks of a caterer and his/her relationship to the special events industry.

Proposed Catalog Description:

HOSP 346 Catering for Special Events   **3c-0l-3cr**
A practical understanding of the management tasks of a caterer and his/her relationship to the

special events industry.

viii Course Prefix Change and Catalog Description Change:

Current Catalog Description:

HRIM 350 Introduction to the Casino Industry   **3c-0l-3cr**
Prerequisites: Sophomore standing or instructor permission
Introduces the multibillion-dollar casino industry. Examines the gaming industry from a
historical perspective and includes legal, social, economic issues. Also reviews the various
games played in casinos and the current trends, as well as the most popular casino destinations
in the world. Special attention is devoted to the growth of casinos on cruise ships, on Native
American reservations, and on riverboats in the United States. Includes a field trip to Atlantic
City or another casino setting, which occurs on a weekend. The field trip serves as a catalyst to
appreciate all of the theoretical concepts discussed in the lectures.

Proposed Catalog Description:

HOSP 350 Introduction to the Casino Industry   **3c-0l-3cr**
Examines the global casino industry from a historical perspective and includes legal, social, and
economic issues. Also reviews the various games played in casinos, current trends, and popular
global casino destinations.

Rationale: Prefixes were never changed from previous program name (Hotel, Restaurant, and
Institutional Management) to one reflective of the current program (Hospitality Management).
Prerequisites now lack specific relevance for course. In 350 the revised course description
eliminates excessive verbiage.

ix Course Prefix Change, Course Title Change, and Catalog Description Change:

Current Catalog Description:

HRIM 358 Food Service Equipment and Facilities Design   **3c-0l-3cr**
Prerequisite: HRIM 313
Examines types and uses of food service production and service equipment with emphasis on
incorporation into an effective facilities design. Field trips permit investigation of a variety of
unit designs.

Proposed Catalog Description:

HOSP 358 Restaurant Equipment and Design   **3c-0l-3cr**
Examines types and uses of food service production and service equipment with emphasis on
incorporation into an effective facilities design. Field trips permit investigation of a variety of
unit designs.

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and

Institutional Management) to one reflective of the current program (Hospitality Management). Prerequisites no longer offered or lack specific content relevance for course. Revised course name more accurately reflects course content.

x Course Prefix Change, Course Title Change, and Catalog Description Change:

Current Catalog Description:

HRIM 365 Hotel Facilities Management   **3c-0l-3cr**
Prerequisite: HRIM 101
Analyzes principles of hotel design, construction, and physical plant management. Discusses housekeeping and maintenance department operations.

Proposed Catalog Description:

HOSP 365 Hospitality Physical Plant Management   **3c-0l-3cr**
Analyzes principles of hospitality operation design, construction, and physical plant management. Discusses hospitality maintenance department responsibilities and operations.

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management). Prerequisite now lacks specific content relevance for course. Revised course name and description more accurately reflects course content.

xi Course Prefix Change and Catalog Description Change:

Current Catalog Description:
HRIM 400 Restaurant Revenue Management   **3c-0l-3cr**
Prerequisite: HRIM 265
Promotes an understanding of the management of revenue in restaurant operations through the application of analytical tools to formulate and implement strategies in response to daily operational complexities and constraints to achieve budgetary objectives.

Proposed Catalog Description:

HOSP 400 Restaurant Revenue Management   **3c-0l-3cr**
Prerequisite: Junior Standing
Promotes an understanding of the management of revenue in restaurant operations through the application of analytical tools to formulate and implement strategies in response to daily operational complexities and constraints to achieve budgetary objectives.

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management). Prerequisite now restricts enrollment to upperclassmen.

xii Course Prefix Change, Course Title Change, and Catalog Description Change:

Current Catalog Description:

HRIM 408 Institutions Management   **3c-0l-3cr**
Prerequisites: ACCT 201, HRIM 313, 326, senior standing
A compendium of the concepts of managing human resources, capital, materials, equipment, and markets as related to various hospitality property systems. Focus on concept development and managerial decision making.

Proposed Catalog Description:

HOSP 408 Hospitality Contract Operations Management   **3c-0l-3cr**
Examines characteristics of managing human resources, capital, materials, equipment, products, and markets as they pertain to hospitality contract operations.

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management). Prerequisites no longer offered or lack specific content relevance for course. Revised course name and description more accurately reflects course content.

xiii Course Prefix Change, Course Title Change, and Catalog Description Change:

Current Catalog Description:

HRIM 411 Seminar in Hospitality Management   **3c-0l-3cr**
Prerequisites: HRIM 360, 365
An analysis of current trends and practices within hospitality industry as related by industry professionals. Includes researching topics and writing at least three research papers. (writing-intensive course)

Proposed Catalog Description:

HOSP 411 Contemporary Issues in Hospitality   **3c-0l-3cr**
Prerequisite: ENGL 101
Discussion of contemporary issues within the hospitality industry. Students write a series of opinion / reaction papers to presented discussion topics.

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management). Old prerequisites no longer offered or lack specific content relevance for course. New prerequisite provides for previous writing experience prior to enrolling in this Writing Intensive course. Revised course name and description more accurately reflects course content.

xiv Course Prefix Change, Course Title Change, and Catalog Description Change:

Current Catalog Description:

HRIM 413 Advanced Food Production and Service   **1c-6l-4cr**
Prerequisites: HRIM 330 and permission
A food and beverage systems course emphasizing restaurant front-and-back-of-the-house operations management. Students research, plan, prepare, and present theme-oriented dinners showcasing selected domestic and international cuisine. Students function as both operations employees and managers within the department's food and beverage operation.

Proposed Catalog Description:

HOSP 413 Restaurant Food Production and Service   **1c-6l-4cr**
Prerequisite: Instructor Permission
A food and beverage systems course emphasizing restaurant front-and-back-of-the-house operations management. Students research, plan, prepare, and present theme-oriented dinners showcasing selected domestic and international cuisine. Students function as both operations employees and managers within the department's food and beverage operation.

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management). Prerequisite controls student enrollment in course. Revised course name more accurately reflects course content.

xv Course Prefix Change and Catalog Description Change:

Current Catalog Description:

HRIM 420 Hotel Sales   **3c-0l-3cr**
Prerequisites: HRIM 101, 260
A practical approach to understanding the functions and activities of the sales department within a hotel property. A thorough review of the organizational structure of a typical hotel sales department and documentation used by the department will be made. Identification of and approaches to securing typical hotel market segments are covered.

Proposed Catalog Description:

HOSP 420 Hotel Sales   **3c-0l-3cr**
A practical approach to understanding the functions and activities of the sales department within a hotel property. A thorough review of the organizational structure of a typical hotel sales department and documentation used by the department will be made. Identification of and approaches to securing typical hotel market segments are covered.

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management).

Prerequisites no longer offered or lack specific content relevance for course.

xvi Course Prefix Change and Course Title Change:

Current Course Title: **HRIM 470 Hospitality Business Model   3c-0l-3cr**

Proposed Course Title: **HOSP 470 Hospitality Business Planning   3c-0l-3cr**

Rationale: Prefix was never changed from previous program name (Hotel, Restaurant, and Institutional Management) to one reflective of the current program (Hospitality Management). New title more accurately reflects course content.

e Program Catalog Description Change:
  Current Catalog Description:
  The Department of Hospitality Management has one of the premier hospitality management programs in the Commonwealth of Pennsylvania. The second largest hospitality management program in the commonwealth, it offers students an academic preparation leading to a bachelor of science degree.

  The mission of the department program is to develop competent hospitality management professions who meet or exceed contemporary industry needs while preparing them for future career growth and achievement.

  The dynamic, flexible curriculum prepares students for professional careers in the hospitality management industry. Graduates of the program have specialized knowledge and skills for managing the business of hotels, resorts, restaurants, clubs, theme parks, contract food services, school food service, business and industry, cruise lines, special events, convention and trade show events, and wedding consultation and in areas of the travel and tourism industry. The program is accredited by the Accreditation Commission for Programs in Hospitality Administration.

  Proposed Catalog Description:

  Hospitality Management prepares students for professional management careers within the hospitality industry, a global service industry comprised of diverse and exciting employment opportunities. Program graduates obtain general and specialized hospitality skill sets and knowledge in preparation for management employment in hotels, resorts, restaurants, clubs and beverage operations, theme parks, contract food services, special events, catering, cruise lines, and other travel and tourism venues and operations. The program is accredited by the Accreditation Commission for Programs in Hospitality Administration.

f Program Revision:

Current Program: **Proposed Program:**

Bachelor of Science—Hospitality   **Bachelor of Science—Hospitality Management**

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Management

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43-44
Mathematics: MATH 101 or higher
Natural Science: Option II
Social Science: ECON 101, PSYC 101
Liberal Studies Electives: 3cr, no course with HRIM prefix

Major: (3) 69-71
Required Courses:

HRIM 101	Introduction to the Hospitality Industry	3cr
HRIM 130	Hospitality Sanitation and Security	3cr
HRIM 150	Principles of Hospitality Management	3cr
HRIM 256	Human Resources in the Hospitality Industry	3cr
HRIM 259	Hospitality Purchasing	3cr
HRIM 265	Hospitality Cost Management	3cr
HRIM 310	Professional Development in the Hospitality Industry	2cr
HRIM 313	Food Production Service	4cr
HRIM 320	Hospitality Marketing	3cr
HRIM 330	Applications of Food Production and Service	4cr
HRIM 335	Legal Issues in Hospitality	3cr
HRIM 413	Advanced Food Production and Service	4cr
HRIM 470	Hospitality Business Model	3cr
HRIM 493	Internship	3cr

Controlled Electives: One track required: 16cr
16cr of nonrequired HRIM prefix courses

Other Requirements:

ACCT 201	Accounting Principles I	3cr
FNLG XXX	Foreign Languages	6-8cr

Free Electives: (2) 5-8

Total Degree Requirements: 120

(1) Each student must complete 800 hours of work experience, of which 400 hours must be through supervised experiences in HRIM 493. See department internship coordinator for detailed information.
(2) State System of Board of Governors policy states that at least 40 percent of the course work in a degree must consist of

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Liberal Studies: As outlined in Liberal Studies section with the following specifications: 43-44
Mathematics: MATH 101 or higher
Natural Science: Option II
Social Science: ECON 101 or 121
Liberal Studies Electives: 3cr, no course with HOSP prefix

Major: (1) 58
Required Courses:

FDNT 151	Foods Laboratory	1cr
HOSP 101	Introduction to the Hospitality Industry	3cr
HOSP 115	Introduction to Tourism	3cr
HOSP 256	Human Resources in the Hospitality Industry	3cr
HOSP 259	Hospitality Purchasing	3cr
HOSP 260	Hotel Operations Management	3cr
HOSP 265	Hospitality Cost Management	3cr
HOSP 280	Introduction to Special Events Management	3cr
HOSP 320	Hospitality Marketing	3cr
HOSP 335	Legal Issues in Hospitality	3cr
HOSP 365	Hospitality Physical Plant Management	3cr
HOSP 402	Beverage Management	3cr
HOSP 411	Current Issues in Hospitality	3cr
HOSP 470	Hospitality Business Planning	3cr
HOSP 493	Internship (1st Experience) (2)	3cr
HOSP 493	Internship (2nd Experience)	3cr

Controlled Electives: One 12cr concentration required (3) 12cr

Hotel and Lodging Concentration:

HOSP 250	Resort Management	3cr
HOSP 255	Housekeeping Management	3cr
HOSP 350	Introduction to the Casino Industry	3cr
HOSP 420	Hotel Sales	3cr

Restaurant and Food Service Concentration:

HOSP 130	Food Service Sanitation	1cr
HOSP 285	Service, Menu Planning, and Facilities Design	3cr
HOSP 300	Critiquing Commercial Restaurants	1cr
HOSP 400	Restaurant Revenue Management	3cr
HOSP 413	Advanced Food Production	4cr

Service Events Management Concentration:

HOSP 270	Wedding Planning	3cr
HOSP 272	Meeting and Convention Management	3cr
HOSP 343	Fund-Raising for Special Events	3cr
HOSP 346	Catering for Special Events	3cr

Free Electives: 18-19

Total Degree Requirements: 120

(1) Department-specified kitchen food preparation uniform and knife kit are required for major lab courses.
(2) Each student must complete a minimum of 400 hours in each of two supervised internship experiences. See department internship coordinator for detailed information.

courses numbered 300 or above.

(3) Department-specified kitchen food preparation uniform and knife kit are required for major lab courses.

(3) Each student must complete one of the 12cr concentrations.

Rationale: Other than for the effort to keep the programs' graduate skill set relevant as per today's hospitality industry employment marketplace, the primary rationale for the program revision is to adhere with recommendations as made by our accrediting agency, The Accreditation Commission for Programs in Hospitality Management (ACPHA) as a result of their Fall 2010 program visit and review. ACPHA-identified curriculum recommendations included: diversification of the curriculum core, establishment of a hospitality operations physical plant course, establishment of a means of specialization study within the curriculum, reduction in required laboratory courses, and elimination of HRIM 310 course.

This program revision corrects the above deficiencies, while adhering to ACPHA student skill set competency standards. The revision maintains a strong, yet more diversified core, and enables students to obtain specialization in one, or more if they so choose, areas of hospitality industry management. Revision meets current PASSHE requirements for a maximum of 60 major / major-required curriculum credits.

8 Department of Employment and Labor Relations—Course Revision and Course Title Change

Current Course Description:

ELR 480 Practices and Procedures of Collective Bargaining   **3c-0l-3cr**
An examination of the historical, legal and functional parameter of collective bargaining. Topics include the organizing, process, negotiations, contract administration, dispute resolution and public-sector labor relations.

Proposed Course Description:

ELR 480 Introduction to Negotiations and Conflict Resolution   **3c-0l-3cr**
Deals with negotiations and conflict resolution techniques. Introduces students to current concepts and theories of negotiations and resolving conflict and their application generally to everyday issues. Prepares students to engage in these techniques in workplace issues such as collective bargaining, negotiating contracts and agreements internally as well as externally.

Rationale: ELR 480 Practices and Procedures of Collective Bargaining was the undergraduate offering of the course ELR 613 Fundamentals of Employment and Labor Relations. The course focused entirely on negotiations from a unionized collective bargaining perspective. It has not been taught in over ten years and the department does not see a need for this course as currently described since undergraduate students can take ELR 613 as an undergraduate course. Given the early admissions program, this is the likely scenario for students who will be taking the course as an undergraduate. However, the department has identified a need for an introductory course in negotiations and conflict

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resolution for undergraduate programs that require a course in this area.

9 Department of Geography and Regional Planning—Revisions of Minors and Program Catalog Description Change

Current Program Catalog Description (Geography):
The Department of Geography and Regional Planning offers three separate degree programs for the geographer, planner, and teacher: bachelor of arts degree with a major in geography, bachelor of science degree with a major in regional planning, and bachelor of science in education degree with a major in social studies education/geography track.

Specific core requirements in Geography and Regional Planning offer a structured approach for majors. Appropriate subfields or tracks are available in both programs to prepare students for graduate work and to support different career options for majors. There are four tracks for the geography major and four tracks for the regional planning major.

Geography

Geography has several traditions of study. Two of the more important traditions are the study of relationships between humans and environment, or the ecological tradition, and the study of spatial organization, which involves the way people use space on the earth's surface. In both traditions the focus is on understanding regions of the world and the interactions within and between them. Geographers make important contributions to the understanding of all aspects of humankind's use of and impact on the earth's surface.

In addition to the geography core (GEOG), there are four tracks for specific geographic competencies: GIS/cartographer, environmental geographer, economic geographer, and general geographer.

A minor in Geography is appropriate for majors in all other fields of the natural and social sciences. Students in marketing and information systems will find a minor in this field relevant. A minor consists of 15 credits in GEOG courses. The department suggests students take the core in this program if graduate study is anticipated.

Geography—General Geography Track
The general geography track encourages the major to sample courses from different subfields of the discipline. This track prepares the major for graduate work in geography and related fields of employment. Job options include report writing, research analysis, and data gathering. In government employment, the State Department, Department of Commerce, and the Census Bureau are significant places for geography skills.

Geography—Geographic Information Systems and Cartographer Concentration
The geographic information systems and cartographer track prepares students for employment as geographic information specialists, facilities managers, cartographers, and remote sensing specialists. Course work includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical

perspectives. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Such skills could be and are used in course work for the analysis of wildlife habitat, facilities management, land use planning and site design, and transportation systems design and maintenance.

A minor in regional planning is appropriate for majors in all other fields of the natural and social sciences. Students in marketing and information systems will find a minor in this field relevant. A minor consists of 15 credits in RGPL courses. The department suggests students take the core in this program if graduate study is anticipated.

Proposed Program Catalog Description (Geography):

The Department of Geography and Regional Planning offers three separate degree programs for the geographer, planner, and teacher: bachelor of arts degree with a major in geography, bachelor of science degree with a major in regional planning, and bachelor of science in education degree with a major in social studies education geography track.

Specific core requirements in Geography and Regional Planning offer a structured approach for majors. Appropriate subfields or concentrations are available in both programs to prepare students for graduate work and to support different career options for majors. There are five concentrations for the geography major and two concentrations for the regional planning major.

Geography

Geography has several traditions of study. Two of the more important traditions are the study of relationships between humans and environment, or the ecological tradition, and the study of spatial organization, which involves the way people use space on the earth's surface. In both traditions the focus is on understanding regions of the world and the interactions within and between them. Geographers make important contributions to the understanding of all aspects of humankind's use of and impact on the earth's surface.

In addition to the geography core (GEOG), there are five concentrations for specific geographic competencies: GIS/cartographer, environmental geographer, economic geographer, energy geotechnology/environmental compliance, and general geographer.

Geography Minor

A minor in Geography is appropriate for majors in all other fields of the natural and social sciences. Students in marketing and information systems will find a minor in this field relevant. A minor consists of 18 credits in courses taken only with the GEOG prefix; at least two courses must be at the 200 level and at least two courses must be at the 300 level. The department suggests students take major core courses if graduate study is anticipated.

Geography—General Geography Concentration

The general geography concentration encourages the major to sample courses from different subfields of the discipline. This concentration prepares the major for graduate work in geography and related fields of employment. Job options include report writing, research analysis, and data

gathering. In government employment, the State Department, Department of Commerce, and the Census Bureau are significant places for geography skills.

Geography—Geographic Information Systems and Cartographer Concentration
The geographic information systems and cartographer concentration prepares students for employment as geographic information specialists, facilities managers, cartographers, and remote sensing specialists. Course work includes methods for identifying, modeling, and analyzing the spatial organization of human and environmental systems from both practical and theoretical perspectives. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Such skills could be and are used in course work for the analysis of wildlife habitat, facilities management, land use planning and site design, and transportation systems design and maintenance.

Minor—Geography (1)   **18**

Controlled Electives:
At least two courses at the 200 level
At least two courses at the 300 level

(1)   Only courses taken as GEOG may be counted toward the minor.

Current Catalog Description (Regional Planning):

Regional Planning
The focus of the bachelor of science in regional planning is to prepare students for eventual leadership positions as professional planners. A broad range of technical skills, land use, and environmental training prepare our students for public or private service as spatial and physical planners.

Geography and regional planning are in the same department because "planning is the art of which geography is the science." Employment opportunities for geographers and regional planners are excellent. Geography and planning occupations have been identified among the fastest-growing job fields by *US News and World Report*. Alumni occupy a wide variety of positions in government, business, industry, planning, and education. Environmental, locational, and spatial knowledge gained in the department's programs provides skills desperately needed in today's job market. Students interested in additional career information should visit the departmental office in room 10, Leonard Hall, or the website *www.iup.edu/geography*.

A minor in regional planning is appropriate for majors in all other fields of the natural and social sciences. Students in marketing and information systems will find a minor in this field relevant. A minor consists of 15 credits in RGPL courses. The department suggests students take the core in this program if graduate study is anticipated.

Regional Planning—Land Use Planning and Geographic Information Systems Concentration

The land use planning and geographic information systems concentration prepares students for employment as professional planners adept at applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Course work also equips students for facilities planning and management, remote sensing applications in planning, and site location analysis. Course work includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use, and zoning regulation. They are familiar with strategies of economic development. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of land use, siting, and transportation problems.

Regional Planning—Environmental Planner Concentration

The environmental planner concentration is designed to prepare majors in regional planning for careers as environmental planners or further graduate studies. Students who select this track learn about aspects of the natural environment, methods to preserve and conserve resources, and how to plan communities where humans both benefit from the natural environment and have minimal impact on it. They are knowledgeable about environmental regulation and policy. They understand community strategies for ameliorating environmental problems and have both a theoretical and working knowledge of subdivision, land use, and zoning regulation. They are familiar with the regulation and management of flood plains and wetlands, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. Students completing this track should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as wastewater treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

Proposed Catalog Description (Regional Planning):
Regional Planning

The mission of the regional planning program is to provide opportunities for our students, planning professionals and citizens of a diverse regional community to master fundamental and innovative planning principles. The program trains students to become professional planners through a process that emphasizes conceptual knowledge, experiential learning, innovative planning skills, and civic engagement. Students work with colleagues and planners to guide change in a way that will make our communities better places to live for present and future generations.

Employment opportunities for planners are excellent. Our program has prepared students to work in planning agencies at the federal, state, regional, county and local levels as well as in the private sector with planning consulting and engineering firms. As planners they have been trained to work with the public to guide growth and change in metropolitan regions across the country. Our two concentrations – Environmental Planning and GIS/Land Use Planning – are

designed to focus on the knowledge, techniques and strengths of our faculty, as well as provide students maximum opportunity to be competitive in the planning job market. As part of their course of study, our students address and solve real world problems through class projects and intern with practicing planners who deal with these issues in a professional environment. Planners work with communities to improve the quality of life for people who live there. They take a comprehensive view of issues, listen to all citizen perspectives, endeavor to reconcile controversy, and propose alternatives that can guide community decision-making in allocating finite resources to create better places to live.

Regional Planning—Land Use Planning and Geographic Information Systems Concentration
The land use planning and geographic information systems concentration prepares students for employment as professional planners adept at applying advanced techniques to the development of livable communities. Data collection, spatial information management, and graphic presentation are integral skills taught in the program. Course work also equips students for facilities planning and management, remote sensing applications in planning, and site location analysis. Course work includes methods for identifying, modeling, and analyzing the spatial organization of community systems from both practical and theoretical perspectives. Students in planning graduate with a working knowledge of subdivision, land use, and zoning regulation. They are familiar with strategies of economic development. They understand both the theory and ethics of planning. Students completing this concentration should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of land use, siting, and transportation problems.

Regional Planning—Environmental Planner Concentration
The environmental planner concentration is designed to prepare majors in regional planning for careers as environmental planners or further graduate studies. Students who select this concentration learn about aspects of the natural environment, methods to preserve and conserve resources, and how to plan communities where humans both benefit from the natural environment and have minimal impact on it. They are knowledgeable about environmental regulation and policy. They understand community strategies for ameliorating environmental problems and have both a theoretical and working knowledge of subdivision, land use, and zoning regulation. They are familiar with the regulation and management of flood plains and wetlands, the management of waste and storm water, and environmental impact assessment. They understand both the theory and ethics of planning. Students completing this concentration should be able to assist diverse communities and organizations in identifying and finding solutions to a wide variety of environmental issues such as wastewater treatment, water pollution, acid rain, watershed planning, carbon footprints, deforestation, and natural resource extraction.

Regional Planning Minor
A minor in regional planning is appropriate for majors in all other fields of the natural and social sciences. Students in marketing and information systems will find a minor in this field relevant. A minor consists of 18 credits in courses taken with the RGPL prefix. The department suggests students take the core in this program if graduate study is anticipated.

Minor—Regional Planning   **18**

Controlled Electives:
Six RGPL courses (1)

(1) Only courses taken as RGPL may be counted toward the minor.

Rationale: The Geography and Regional Planning minors are being increased to 18 credits because of the PASSHE BOG policy. The minors are also being made more comparable to the major and will include at least two 300 level or higher classes per the BOG policy. Footnote one is being added because the department has so many crosslisted courses between Geography and Regional Planning and so we are trying to make it clear that only courses taken with the that prefix may be counted towards the minor.

Additionally several years ago when the department changed the tracks to concentrations all of the substitutions of the word track for concentration were not made. Also when a fifth concentration was added to Geography and when four tracks were reduced to two concentrations in Regional Planning, the numbers in the second paragraph of the department's description were not corrected. In the Regional Planning description, text is being added to meet the specifications of the Planning Accreditation Board.

10 Liberal Studies Committee and UWUCC approved: 1) the following individuals as Writing Intensive faculty or the following courses as writing intensive, 2) the above courses in the following categories, and 3) the removal of the following courses from the Liberal Studies Categories:

- David Chambers, Political Science, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Gwendolyn Torges, Political Science, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Sarah Wheeler, Political Science, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Steven Jackson, Political Science, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Christopher Orchard, English, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Stuart Chandler, Religious Studies, was reapproved as a Type I Writing Intensive, Professor Commitment.
- Kelli Paquette, Professional Studies in Education, was approved as a Type I Writing Intensive, Professor Commitment.
- Keri Kulik, Kinesiology, Health and Sport Science, was approved as a Type I Writing Intensive, Professor Commitment.
- Ben Ford, Anthropology, was approved as a Type I Writing Intensive, Professor Commitment.

- ENGL 122 Introduction to English Studies was reapproved as a Type II Writing Intensive, Department Commitment course.
- THTR 347/ENGL 347 Playwriting was reapproved as a Type II Writing Intensive, Department Commitment course.
- HPED 480 Professional Issues in Athletic Training was approved as a Type II Writing Intensive, Department Commitment course.
- COSC 319 Software Engineering Concepts was approved as a Type II Writing Intensive Department Commitment course.
- COSC 493 Internship in Computer Science was approved as a Type II Writing Intensive Department Commitment course.
- SCI 101 Fundamentals of Physics was reapproved as a Natural Science Laboratory Knowledge Area Course.
- SCI 102 Fundamentals of Chemistry was reapproved as a Natural Science Laboratory Knowledge Area Course.
- SCI 104 Fundamentals of Environmental Biology was reapproved as a Natural Science Laboratory Knowledge Area Course.
- PHIL 270 Ethics and Environment was approved as a Liberal Studies Elective in the Global Citizenship Category.
- GEOS 153 Forensic Geology was removed from the Natural Science Non-Laboratory category. (This was incorrectly stated in the December 2013 minutes as being removed from the Liberal Studies Elective category)
- ARHI 321 History of World Ceramics was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- ARHI 423 The Arts of Japan was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- ARHI 424 The Arts of India and Southeast Asia was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- ARHI 425 The Arts of China was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.

Appendix C
University Wide Graduate Committee
Co-Chairs Piper and Baumer

FOR ACTION:

1) **New Course**

   Department: Educational and school Psychology

   Course: EDSP 814 – Advanced Assessment of Low Incidence Disabilities

   Catalog Start Term: Spring, 2015

   Rationale:
   Advanced Assessment of Low Incidence Disabilities is necessary to prepare future school psychologists to assess and intervene with low incidence disabilities. Including this course in the IUP School Psychology Program will align the course offerings with the National Association of School Psychologists (2010) Standards for Graduate Preparation of School Psychologists by contributing to four of the ten domains.

   Catalog Description
   EDSP 814: Advanced Assessment of Low Incidence Disabilities   3 cr

   Advanced Assessment of Low Incidence Disabilities provides the school psychology student with the knowledge and skills needed to administer, score, and interpret selected individually-administered tests of cognitive, academic, adaptive, and developmental functioning in populations with low incidence disabilities (e.g., Developmental Delays, Autism Spectrum Disorders, Speech or Language Impairment, Intellectual Disabilities, Visual Impairment, Physical Impairment, Traumatic Brain Injury.). Students will become familiar with multi-cultural issues related to the assessment and diagnosis of low incidence populations.

   Prerequisite: EDSP 812 and EDSP 813

2) **Major Course Revision**

   Department: Educational and School Psychology

   Course: EDSP 747 – Advanced Psychology of Adolescent Education

   Catalog start term: Spring, 2015

   Rationale:
   EDSP 747 is a required course for all graduate students in the school psychology certification program. The intent of this course is to present an in-depth discussion of

developmental issues that impact adolescents in instructional environments. This includes an analysis of the major developmental theories of adolescence from biological, cognitive, social, emotional, and moral perspectives. It also addresses principles and research related to diversity factors, such as culture and context. For students matriculating through both the Master's in Educational Psychology and Certification programs, this is the only course they are required to take in human development.
to research and present successful intervention programs for adolescents.

Course Title Change: The rationale for the name change is so that the title more accurately conveys to the student the purpose of the course and the competencies gained by taking the course. Additionally, the proposed title change will meet expectations and training standards set forth by our accrediting body, the National Association of School Psychologists (NASP, 2010).

Catalog Description Change: The catalog description will be revised to reflect the broadened focus of the course to include human development across the lifespan.

Current Course Title and Description:
EDSP 747 Advanced Psychology of Adolescent Education   3 cr
The intent of this course is to present an in-depth discussion of developmental issues that impact adolescents in instructional environments. In particular, physical, societal, and educational influences as they affect high-risk behavior in this age group are examined. Students are expected

Proposed Course Title and Description:
EDSP 747 Child and Adolescent Development   3 cr
Students will explore child development from conception through adolescence and include a survey of growth, adaptation, and developmental patterns with implications for academic, emotional, and social learning. Cognitive, emotional, social, and physical development are explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. The course will be organized in a topical manner and include basic concepts and theories of child development, applied directions of child development, biological foundations of development, prenatal development, physical growth, as well as cognitive and language development. Prerequisite: Permission of the Instructor

3) **Major Course Revision**

   Department: Special Education and Clinical Services

   Course: EDEX 755: Family, Agency and Community Collaboration

   Catalog start term: Spring, 2015

   Rationale:
   EDEX 755 is being revised to update the material covered and to focus upon skills

recommended to meet current needs in areas of disability such as Autism Spectrum Disorder, an area of growing demand in the field of Special Education. Changes in the delivery of special education services have perpetuated the need for revision to this course in order to reflect best practice and to best prepare our graduate students for the latest delivery models.

Current Course Description:
EDEX 755 Professional Collaboration and Team Building for Special Educators   3 cr.

This course focuses on strategies for collaborating with families, agencies and other service providers in both the school and community in order to best meet student needs. The understanding of family systems, related legal mandates, available agency resources and effective family and school collaboration will be emphasized. Assessment of the preferred the level of support for families and issues related to advocacy throughout the community will also be addressed.

Proposed Course Description:
EDEX 755 Professional Collaboration and Team Building for Special Educators   3 cr.

This course focuses on strategies for collaborating with families, agencies and other service providers in both the school and community in order to best meet student needs. The understanding of family systems, related legal mandates, available agency resources and effective family and school collaboration will be emphasized. Assessment of the preferred the level of support for families and issues related to advocacy throughout the community will also be addressed.

FOR INFORMATION:

The following were approved by the UWGC to be offered as distance education courses: (Provost provides final approval)

- **EDEX 751**: Instructional Interventions and Methods for Students with Autism Spectrum Disorders
- **EDEX 755**: Professional Collaboration and Team Building for Special Educators
- **CURR 935**: Democratizing Education: Diversity, Citizenship and Social Justice

Appendix D
Academic Affairs Committee
Co-Chairs Dugan and Witthöft

Emeritus Nomination Memo

![IUP logo]

Date: September 25, 2014

Subject: Emeritus Nominations

To: Department Chairpersons
                      College Deans
                      University Vice Presidents

From: Catherine Dugan, Heide Witthöft, Co-Chairs
                      Senate Academic Committee

                      This memo is sent to solicit nominations for emeritus status for faculty who
                      retired in 2012-2013 and 2013-2014 (August 2012-present).

                      Nominations should be processed within departmental or administrative units in a
                      timely manner. **All supporting materials** are due to the College Deans or
                      Administrative Vice Presidents for their review and recommendation by **Noon on
                      Tuesday, October 14, 2014**. Nominations are then to be forwarded to the
                      Provost for review and recommendation by **Noon** on **Tuesday, October 28, 2014**.
                      The Senate Academic Committee will take action on the nominees by November
                      21, 2014 for inclusion on the December Senate Agenda.

                      The Emeritus documents attached are also available on the Senate website,
                      http://www.iup.edu/senate, under the Academic Committee.

                      Please call 7-4068 or e-mail cmdugan@iup.edu, or 7-2320 heide@iup.edu, if you
                      have any questions.

                      Attachments/Materials:
                           Procedure and Criteria for Awarding Emeritus Status
                           Nomination Transmittal Form

DRAFT for Committee 16-SEP-2014

PROCEDURE AND CRITERIA FOR AWARDING EMERITUS STATUS

Toward a Concept of "Emeritus"
Each year the university confers the title "Emeritus" on qualified academic and administrative faculty (defined as per the APSCUF CBA) who have been recommended through a department-based process.

Emeritus status is an honor conferred by the university to show respect for a distinguished career. It says "even though you are no longer an official part of this organization, you have shown such merit that we claim you as a continuing part of our professional group; we gather glory from your reflected glory."

In addition to the public award and inclusion in a published listing of emeriti, the university may provide benefits such as library privileges and office space when available. The university community is encouraged to use the skills and the talents of emeriti on a voluntary basis when appropriate.

Definitions
For purposes of this document, the following definitions from the CBA shall be applied:
"ACADEMIC FACULTY" -- Department chairpersons, full-time teaching faculty including librarians with faculty status, part-time teaching faculty, librarians without faculty status and faculty members whose basic responsibilities lie outside of the classroom setting who have been designated as ACADEMIC FACULTY. (p. 1)

"ADMINISTRATIVE FACULTY" -- Faculty members whose basic responsibilities lie outside of the classroom who have not been designated as ACADEMIC FACULTY. (p. 1)
Note: Any faculty member of any rank meeting the above definitions and required years of IUP service may be nominated, as per procedures following.

Procedure
Nominations for emeritus status must be initiated within two years following retirement. The title "posthumous emeritus" may also be awarded to faculty who die before retiring. Nominations must be initiated within two years following death.

Nominations for emeritus status may be made by a current or recently retired/resigned IUP faculty member (preferably from the nominee's department) who is familiar with the nominee's professional contributions. The candidate for emeritus status (or in the case of "posthumous emeritus" the nominator) shall seek the endorsement of his/her department. The members of the department will vote on the candidate's application. A vote by secret ballot is required by tenured and tenure-track members according to the department's established procedures

The department vote is one important source of information that will be used in evaluating the nomination. However, an unfavorable department vote will not necessarily preclude the nominee from further consideration. If a majority approval is not secured, the vote will be reported to the nominator, along with indication of the area(s) in which the candidate has not excelled. With this information, the nominator, in consultation with the nominee (where possible), will decide

whether to continue with the application process. When both nominator and nominee choose to continue with the application process, the nominator shall send the completed transmittal form, along with the nomination letter and supporting documentation, to the Dean/Vice President. The Dean/Vice President shall submit these documents with his or her recommendation to the Provost who will, in turn, send them along with his or her recommendation to the Senate Academic Committee for consideration. The recommendation of the Academic Committee shall then be submitted to the Senate for approval, and, then, to the Council of Trustees, for final approval.

Criteria
Each nominee for emeritus status must have been a full-time academic or administrative faculty member at IUP for at least ten years and must have demonstrated effective teaching or administrative faculty performance. In addition, the nominee must have made a significant contribution while at the University in at least two of the following areas:
   1. Scholarly growth
   2. Active participation in department activities
   3. Active participation in university activities

For <u>Academic Faculty</u> the nomination for Emeritus status MUST include:
   1) An updated Curriculum Vitae.
   2) A nomination letter that includes a substantive narrative addressing how the nominee qualifies for emeritus status. The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.
   3) Copies of most recent performance reviews (including DEC, Department Chair and Dean's Reports).*

*Note: Consent of the nominee is needed for performance reviews.

The nomination for Academic Faculty MAY also include other materials, such as:
   1) Letters of commendations or other special recognition.
   2) A rebuttal, by the nominee or nominator, to a negative assessment by the department/unit.
   3) Summary reports of recent student evaluations.**

**Note: Consent of the nominee is needed for student evaluations.

For <u>Administrative Faculty</u> the nomination MUST include:
   1) An updated Curriculum Vitae.
   2) A nomination letter that includes a substantive narrative addressing how the nominee qualifies for emeritus status. The nomination letter should refer to specific evidence of the nominee's qualifications. Although the application need not include the materials themselves, evidence such as publications, awards, and acknowledgements of outstanding service should be cited in sufficient detail.
   3) Copies of most recent performance reviews.*

*Note: Consent of the nominee is needed for performance reviews.

 The nomination for Administrative Faculty MAY also include other materials, such as:
1) Letters of commendation or other special recognition.
2) A rebuttal, by the nominee or nominator, to a negative assessment by the department.

The Academic Committee reserves the right to request clarification from the department and to request additional information from the nominator and/or nominee.

Nominations for emeritus, or posthumous emeritus status, with supporting evidence for the above criteria, should be in the office of the appropriate Dean/Vice President by noon on Tuesday, October 14, 2014, who will forward them to the Provost's office by noon on Tuesday, October 28, 2014.

Indiana University of Pennsylvania
Nomination for Emeritus Status

Nominee	Nominator

Rank/Dept	Date of Retirement	Years of IUP Service

Nomination Criteria (Check all that apply.)

Meets all of the following:

_____ Academic or Administrative Faculty

_____ Completed 10 years of service to IUP as an academic or administrative faculty member

_____ Demonstrated effective teaching or administrative performance

Made significant contributions in at least two of the following areas:

_____ Scholarly growth

_____ Active participation in the department

_____ Active participation in the university

Attachments:

_____ An updated Curriculum Vita

_____ A nomination letter addressing how the nominee qualifies for emeritus status

_____ Copies of most recent performance reviews (including DEC, Dept. Chair, and Dean's Reports)

_____ Other Materials (specify):_____

Approval Process

Department: Eligible Voters___ Actual Voters_____

Vote Results:_____For _____Against _____Abstain

When a majority approval is not secured, attach a list to this form of area(s) in which nominee has not excelled.

_____   _____
Above results verified by (Chair of Department)   Date

_____   _____
Dean/Vice President Recommendation   Yes   No   Date

Provost Recommendation	Yes	No	Date

Senate Academic Committee Recommendation	Yes	No	Date

Approved by University Senate	Date

Approved by Council of Trustees	Date

Appendix D
Library and Educational Services Committee
Chair Ford

FOR INFORMATION

During the Fall 2014 semester LESC has met/is planning to meet face-to-face on September 16, October 14, November 11, and December 9. On each of the dates, we will meet starting at 3:40 pm in Stabley 203.

For the 2013-2014 academic year, the following individuals have been elected to the specified positions for committee leadership and committee liaisons:
- LESC Chair: Ben Ford
- LESC Vice Chair: Courtney McLaughlin
- LESC Secretary: Karen Pizarchik
- LESC Liaison to the Academic Computing Policy Advisory Committee (ACPAC): Dolores Brzycki; alternate: Courtney McLaughlin
- LESC Liaison to the Educational Services Fee (ESF) Committee: Luis Gonzalez

A. LESC Priorities for the Fall 2014 semester
   1. Review, revise if necessary, and recommend to Senate new and revised policies and procedures pertaining to information technology security. These activities will be undertaken in close partnership with the IT Security Office
   2. Discuss and recommend means to promote quality distance education at IUP. The current scope of this discussion includes defining "quality distance education" and gauging the resources available on the IUP website. LESC will focus on the educational services component of distance education and will liaise with other Senate committees and University entities as necessary.

Appendix E
Research Committee
Chair Bonach

The University Senate Research Committee met on September 16, 2014. The meeting was organized in two parts. The first part of the meeting was devoted to committee business. The rest of the meeting was devoted to reviewing proposals. Overall there were 21 USRC Small Grant proposals and the decision was made to fund 12 proposals totaling $10,964.00. The next meeting is October 14, 2014 at 3:30 pm in Stright Hall.

- Dr. Avijita Jain

- Drs. Christopher Janicak, Wanda Minnick, Majed Zreiqat

- Dr. Erin L. Conlin

- Dr. Chauna Craig

- Dr. Soundararajan Ezekiel

- Dr. Eileen W. Glisan

- Dr. Lorraine J. Guth

- Dr. Valeri R. Helterbran

- Dr. John McCarthy

- Dr. Sarah W. Neusius

- Dr. David T. Smith

- Dr. Josiah Townsend

Appendix F
Student Affairs Committee
Chair Stocker

FOR ACTION

SENATE - FOR
ACTION.pdf

Appendix G
University Planning Council
Senator Reilly

The UPC met on September 15th and will meet again on October 13th.

Appendix H
Awards Committee
Chair Lipinski

Do you know outstanding IUP professors?

Why not reward them?

Distinguished Faculty Awards in the following categories:

Teaching: Faculty whose teaching is innovative and effective

Creative Arts: Faculty who excel in visual and performing arts

Service: Faculty who have demonstrated distinguished service to the university

Research: Faculty who are engaged in significant research

All faculty are eligible for nomination, *provided they have completed five years of professional service at IUP and have not won in the same category within five years.*

ANYONE can nominate a deserving faculty member.
(Self-nominations welcome)

DEADLINE:
The deadline for the ONE PAGE nomination form is Friday December 19 2014 by 4 p.m.

Please submit your nomination electronically to Dr. John Lipinski, John.Lipinski@iup.edu.
You may submit either a word document or pdf file. Only electronic forms will be accepted.

Dr. Lipinski can be reached with questions at (412) 251-9122 or John.Lipinski@iup.edu

Nomination forms are available at http://www.iup.edu/page.aspx?id=51391 ,   at the HUB information desk, or at the Student Government Office (also in the HUB).