

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.

Appendix A
University-Wide Undergraduate Curriculum Committee

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:

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-01-3cr

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 SPLP 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-01-3cr

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-01-3cr

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 points 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).

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.

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

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 ma[02 676.18 Tm(P)11(r)-5(e)e

SAFE courses approved by department chair totaling at least 9cr 9cr
and including at least one environmental course (SAFE 310, 335, or 361)

property and group served.
Rationale:

HRIM 245 Diversity and Multicultural Management in the Hospitality Industry
3c-01-3cr

HOSP 260 Hotel Operations Management

3c-01-3cr

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-01-1cr

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-01-1cr

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-01-3cr

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-01-3cr

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

HOSP 408 Hospitality Contract Operations Management **3c-01-3cr**

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-01-3cr**

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-01-3cr**

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:

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

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-01-3cr

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-01-3cr

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-01-3cr

Proposed Course Title:

HOSP 470 Hospitality Business Planning

3c-01-3cr

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

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

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.

Regional Planning—Environmental Planner Concentration

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.

- x PHIL 270 Ethics and Environment was approved as a Liberal Studies Elective in the Global Citizenship Category.
- x 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)
- x ARHI 321 History of World Ceramics was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- x ARHI 423 The Arts of Japan was removed from the Liberal Studies Elective and Global and Multicultural Awareness categories.
- x 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 Di

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

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

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)**

- x **EDEX 751:** Instructional Interventions and Methods for Students with Autism Spectrum Disorders
- x **EDEX 755:** Professional Collaboration and Team Building for Special Educators
- x **CURR 935:** BT/F4 12 Tf1 0 0 1 90.024 274.97 TpeccBv6(e)41 90.024 274.97 Tpe

Appendix D
Academic Affairs Committee
Co-Chairs Dugan and Witthöft

Emeritus Nomination Memo



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

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

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.

artment. The members of the

tenured and tenure-

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

*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,
October 28, 2014.

Provost Recommendation	Yes	No	Date
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Senate Academic Committee Recommendation	Yes	No	Date
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Approved by University Senate			Date
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Approved by Council of Trustees			Date
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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:

- x LESC Chair: Ben Ford
- x LESC Vice Chair: Courtney McLaughlin
- x LESC Secretary: Karen Pizarchik
- x LESC Liaison to the Academic Computing Policy Advisory Committee (ACPAC): Dolores Brzycki; alternate: Courtney McLaughlin
- x 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 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

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Appendix G
University Planning Council
Senator Reilly

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