MINUTES OF THE
IUP UNIVERSITY SENATE

April 22, 2008

Chairperson Broad called the April 22, 2008, meeting of the University Senate to order at 3:36 p.m., in Beard Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Belch, Boda-Sutton, Bowers, Coleman, Eck, Federoff, Franklin-Rahkonen, Griffith, Gu, Hannibal, Hanrahan, Hooks, Hulings, Kennedy, Klingaman, Look, Novels, Pike, Ritchey, Schwietz, Scott, Sink, Soni, and Van Wieren.

The following Senators were absent from the meeting: Allard, Appolonia, Beck, Begres, Beisel, Brooks, Janosko, Jones, A., Jones, B., Kenning, Montgomery, W., Pearlman, Schroeder, Sullivan, Sweeny, Thibadeau, Woolcock, Zorich, and Zuraikat

The minutes of the March 25, 2008 meeting were **APPROVED.**

Agenda items for the April 22, 2008, meeting were **APPROVED** as amended with the change in the UWUCC information items 1, 3, 4, 5, and 6 being moved to action items; on page 2 the title for COMM 101 should be Communications Media in American Society; on page 2 the title for MUSC 110 should be Fundamentals of Theory; on pages 33-37, the prerequisites state a "3.0 GPA" and that should be changed to "Admission to Step One"; on pages 48, 49, and 53 the title for ECON 634 should be Managerial Economics; on page 58 the name Sarah Palmisano should be Susan Palmisano; and on page 60 the first paragraph under the proposed revision, the words "academically dismissed and.." in the first line should be deleted

REPORTS AND ANNOUNCEMENTS

President's Report

Good afternoon. I am pleased to be here to again update you on important University developments.

DOCTORAL PROGRAM IN COMM MEDIA, MASTER'S IN APPLIED ARCHAEOLOGY
At its April 9th meeting, the Pennsylvania State System Board of Governors approved IUP's doctoral program in communications media and our master's program in applied archaeology. These two degree programs will add significantly to the quality and breadth of IUP's graduate program.

The communications media doctoral program brings our total inventory of doctorates to 10. I am proud to inform you that IUP's master's in applied archaeology is one of only four of its kind in the nation and is unique in the Commonwealth of Pennsylvania.

The communications media doctoral program is designed to address topics related to new media and to generate research driven by existing theory and scholarship within the field of communications media and instructional technology.

I want to offer my congratulations and appreciation to Dr. Mary Ann Rafoth, Dean of the College of Education and Educational Technology, and Dr. Yaw Asamoah, Dean of the College of Humanities and Social Sciences. Congratulations also to members of the communications media and anthropology departments who have worked diligently to advance these important initiatives.

STUDENT FULBRIGHT

I am pleased to inform you that IUP student Gina Russo, a senior history-Asian studies major in the Robert E. Cook Honors College, has been selected as a Fulbright Scholar for the 2008-2009 academic year. She will be based at Shanghai University in Shanghai, China.

Miss Russo's appointment brings to nine the number of IUP students who have been selected for this award in the last decade. Only 1,200 university students in the nation are chosen for this scholarship annually.

Miss Russo will be studying nationalism and nation building through the public education process in China.

She has already been accepted for the Stanford University Ph.D. program in history, which she will enter in fall 2009 after completing her Fulbright experience.

PROVOST, VP FOR FINANCE UPDATE

As you may know from an earlier communication, IUP has a new permanent provost in Dr. Gerald Intemann, a former dean at Towson University. He will be joining the IUP community later this summer.

Very shortly, I expect to communicate information about the successful candidate for the Vice President for Administration and Finance position. I want to thank Dr. Robert Davies, Dr. Mary Ann Rafoth and Dr. Rhonda Luckey and all members of the search committees who have done an excellent job in completing this important work.

COMMENCEMENT

Lastly, I am pleased to inform you that another IUP Alumnus will be the recipient of an honorary doctorate at our May 10th Commencement ceremony. Dr. John J. Kopchick is an internationally recognized leader in the growth hormone field. Currently, he serves as the Milton and Lawrence H. Goll Eminent Scholar Professorship in Molecular and Cellular Biology at Ohio State University. He also is Professor in the Biomedical Sciences department in the College of Osteopathic Medicine at Ohio University. I hope that your schedules permit your attendance to the University graduation commencement ceremony May 10th at 11:00 a.m. at Miller Stadium.

As we end this semester, I want to offer sincere thanks to members of the University Senate for your diligent and valued efforts in advancing IUP.

Provost's Report

In response to the Senate recommendations from the March 25, 2008 meeting, I accept the following recommendations from the University-Wide Undergraduate Curriculum Committee:

1. Program revision for the Asian Studies Major and Asian Studies Minor
2. Minor revision of the Bachelor of Science degree in Management/General Management Track.
3. Revision of the Bachelor of Science in Education -- K-12 French Education.

Literature Philosophy/Religious Studies	3 3	Literature Philosophy/Religious Studies	3 3
Fine Arts	3cr	**Fine Arts**	3cr
Natural Science Option 1 (2 lab sequence) Option 2 (1 lab/2 non lab)	8-10cr 8 10	**Natural Science** Option 1 (1 lab and 1 non lab course) Option 2 (2 lab courses)	7-8cr 7 8
Social Science	9cr	**Social Science**	9cr
Health and Wellness	3cr		
Liberal Studies Electives	0-9cr		
Synthesis LBST 499	3cr 3	**Capstone**	3cr**
Non-Western Cultures Course	3cr*		
TOTAL	**48-54cr**	**TOTAL**	**49-55cr**

*****Students must fulfill this requirement by completing one course from the list; most of these courses will at the same time fulfill other requirements set by Liberal Studies or in some cases by a college or department

Writing Across the Curriculum:

2. Students are required to complete at least one foreign language course in their Liberal Studies program. Departments and programs already requiring foreign language may apply three credits of that requirement to fulfill this Liberal Studies component. Students would be able to fulfill this requirement by passing an appropriate proficiency test or by completing an approved study abroad program, making the range of credits f this requirement 0-4.
3. The Departments of History, English and Foreign Language would be encouraged to develop a menu of course options to fulfill the Humanities requirements.
4. The Natural Science option will be either: a.) one lab science course and one non-lab science course or b.) two science courses (without restrictions on prefixes). Students will complete one additional Scientific Literacy Competency-Across-the-Curriculum course.
5. Departments may submit majors' courses for approval to fulfill the Liberal Studies Capstone requirement. If students take the Capstone through their major course of study, those credits will apply to the major rather than Liberal Studies. Students who complete an approved course outside the major to fulfill this requirement will count those credits toward their Liberal Studies program.
6. Each Liberal Studies course will be required to address: a.) Diversity, b.) Critical Thinking and/or Critical Reading and c.) Information Literacy and/or Technological Literacy, as appropriate.
7. One non-western studies course must be completed in one of the five Knowledge Areas.
8. the Liberal Studies Elective Category is eliminated.
9. the Liberal Studies Synthesis Category is eliminated.

Rationale: Introduction: A revision in the Liberal Studies curriculum is necessitated by some deficiencies in our cur curriculum, such as those stated in the Middle States Standard #12, and a number of other factors, including the status o our world and the dramatic changes that have occurred since the implementation of the current curriculum in 1989, the need to have a more intentional approach to student learning across the curriculum, and the need to do more efficient an effective program assessment. Well respected academies in higher education and our regional accreditor, Middle States Commission on Higher Education, expect that baccalaureate graduates achieve a degree of proficiency with content rela to global awareness, information literacy, oral communication, and values and ethics. These concepts and skills are not emphasized in the current liberal studies curriculum. Additionally, the current Liberal Studies curriculum is viewed as inflexible particularly for transfer students.

have benefits for students regardless of gender, ethnicity, age, or major. In a survey by the Policy Center on the First Year of College (2002), reports that first-year seminars are a key feature at over 70% of American institutions of higher education and 94% of these seminars are offered for credit. Also, the proposed First-Year Experience can aid in the achievement of the several goals outlined in *IUP's Strategic Plan (2007-2012)*, the *PASSHE Strategic Plan*, and the American Association of Colleges and University's (AAC&U) recent research, *College Learning for the New Global Century*.

B. Dimensions of Wellness

The recommendation is for a menu of delivery options and a change in the category title. The current curriculum requires a standard three-credit Health and Wellness course that must include exercise, nutrition, stress, substance abuse, and physical or laboratory activities. The recommendation is for a menu of 1-, 2-, and 3-credit options allowing students to explore an area of health and wellness relevant to their own wellness needs and to select a physical activity that is best suited to their own physical and emotional inclinations. By allowing student choice in the physical activity component, students may be more likely to adopt an activity over a lifetime, rather than just the duration of the course. A menu of options and change in category title can serve a diverse student population better than a "one size fits all" course.

C. Foreign Language requirement

The recommendation is for a three credit requirement in foreign language skill development. This is consistent with or surpasses the requirements of our sister institutions. It is expected that IUP programs requiring intermediate level foreign language would retain their current requirement. The proposed revision enhances students' exposure to foreign language by requiring that *all* students have a minimum of three credits in this area. Students would be able to fulfill this requirement by passing an appropriate proficiency test or by completing an approved study abroad program, making the range of credits for this requirement 0-4.

D. Oral Communication course

The proposed Liberal Studies revision includes a three-credit course designed to introduce students to the concepts of effective oral communication and engage them in the practice of oral communication skills. A required course early in the curriculum should teach the foundational skills of oral communication, allowing that knowledge to be applied in courses designed to meet the oral communication competency-across-the-curriculum. Communication skills (written and verbal) are at the top of virtually every list of skills employers seek. However, anxiety related to speaking in public is very common among college students. This anxiety may lead students to avoid courses where presentations and speaking are components of the course. (Katz, 2000).

II. Knowledge Area Revisions and Additions

A. Natural Science

The proposed curriculum recommends a choice of Option I of eight credits (two lab science courses with any approved prefix) or Option II of seven credits (one lab science and one non-lab science of any approved prefix). In the current curriculum, natural science Option II (1 lab science and 2 non-lab science courses) is often misunderstood by advisers and students. Option I, requiring two laboratory sciences, paired together in sequence, triggers the highest number of exemptions to our current LS requirements. In the majority of cases advisers and chairpersons have supported students' requests for exceptions to Option I. The requirement that science courses bearing the same prefix must be completed in sequence is viewed as inflexible, especially for

transfer students. Additionally, many transfer students have already completed one lab science course and many prefer to study another branch of science, rather than take another lab course in the same field.

Proposed Catalog Description:

SOC 391 Foundations of Sociological Practice **3c-01-3cr**
Prerequisites: SOC 151
Develops an understanding of how to use micro and macro sociological theory to analyze, assess, and diagnose human problems. Employing case studies, prepares students to do casework and help solve interpersonal, group, and organizational problems. Also seeks to acquaint students with the broader professional activity of human services. Recommended pre/corequisite SOC 320.

Rationale: We believe it is beneficial for Sociology Human Service majors to have sociological theory prior to learning how to apply sociological thinking to clinical practice in this course. Therefore, we do permit students to take the theory class (SOC 320) prior to or concurrent with this course as opposed to requiring it as a prerequisite. Human service minors do have the option of SOC 320, 362, or 363. The proposed number change reflects the suggested recommendation of taking lower 300 level courses within their specialization prior to or concurrent with this 300 level course. Students may choose to take the practice sequence in their junior or senior year, which is why we propose keeping it a 300 level course, but with a higher number than most of their substantive credit options.

ii. Current Catalog Description:

SOC 302 Clinical Sociological Practice **3c-0l-3cr**
Prerequisite: SOC 301
Prepares the student to effect constructive change within individuals, groups, families, and communities. Draws its analysis, diagnosis, and methods from the foundations of sociological theory at the level of intervention with clients.

Proposed Catalog Description:

SOC 392 Clinical Sociological Practice **3c-0l-3cr**
Prerequisite: SOC 391
Prepares the student to effect constructive change within individuals, groups, families, and communities. Draws its analysis, diagnosis, and methods from the foundations of sociological theory at the level of intervention with clients. It is strongly recommended that students have at least 6 Sociology credits in their specialized area prior to taking SOC 392 other than SOC 151, 320, 460 and 461.

Rationale: The change in course number is to shift the course numbers to a higher number in line with the recommendation of at least 6 Sociology credits in their specialized area that should be taken prior to this course. There are many courses on the list that the student can take for his/her specialization. Students need to have a foundation in sociology prior to learning how to apply sociological thinking to clinical practice in SOC 302/392. Credits in their specialized area do not include SOC 151 Principles of Sociology, SOC 320 Sociological Theory, or SOC 460/461 Social Research Methods I and II.

4. Department of Accounting—Catalog Description Change **APPROVED**

Current Catalog Description:

ACCT 304 Intermediate Accounting I **3c-0l-3cr**
Prerequisite: Grade of C or better in ACCT 303
Primarily focuses on financial reporting for asset wealth typically found in business environments. Coverage includes recognition and measurement of such assets as cash, receivables, investments, inventories, plant assets, and intangible assets. Present value concepts in financial reporting are also emphasized.

Proposed Catalog Description:

ACCT 304 Intermediate Accounting I **3c-0l-3cr**
Prerequisite: Grade of C or better in ACCT 202
Primarily focuses on financial reporting for asset wealth typically found in business environments. Coverage includes recognition and measurement of such assets as cash, receivables, investments, inventories, plant assets, and intangible assets. Present value concepts in financial reporting are also emphasized.

Rationale: As the department continues to review and update its program requirements, it was determined that the original intent of ACCT 303 Financial Systems Analysis was to provide a bridge between ACCT 202 Accounting Principles II and ACCT 304 Intermediate Accounting I was not being satisfied and only created an additional course in the already extended accounting sequence. Students who enroll in ACCT 304 will not be disadvantaged by not having completed the course coverage in ACCT 303.

5. Department of Chemistry—Catalog Description Changes **APPROVED**

i. Current Catalog Description:

CHEM 101 College Chemistry I **3c-2l-4cr**
Basic principles and concepts of inorganic chemistry are developed from the standpoint of atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion of the course illustrates physical and chemical properties in a qualitative and quantitative manner. Designed for selected majors within the College of Health and Human Services.

Proposed Catalog Description:

CHEM 101 College Chemistry I **3c-2l-4cr**
Basic principles and concepts of inorganic chemistry are developed from the standpoint of atomic and molecular structure with illustrative examples from descriptive chemistry. The laboratory portion of the course illustrates physical and chemical properties in a qualitative and quantitative manner. This course is restricted to students enrolled in the Colleges of Health and Human Services, and Natural Sciences and Mathematics; others by permission. Some lecture and lab sections may be restricted to Nursing, Respiratory Care, Respiratory Therapist and Nuclear Medicine Technology majors. Some lab sections may be restricted to Nutrition and Dietetics Majors.

Rationale: The Registrars Office requested the clarification of the vague "selected majors" statement. CHEM 101 is a required course for a number of majors in the listed colleges, and the restriction ensures seats are available to these students. The "others by permission" ensures interested students also have an opportunity to register. For several years, the Chemistry department has been running separate lecture and/or lab sections for majors from the Nursing Department and Food and Nutrition Department, at the request of these departments.

ii. Current Catalog Description:

CHEM 102 College Chemistry II **3c-2l-4cr**
Prerequisite: CHEM 101
Basic fundamental principles and concepts of organic and biochemistry are developed. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. Designed for selected majors within the College of Health and Human Services.

Proposed Catalog Description:

CHEM 102 College Chemistry II **3c-2l-4cr**
Prerequisite: CHEM 101
Basic fundamental principles and concepts of organic and biochemistry are developed. Deals primarily with structural features of organic compounds, the chemistry of functional groups, and practical examples and uses of organic compounds. The laboratory portion illustrates properties and reactions of representative organic compounds. This course is restricted to students enrolled in the Colleges of Health and Human Services, and Natural Sciences and Mathematics; others by permission. Some lecture and lab sections may be restricted to Nursing, Respiratory Care, Respiratory Therapist and Nuclear Medicine Technology majors. Some lab sections may be restricted to Nutrition and Dietetics Majors.

Rationale: The Registrars Office requested the clarification of the vague "selected majors" statement. CHEM 102 is a required course for a number of majors in the listed colleges, and the restriction ensures seats are available to these students. The "others by permission" ensures interested students also have an opportunity to register. For several years, the Chemistry department has been running separate lecture and/or lab sections for majors from the Nursing Department and Food and Nutrition Department, at the request of these departments.

iii. Current Catalog Description:

CHEM 111 General Chemistry I **3c-3l-4cr**
A lecture-discussion of principles of chemistry, including theory and applications. The lab illustrates principles discussed. Topics discussed include scientific measurements, simple definitions and concepts, the mole, stoichiometry, gas laws, electronic structure of the atom, bonding thermochemistry, and descriptive chemistry of the elements.

Proposed Catalog Description:

CHEM 111 General Chemistry I **3c-3l-4cr**
A lecture-discussion of principles of chemistry, including theory and applications. The lab illustrates principles discussed. Topics discussed include scientific measurements, simple definitions and concepts, the mole,

stoichiometry, gas laws, electronic structure of the atom, bonding thermochemistry, and descriptive chemistry of the elements. This course is restricted to students enrolled in the Colleges of Education and Educational Technology, Health and Human Services, and Natural Sciences and Mathematics; others by permission.

Rationale: The college restrictions are listed in Banner but not in the catalog description. The Registrar's Office asked us to make them match. "Others by permission" permits other interested students to register for the course.

iv. Current Catalog Description:

CHEM 112 General Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111
A continuation of General Chemistry I. Topics discussed include the solid and liquid state, solutions, kinetics, equilibria, acids and bases, solubility equilibria, thermodynamics, electrochemistry, and descriptive chemistry of the elements.

Proposed Catalog Description:

CHEM 112 General Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111 or 113
A continuation of General Chemistry I. Topics discussed include the solid and liquid state, solutions, kinetics, equilibria, acids and bases, solubility equilibria, thermodynamics, electrochemistry, and descriptive chemistry of the elements. This course is restricted to students enrolled in the Colleges of Education and Educational Technology, Health and Human Services, and Natural Sciences and Mathematics; others by permission.

Rationale: The college restrictions are listed in Banner but not in the catalog description. The Registrar's Office asked us to make them match. "Others by permission" permits other interested students to register for the course. CHEM 113, the freshman chemistry course for Chemistry majors, was added as a possible prerequisite to give students taking summer courses more flexibility.

v. Current Catalog Description:

CHEM 113 Concepts in Chemistry I **3c-3l-4cr**
Introductory course for Chemistry majors. This course is the first half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include atomic theory, an introduction to chemical reactions, stoichiometry, thermo- chemistry, chemical bonding, and molecular geometry, transition metal complexes, polymers and biomolecules.

Proposed Catalog Description:

CHEM 113 Concepts in Chemistry I **3c-3l-4cr**
Introductory course for Chemistry, Chemistry Education, Biochemistry, Geology and Science of Disaster Response majors. This course is the first half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree

program. Topics include atomic theory, an introduction to chemical reactions, stoichiometry, thermo-chemistry, chemical bonding, and molecular geometry, transition metal complexes, polymers and biomolecules.

Rationale: The catalog description is being changed to match the program descriptions for Biochemistry, Chemistry Education, Geology and Science of Disaster Response majors.

vi. Current Catalog Description:

CHEM 114 Concepts in Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111 or 113
An introductory course for chemistry majors. The second half of a two-semester sequence designed to provide the foundation of knowledge and laboratory techniques required to successfully complete a chemistry degree program. Topics include kinetic-molecular theory of gases, the liquid and the solid states, solution theory, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry.

Proposed Catalog Description:

CHEM 114 Concepts in Chemistry II **3c-3l-4cr**
Prerequisite: CHEM 111 or 113
Introductory course for Chemistry, Chemistry Education, Biochemistry, Geology and Science of Disaster Response majors. This course is the second half of a two-semester sequence designed to give students the foundation of knowledge and laboratory techniques required to successfully complete a Chemistry degree program. Topics include kinetic-molecular theory of gases, the liquid and solid states, solution theory, kinetics, equilibrium, thermodynamics, acids and bases, and electrochemistry.

Rationale: The catalog description is being changed to match the program descriptions for Biochemistry, Chemistry Education, Geology and Science of Disaster Response majors.

vii. Current Catalog Description:

CHEM 255 Biochemistry and Nutrition **3c-0l-3cr**
Prerequisite: CHEM 102
For Home Economics majors; studies chemistry and biological function of biologically active compounds with respect to nutritional requirements.

Proposed Catalog Description:

CHEM 255 Biochemistry and Nutrition **3c-0l-3cr**
Prerequisite: CHEM 102
For Nutrition and Dietetics majors. Studies chemistry and biological function of biologically active compounds with respect to nutritional requirements.

Rationale: Home Economics no longer exists. The course is intended for Food and Nutrition majors, and is listed in the Nutrition/Dietetics Track and Nutrition/ Nutrition Track progra

viii. Current Catalog Description:

CHEM 301 Introduction to Chemical Research **1c-0l-1cr**
A discussion of current technical literature and current research problems of faculty. Lectures by outside chemists and student presentations will be included. Open to junior or senior Chemistry majors and to others by permission of the chairperson.

Proposed Catalog Description:

CHEM 301 Introduction to Chemical Research **1c-0l-1cr**
Prerequisite: CHEM 231
A discussion of current technical literature and current research problems of faculty. Lectures by outside chemists and student presentations will be included. Open to junior or senior Chemistry, Chemistry Education and Biochemistry majors and to others by permission of the chairperson.

Rationale: The course should be open to Chemistry, Chemistry Education and Biochemistry majors not just Chemistry majors. CHEM 231 should be the prerequisite to make sure that students are adequately prepared for this research class.

ix. Current Catalog Description:

CHEM 323 Analytical Methods **3c-4l-4c**
Prerequisite: CHEM 112 and non-chemistry major
Principles of precipitation, acid-base, oxidation-reduction, and equilibria are applied to problem solving and to

Proposed Catalog Description:

CHEM 340 Physical Chemistry for the Biological Sciences 3c-0l-3cr
Prerequisites: MATH 122 or 225, and PHYS 112 or 132; CHEM 232
A one-semester course for Biochemistry and Biology majors. Chemical thermodynamics, equilibria, kinetics; quantum mechanics; and spectroscopy especially as applied to biomechanical systems.

Rationale: Changes to prerequisites are prompted by recent changes by the Math department to the calculus courses MATH 123 & 124 to MATH 125, 126 and 225. MATH 128 was dropped as a prerequisite because it is no longer offered.

xi. Current Catalog Description:

CHEM 341 Physical Chemistry I 4c-0l-4cr
Prerequisites: MATH 122, 124 or 128 and PHYS 112 or 132; CHEM 112 or 114
Chemical thermodynamics with applications to solutions, phase, and chemical equilibria- kinetic theory.

Proposed Catalog Description:

CHEM 341 Physical Chemistry I 4c-0l-4cr
Prerequisites: MATH 122 or 225, and PHYS 112 or 132; CHEM 112 or 114
Chemical thermodynamics with applications to solutions, phase, and chemical equilibria-kinetic theory.

Rationale: Changes to prerequisites are prompted by recent changes by the Math Department to the calculus courses MATH 123 & 124 to MATH 125, 126 and 225. MATH 128 was dropped as a prerequisite because it is no longer offered.

xii. Current Catalog Description

CHEM 343 Physical Chemistry Laboratory I 0c-3l-1cr
Prerequisites: CHEM 321, 341
Experiments illustrating application of fundamental laws to actual systems. (Writing intensive course)

Proposed Catalog Description:

CHEM 343 Physical Chemistry Laboratory I 0c-3l-1cr
Prerequisites: CHEM 321; must be taken after or concurrent with CHEM 341
Experiments illustrating application of fundamental laws to actual systems. (Writing intensive course)

Rationale: Students generally take CHEM 341 (Physical Chemistry I Lecture) and CHEM 343 (Physical Chemistry laboratory I) concurrently. Changing the pre-requisite removes the need to give overrides during scheduling.

xiii. Current Catalog Description

CHEM 344 Physical Chemistry Laboratory II **0c-3l-1cr**
Prerequisites: CHEM 342, 343
An extension of Physical Chemistry Laboratory I; experiments related to chemical kinetics, molecular spectroscopy and other topics of physical chemistry.

Proposed Catalog Description:

CHEM 344 Physical Chemistry Laboratory II **0c-3l-1cr**
Prerequisites: CHEM 343; must be taken after or concurrent with CHEM 342
An extension of Physical Chemistry Laboratory I; experiments related to chemical kinetics, molecular spectroscopy and other topics of physical chemistry.

Rationale: Students generally take CHEM 342 (Physical Chemistry II Lecture) and CHEM 344 (Physical Chemistry laboratory II) concurrently. Changing the pre-requisite removes the need to give overrides during scheduling.

xiv. Current Catalog Description:

CHEM 493 Internship in Chemistry **var-4-9cr**
Prerequisites: CHEM 113, 114, 231, 232, 321, 341 and departmental approval
Full-time involvement in an actual "on-the-job" situation in an industrial or research laboratory under the tutelage of a selected preceptor. A department faculty member will work closely with the student and preceptor and will assume responsibility for making the final evaluation and assigning a grade

Proposed Catalog Description:

CHEM 493 Internship in Chemistry **var-4-9cr**
Prerequisites: CHEM 111 or 113, CHEM 112 or 114, and CHEM 231, 232, 321, 341, Junior status, and departmental approval
Full-time involvement in an actual "on-the-job" situation in an industrial or research laboratory under the tutelage of a selected preceptor. A department faculty member will work closely with the student and preceptor and will assume responsibility for making the final evaluation and assigning a grade.

Rationale: CHEM 111 and 112 are added as prerequisites, as these may have been taken by students who become Chemistry majors after their freshman year. Junior status is a course restriction that the Registrar's Office has asked us to incorporate into the catalog description.

6. Department of Music—Course Revision **APPROVED**

Current Catalog Description:

MUSC 110 Fundamentals of Theory **3c-01-3cr**
Rudiments of materials; harmonic, melodic, rhythmic, and basic formal procedures of the common practice period including pitch reading, interval construction, scales and modes.

Proposed Catalog Description:

MUSC 110 Fundamentals of Theory **3c-01-3cr**
Rudiments of materials; harmonic, melodic, rhythmic, and basic formal procedures of the common Practice period including pitch reading, interval construction, scales and modes.

Rationale: Due to time and resource issues, it is no longer practical nor possible to offer this rudimentary course in music theory during the regular school term. This revised course will be offered instead via Distance Education during the summer prior to the student's first semester on campus. With this change in delivery method, the previous syllabus of record has been modified to be more appropriate for distance education. The major change in the revised course is a reduction of course objectives, a more detailed course outline, and the addition of melodic composition.

7. Department of Chemistry—Course Deletion **APPROVED**

Course to be deleted: CHEM 116 Basic Inorganic Chemistry **3c-2l-3cr**

Rationale: The contents of CHEM 116 were incorporated into CHEM 214 Intermediate Inorganic Chemistry, which was recently created in response to changes in standards by our professional accrediting body, the American Chemical Society.

8. Department of Safety Sciences—Course Revisions **APPROVED**

a. Current Catalog Description:

SAFE 212 Hazard Prevention Management I **3c-01-3cr**
Prerequisite: SAFE 101
Designed to teach the fundamental concepts involved in the management of safety programs. Basic safety management terminology, safety professional code of ethics, fleet safety and product safety are discussed. The

b. Current Catalog Description:

SAFE 412 Hazard Prevention Management II **2c-31-3cr**

Major:		**40**
Required Courses		
Business Education Core		22cr
ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTED 309	Keyboarding for Educators	1cr
BTST 105	Introduction to Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MKTG 320	Principles of Marketing	3cr
Select from one of the following two certification options:		
Business, Computer, and Information Technology Certification:		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
BTED 370	Technology Applications for Education	3cr
BTST 273	Hardware Support Solutions	3cr
BTST 310	Telecommunications	3cr
BTST 383	Microcomputer Software Solutions	3cr
BTST 401	Web Design	3cr
Marketing Education Certification: (3)		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
DEDU 413	Methods and Evaluation in Marketing Education	3cr
MKTG 433	Advertising	3cr
MKTG 435	Professional Selling and Sales Information Management	3cr
MKTG 436	Retail Management	3cr
MKTG XXX	Marketing Elective (Advisor Approved)	3cr
Total Degree Requirements:		**120**

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education" in the College of Education and Educational Technology section of this catalog
(1) According to Pennsylvania Commonwealth guidelines, students must be certified K-12 and not in separate areas. An exception is Marketing Education.
(2) Students electing preparation for Marketing certification are not required to take BTED 312.
(3) Students can transfer credit another regionally accredited institution.
(#) See advisory paragraph "Timely Completion of Degree Requirement" in the section on Requirements for Graduation

Major:		**40**
Required Courses		
Business Education Core		22cr
ACCT 201	Accounting Principles I	3cr
ACCT 202	Accounting Principles II	3cr
BLAW 235	Legal Environment of Business	3cr
BTED 309	Keyboarding for Educators	1cr
BTST 105	Introduction to Business	3cr
BTST 321	Business and Interpersonal Communications	3cr
IFMG 300	Information Systems: Theory and Practice	3cr
MKTG 320	Principles of Marketing	3cr
Select from one of the following two certification options:		
Business, Computer, and Information Technology Certification: (4)		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
BTED 370	Technology Applications for Education	3cr
BTST 273	Hardware Support Solutions	3cr
BTST 310	Telecommunications	3cr
BTST 383	Microcomputer Software Solutions	3cr
BTST 401	Web Design	3cr
Marketing Education Certification: (4)		18cr
BTED/COSC/IFMG 101	Microbased Computer Literacy	3cr
DEDU 413	Methods and Evaluation in Marketing Education	3cr
MKTG 433	Advertising	3cr
MKTG 435	Professional Selling and Sales Information Management	3cr
MKTG 436	Retail Management	3cr
MKTG XXX	Marketing Elective (Advisor Approved)	3cr
Total Degree Requirements:		**120**

(*) See requirements leading to teacher certification, titled "Admission to Teacher Education" in the College of Education and Educational Technology section of this catalog
(1) According to Pennsylvania Commonwealth guidelines, students must be certified K-12 and not in separate areas. An exception is Marketing Education.
(2) Students electing preparation for Marketing certification are not required to take BTED 312.
(3) BTED 309 Keyboarding for Educators (1 cr) or advisor approved elective.
(4) Students can transfer credit from another regionally accredited institution.
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation

Rationale: The Pennsylvania State Department of Education is encouraging teacher education programs to more closely reflect the curriculum of the specialized program which it is housed. Currently all business majors except for business education majors are required to take MATH 115 and MATH 214. The change in mathematics requirements will bring the business education program in alignment with the Eberly College of Business and Information Technology requirements. BTED 309 will include a comment for substitution of an advisor approved elective based on the student's previous background with keyboarding.

rehabilitation programs, and aging services. Students may also wish to use this program of study to prepare for graduate education in such areas as exercise physiology, physical and occupational therapy, and other allied health programs.

Proposed Catalog Description:

Department of Health and Physical Education

The Department of Health and Physical Education provides the following services:
1. instruction in health and wellness courses as part of the university's Liberal Studies requirement
2. instruction in health and physical education courses as Physical Education course electives
3. an undergraduate program in health and physical education that leads to the Bachelor of Science in Education degree with potential certification to teach in the Commonwealth of Pennsylvania
4. Bachelor of Science degree in Physical Education and Sport which includes programs in Aquatics, Exercise Science, and Sport Administration
5. Bachelor of Science degree in Athletic Training
6. Certification program in Driver Education

Sport Administration
This program prepares students to use a variety of skills to function in a management capacity within the sport industry. Graduates of this program can seek employment in such areas as school and college athletic departments, coaching, community recreation organizations, minor and major league sports franchises, commercial sport facilities, and golf courses, as well as other athletic and sports related industries. Students will acquire management skills that can be used in multiple career tracks. Successful completion of this program of study will also earn the student a Minor in Business from IUP's Eberly College of Business and Information Technology.

Bachelor of Science Degree-Athletic Training
IUP's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education. This program prepares students with the knowledge, skills, and experience to provide prevention, evaluation, acute management, and rehabilitation and/or reconditioning services to professional and amateur athletes, and other individuals involved in sports, exercise, and physical activity in general. The program has an academic and a clinical education and experience component. The clinical education and experience component entails a series of eight sequential laboratory courses and a minimum of four semesters of supervised field experience with the IUP Department of Athletics and affiliated clinical settings (sports medicine clinics, physicians' offices/hospitals, and high schools). Students must file an application for admission into the program during their fourth semester at IUP (spring of their sophomore year). Formal admission into the program is a prerequisite for assignment to clinical field experiences and enrollment in upper-level courses.

Admission into the program is competitive, and fulfillment of the minimum eligibility requirements does not guarantee admission. Each year, the program will select a predetermined number of students from the eligible candidate pool based on demonstrated academic achievement and the evaluation of other criteria (letters of recommendation, essay, etc.). The Athletic Training Selection Committee will review all completed applications and rank students according to the specified criteria. The number of candidates admitted each year may vary with the quality of the candidate pool, available clinical experience sites, and available supervision. Students not admitted initially may reapply the following year. The minimum standards for eligibility are: (1) sophomore status (minimum of 48 credits), (2) a minimum 2.7 cumulative GPA, (3) a minimum of a "C" grade in HPED 175, 221, 345, and 346, (4) two letters of recommendation, (5) satisfactory completion of a one-semester directed clinical observation, (6) a written essay, and (7) a completed and signed "technical standards" form. Official admission and subsequent assignment to field experiences are also contingent upon obtaining student liability insurance, health clearances (physical, TB, speech, and hearing), and Acts 34, 151, and 114 clearances (state and federal criminal and child abuse records). Once admitted, students must continue to demonstrate above-average academic and clinical performance in order to remain in good standing (specific program retention and completion guidelines apply). Students should obtain an Athletic Training Program overview or admissions packet from the department for full details.

b. Degree Title Change – from Concentration to Stand Alone Major
Current Program Title:

Bachelor of Science—Physical Education and Sport—Athletic Training

Proposed Program Title:

Bachelor of Science—Athletic Training

Proposed Catalog Description:

MKTG 439 Internet Marketing **3c-0l-3cr**
Prerequisite: MKTG 320
Presents a strategic framework for developing marketing strategies on the Internet. Extends the marketing mix framework to e-commerce using current theories and applications in on-line product, on-line pricing, web-based marketing communication, and distribution strategies. Other topics include marketing research on the Internet, electronic retailing, Internet-based customer relationship management, and legal-ethical dimensions of e-marketing. Students use Internet-based on-line marketing cases.

Rationale: Course revision to make course dual level.

12. Department of Management—Course Revisions, Catalog Description Changes, Title Change, and New Courses **APPROVED**

a. Course Revisions:

i. Current Catalog Description:

MGMT 400 Compensation Management **3c-0l-3cr**
Prerequisite: MGMT 300
Studies the policies and programs that help managers design and administer compensation systems for private and public sector enterprises. Includes motivation theories and practice designing of compensation systems.

Proposed Catalog Description:

MGMT 400 Compensation Management **3c-0l-3cr**
Prerequisite: MGMT 300
Studies the policies and programs that help managers design and administer compensation systems for private and public sector enterprises. Includes motivation theories and practice designing of compensation systems.

ii. Current Catalog Description:

MGMT 401 Management Development and Training **3c-0l-3cr**
Prerequisites: MGMT 300, 310
Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in a business enterprise. Methods of improving and development of managerial skills are emphasized.

Proposed Catalog Description:

MGMT 401 Management Development and Training **3c-0l-3cr**
Prerequisites: MGMT 300, 310
Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in a business enterprise. Methods of improving and development of managerial skills are emphasized.

iii. Current Catalog Description:

MGMT 403 Small Business Planning **3c-0l-3cr**
Prerequisites: ACCT 300, BTED/COSC/IFMG 101, MGMT 325
Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. Introduces the concepts which support the development of an effective business plan.

Proposed Catalog Description:

MGMT 403 Small Business Planning **3c-0l-3cr**
Prerequisites: ACCT 300, BTED/COSC/IFMG 101, MGMT 325
Integrates the content of much of the business core and relates it to the business planning for small businesses and entrepreneurial efforts. Introduces the concepts which support the development of an effective business and marketing plan.

iv. Current Catalog Description:

MGMT 405 Organizational Staffing **3c-0l-3cr**
Prerequisites: MATH 214, MGMT 300
Focuses on the theoretical, technical, administrative, and legal issues involved in the recruitment, selection, placement, and promotion of individuals by organizations. Includes human resource planning, job an5(,.o)TjEMC cfb1f

Proposed Catalog Description:

MGMT 451 International Management **3c-0l-3cr**
Prerequisite: MGMT 310
Focuses on the complex role of multinational corporations (MNCs) in today's global economy. Offers an in depth perspective on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. Reviews research in the field, including current issues, trends, and practices. (Offered as MGMT 351 prior to 2005-06)

Rationale: The catalog description is being updated.

viii. Course Revision and Catalog Description Change
Rationale:

a.

i. Prerequis4te:E

ii. EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury 3c-0l-3cr

Prerequisites: Successful completion of Step I of the Three Step Process, a dual major in Disability Services/Sociology or a minor in EDEX.

Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and electronic format.

iii. EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities and Physical/Multiple Disabilities 3c-0l-3cr

Prerequisite: Successful completion of Step I of the Three Step Process, a dual major in Disability Services/Sociology or a minor in EDEX

Focuses on major theoretical positions regarding etiology of mental retardation, developmental disabilities, a wide and diverse range of physical/multiple disabilities and other health impairments. Definitions, population characteristics, and educational approaches are discussed. Reviews research in the field, including current issues, trends, practices, and services.

Rationale: These two courses will be a requirement in three programs within the department. They will be required in the major sequences of both the Special Education Program and the Disability Services Program. They will be electives in the Special Education Minor curriculum sequence.

b. Course Revision for Special Education:

Current Catalog Description:

EDEX 751 Vocational Preparation and Transition for Youth with Disabilities 3cr.

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to eventual employment.

Proposed Catalog Description:

EDEX 458 Transition for Youth with Disabilities 3c-0l-3cr

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to adult life. Transition service elements are, at a minimum, postsecondary education and training, employment, and community living. For students with disabilities, successful outcomes require self-determination and other personal-social characteristics that must be identified and supported by the transition team throughout the entire transition planning process.

Rationale: EDEX 751 is being revised to be dual level EDEX 458/558 and added to the undergraduate Special Education Program curriculum sequence. This change is being made to address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications, K-6 and 7-12. Adding EDEX 458 Vocational Preparation & Transition for Youth with Disabilities would provide needed content for the 7-12 certification option. The

three credits necessary to add this course to the curriculum sequence would come from the five free electives available in the current curriculum sequence.

c. Revision of the Catalog Description for the Minor, Name Change, and Revision of the Minor

Current Catalog Description:

Minor–Education of Exceptional Persons
Completion of the minor in Education of Exceptional Persons will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities, and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings, and transition planning.

The minor is an 18-credit program with 3 required and 15 elective credits. The required credits are met through enrollment in EDEX 111. This course will provide essential information regarding IDEA (PL 105-17) as well as an overview of the field of Special Education, thus allowing the minor candidate to select a more focused area of concentration.

This minor would be of interest to Sociology, Psychology, Child Development and Family Relations, Criminology, and Secondary Education majors who are interested in interacting or working with individuals with disabilities. This minor can also provide a foundation of study for the pursuit of teacher certification in Special Education at the postbaccalaureate or graduate levels. To be accepted into the minor, a student must have a minimum 2.5 cumulative GPA.

Proposed Catalog Description:

Minor—Special Education
Completion of the minor in Special Education will prepare students to have a better understanding of the social, emotional, and learning characteristics of individuals with mental retardation, autism, developmental disabilities, learning disabilities, brain injuries, emotional and behavioral disorders, physical disabilities and multiple disabilities. In addition, students taking this minor will develop a thorough understanding of PL 105-17, Individuals with Disabilities Education Act (IDEA), which addresses the rights of individuals and parents regarding inclusion in the regular classroom, delivery of services in inclusive settings and transition planning.

The minor in Special Education is an 18-semester hour program with 3 required semester hours and 15 elective semester hours. The required semester hours are met through enrollment in EDEX 111 Introduction to Exceptional Children. This course will provide essential information regarding IDEA (PL 105-17) as well as an overview of the field of Special Education thus allowing the minor candidate to select a more focused area of concentration.

This minor would be of interest to Sociology, Psychology, Child and Family Studies, Criminology and Secondary Education majors who are interested in interacting or working with individuals with disabilities. This minor can also provide a foundation of study for the pursuit of teacher certification in Special Education at

the post baccalaureate or graduate levels. To be accepted into the minor a student must have a minimum 2.5 cumulative GPA.

Current Program:

Minor—Education of Exceptional Persons			**18**
Required Course:			3
EDEX 111	Introduction to Exceptional Persons	3cr	
Controlled Electives: Five courses from the following:			15
EDEX 112	Typical and Atypical Growth and Development	3cr	
EDEX 340	Introduction to Behavior Management in Special Education	3cr	
EDEX 415	Preschool Education for Children with Disabilities	3cr	
EDEX 416	Education of Persons with Emotional or Behavioral Disorders	3cr	
EDEX 417	Education of Persons with Mental Retardation or Developmental Disabilities	3cr	
EDEX 418	Education of Persons with Physical or Multiple Disabilities	3cr	
EDEX 419	Education of Persons with Brain Injuries or Learning Disabilities	3cr	
EDEX 460	Family Perspectives on Disability	3cr	

Proposed Program:

Minor—Special Education			**18**
Required Course:			3
EDEX 111	Introduction to Exceptional Persons	3cr	
Controlled Electives: Five courses from the following:			15
EDEX 112	Typical and Atypical Growth and Development	3cr	
EDEX 340	Introduction to Behavior Management in Special Education	3cr	
EDEX 415	Preschool Education for Children with Disabilities	3cr	
EDEX 458	Vocational Preparation and Transition for Youth with Disabilities	3cr	
EDEX 460	Family Perspectives on Disability	3cr	
EDEX 469	Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury	3cr	
EDEX 478	Education of Persons with Physical or Multiple Disabilities	3cr	

Rationale: The current program name ‘Education of Exceptional Persons” was adopted in 1993 to appease the Council for Exceptional Children during the NCATE accreditation process. At that time socio-political influences favored the use of more person sensitive terminology. Programs using the traditional moniker of “Special Education” were encouraged to adopt a more politically correct name. Since that time, the pendulum has swung back, and we are finding that the political correctness of old is misleading to current day potential students as well as counselors in our own Admissions office. Therefore, a simpler, more descriptive and straight forward name of Special Education is preferred.

Two new courses, EDEX 469 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury and EDEX 478 Education of Persons with Mental Retardation/Developmental Disabilities and Physical or Multiple Disabilities, have been created through the merging of EDEX 416 Education of Persons with Emotional or Behavioral Disorders and EDEX 419 Education of Persons with Brain Injury or Learning

Disabilities (EDEX 469) and EDEX 417 Education of Persons with Mental Retardation or Developmental Disabilities and EDEX 418 Education of Persons with Physical or Multiple Disabilities.

EDEX 478 is created because most special education programs typically offer two characteristics courses, one in low incidence disabilities and one in high incidence disabilities. We have historically offered two low incidence disability and two high incidence disability courses. By blending our four courses into two we have kept pace with current curricular practice and as a result have freed 6 credits in the Special Education Program curriculum that could be used to create a more marketable and competitive program.

EDEX 458/558 Vocational Preparation and Transition for Youth with Disabilities is a redesignation of EDEX 751. This change is being made to address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12 certification into a two certifications, K-6 and 7-12. The three credits necessary to add this course come from the five free electives.

d. Program Revision for Disability Services

Current Program:	**Proposed Program:**
Bachelor of Science-Disability Services	**Bachelor of Science –Disability Services**
urse with EDEX, EDHL, **Liberal Studies:** As outlined in the Liberal Studies section with the following specifications: **Mathematics:** 3cr. **Social Sciences:** PSYC 101, SOC 151 **Liberal Studies Electives:** No course with EDEX, EDHL, Senior, 43 Liberal Studies Electives **ial S6.143es:** PSYC 101, SOC 151 **eral Studies Electives:**	

Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education.

Proposed Catalog Description:

EDHL 360 General Methodology for Education of Deaf and Hard of Hearing Persons I 3c-0l-3cr
Prerequisites: EDHL 114, 115; Admission to Step One
Provides systematic coverage of the basic procedures for maintaining legal educational mandates (IDEA) and teaching curriculum subjects. Included are the development of an Evaluation Report and Individualized Education Plan, and regular and adaptive methods of instruction for the teaching of mathematics and science. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. Multiple projects and teaching activities are involved.

Rationale: The EDHL 360 course in structure and content remains the same. One credit/class hour of additional class time was added to increase the amount of time given to each content area. This was done to satisfy the current Federal legislative requirements of No Child Left Behind. This was necessary to enable our teacher education graduates to be considered 'highly qualified' under this law.

v. Course Revision and Catalog Description Change

Current Catalog Description:

EDHL 361 General Methodology for Education of Deaf and Hard-of-Hearing Persons II 2c-0l-2cr
Prerequisites: EDHL 114, 115, 215, 3.0 GPA
Provides a systematic coverage of the basic procedures for teaching curriculum subjects to deaf or hard-of-hearing students. Includes the technology-enhanced development of lesson plans and unit plans as well as adaptive methods of instruction for teaching language arts (reading-writing-listening-speaking/signing), social studies/deaf studies, and health. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in the education of deaf or hard-of-hearing students. The second half of a two-part general methods course sequence.

Proposed Catalog Description:

EDHL 361 General Methodology for Education of Deaf and Hard of Hearing Persons II 3c-0l-3cr
Prerequisites: EDHL 114, 115; Admission to Step One
Provides systematic coverage of teaching curriculum subjects; included are technology enhanced development of lesson plans and unit plans as well as general and adaptive methods of instruction for teaching language arts (reading-writing-listening-speaking/signing), social studies, and health/physical education. The Pennsylvania K-12 Academic Standards are used to guide the construction of lessons that are developmentally appropriate and follow current best practices in education. This is the second part of a two-part general methods course sequence. There is one field trip planned.

Rationale: The EDHL 361 course in structure remains the same; we are adding content related to English Language Learners (ELL). One credit/class hour of additional class time was added to increase the amount of time given to each content area. This was done to satisfy the current Federal legislative requirements of No

(*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400 level courses. See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.
(1) Pennsylvania State Department of Education requires two college-level (6cr) math courses. Students may take any Liberal Studies MATH course to fulfill this requirement and the 3 crs. of Liberal Studies Elective requirement..
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of this catalog.

(*) A minimum cumulative and major GPA of 3.0 is required to enroll in all 300- and 400 level courses. See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.
(1) Pennsylvania State Department of Education requires two college-level (6cr) math courses. Students may take any Liberal Studies MATH course to fulfill this requirement and the 3crs of Liberal Studies Elective requirement..
(2) EDEX 103 is a Department specific equivalent version of the COMM course
(#) See advisory paragraph "Timely Completion of Degree Requirements" in the Requirements for Graduation section of this catalog.

Rationale: The field of Deaf Education is unique in many ways. Teachers of deaf and hard of hearing individuals work in a variety of capacities and must be prepared to work as a Highly Qualified teacher in ALL of those instructional milieus. Teachers of the deaf in Pennsylvania are certified to teach N-12, i.e. parent-infant through 12th grade.

According to No Child Left Behind, a Highly Qualified teacher is one who has gone to school and studied in their area of specialization and passed the appropriate certification exams (PRAXIS exams in PA). Deaf Education is a very discrete program and in order for Deaf Education candidates to be considered "highly qualified" to teach deaf children in elementary classrooms in specialized schools for the deaf such as Western PA School for the Deaf and DePaul Institute candidates must be dually certified in Deaf Education and Elementary Education. The revised program being presented has received written support from the PDE for dual certification. It was also noted that, annually, there are numerous schools and programs for the deaf, all requiring dual certification, waiting each year to hire IUP Deaf Education graduates.

The name change is proposed to facilitate recruiting and enrollment efforts. The old title of the program did not adequately portray the intent of the major and was too difficult to "hit" in online search engines. (This is direct feedback received from incoming freshmen and student visitors during Expo Days.) The catalog description was changed to match the Pennsylvania Certification document which lists Hearing Impaired certification as covering N-12. It was also changed to reflect the various service delivery models which have traditionally been a part of deaf education. The program content has always reflected the N-12 certification and various service delivery models.

University-Wide Graduate Committee (Senators LaPorte and Williamson)

FOR INFORMATION:

1. The University-Wide Graduate Committee provided distance education approval for the following course:

IFMG 640: Management Information Systems
EDEX 581: Autism: Theory & Practice

2. Draft Revision to the Graduate Curriculum Handbook

Chapter 14: Draft Revision 4/4/08

Online (Distance Education) Graduate Programs

PROPOSED LANGUAUGE CHANGES TO GRADUATE CURRICULUM HANDBOOK

A. Background

Online or Distance Education programs are a vital part of the future of graduate education. They have the potential to fill important educational needs including providing graduate educational opportunities to individuals who work fulltime but who desire advanced degrees for advancement within their field. Additionally, online programs serve the needs of individuals living in rural areas who cannot easily access on-campus education. At the same time there is currently considerable debate about the nature of these programs. For example, important aspects of graduate education such as face-to-face mentoring and preparation for postdoctoral experiences may be difficult or impossible to provide via distance education. More positively, evaluation of students via online delivery may be fairer as it focuses on work produced and is not influenced by irrelevant factors such as appearance or attitude. Moreover, students reluctant to speak in 5 Td75 -1.j Morao75 -0.Morec

FOR ACTION: **APPROVED**

1. New and Revised Courses

Department: Special Education and Clinical Services

Program: Education of Exceptional Persons

Start Date: Fall 2008

New Course: EDEX 509 Instructional Strategies for Gifted Learners

Catalog Description:

EDEX 509 Instructional Strategies for Gifted Learners 3 cr.
Participants will explore issues of excellence and equity in gifted education; examine the unique characteristics of gifted learners; become oriented to the differentiation process; explore predispositions and behaviors of effective gifted teachers; and become acquainted with specific strategies for meeting the learning needs of gifted students.

Rationale:

This course provides new content specifically addressing the unique needs of gifted learners. As professionals in training, undergraduate and graduate students in the College of Education are expected to develop skills and competencies in meeting individual students' needs. The needs of the gifted population are often overlooked in the classroom, as these students are expected to work independently and achieve. This course addresses the research-based instructional strategies proven to assist students in the gifted range of functioning to fulfill their full academic potential. It is intended to be the introductory course in a 12 credit Certificate of Recognition.

New Course: EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury

Catalog Description:

EDEX 569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury 3 cr.
Focuses on major theoretical positions regarding etiology of emotional/behavioral disorders, learning disabilities and brain injury; definition and identification of the populations; and educational approaches. The course will review research in the field, including current issues, trends, educational practices, and services. Throughout the course, a variety of instructional approaches (e.g., cooperative learning, simulations, role-playing) will be used to facilitate acquisition of new knowledge and skills. Students are expected to develop presentations using internet resources and Power Point format. **Prerequisites**: Certification or EDEX 650 or EDEX 111 or EDEX 300. This course is designed to meet teacher certification requirements.

Rationale:

EDEX-569 Education of Persons with Emotional/Behavioral Disorders, Learning Disabilities or Brain Injury has been created through the merging of EDEX 516-Education of Persons with Emotional or Behavioral Disorders and EDEX 519-Education of Persons with Brain Injury or Learning Disabilities. Most special education programs typically offer two characteristics courses, one in low incidence disabilities and one in high incidence disabilities. We have historically offered two low incidence disability and two high incidence disability courses. By blending our four courses into two we have kept pace with current curricular practice and as a result have freed six credits in the Special Education Program curriculum that could be used to create a more marketable and competitive program that will better address potential Pennsylvania Department of Education changes in the Special Education Certification Regulations which would split the current K-12

Course Revision/Course Number and Title Change: EDEX 558 Transition for Youth with Disabilities

Old Catalog Description:

EDEX 751(Previously EDEX 651) Vocational Preparation and Transition for Youth with Disabilities 3 cr.

Develops competencies in the skills necessary to help students with disabilities make a successful transition from school to eventual employment.

COUN 627 Child Counseling Theory **OR** COUN 637 Counseling and Consultation Theory (adult/adolescent) 3	COUN 627 Child Counseling Theory **OR** COUN 637 Counseling and Consultation Theory (adult/adolescent) 3
COUN 629 Group Procedures (child) **OR** COUN 639 Group Counseling (adult/adolescent) 3	COUN 629 Group Procedures (child) **OR** COUN 639 Group Counseling (adult/adolescent) 3
COUN 634 Assessment Procedures for Community Counselors 3	COUN 634 Assessment Procedures for Community Counselors 3
COUN 636 Career Counseling & Development 3	COUN 636 Career Counseling & Development 3
COUN 657 Individual Counseling Practicum (adult/adolescent) **OR** COUN 667 Individual Counseling Practicum (child) 3	COUN 657 Individual Counseling Practicum (adult/adolescent) **OR** COUN 667 Individual Counseling Practicum (child) 3
COUN 659 Group Counseling Practicum (adult/adolescent) **OR** COUN 669 Group Counseling Practicum (child) 3	COUN 659 Group Counseling Practicum (adult/adolescent) **OR** COUN 669 Group Counseling Practicum (child) 3
COUN 730 Ethical & Legal Issues In Community Counseling 3	COUN 730 Ethical & Legal Issues in Community Counseling 3
COUN 798 Internship in Counseling 6	COUN 798 Internship in Counseling 6
ELECTIVE 3	**COUN 671 Introduction to Diagnostic Issues for Counselors** 3
ELECTIVE 3	ELECTIVE 3
Total Credits: 48	**Total Credits: 48**

Rationale:

This minor revision will make “COUN 671: Introduction to Diagnostic Issues for Counselors” a required course—rather than an elective course—in the Community Counseling program. The number of elective courses will be reduced to one. This is being proposed for several reasons, including the following:

nal Ch83C(Modagnostic Issues for Graduates of this Program are Given Attention in a Professional Manner./TT2 1 Tf

3. Revision to Existing Programs

Any three of:

MGMT 500	Compensation Management	Dual level proposal
MGMT 501	Training and Development	Dual level proposal
MGMT 505	Staffing	Dual level proposal
MGMT 5/681	Special Topics in Management	In the catalog
MGMT 698	Management Internship	In the catalog

4. International Business

The fast growing area of international business helps managers understand the global and cross-cultural setting of today's businesses.

Any two of:

MGMT 551	International Management	Dual level proposal
MGMT 554	International Competitiveness	Dual level proposal
MGMT 698	Management Internship	Proposal

Any one of:

MKTG 530	International Marketing	In the catalog
MKTG 606	Advances in Global Marketing	New Course Proposal
MKTG 5/681	Special Topics in Marketing	In the catalog
MKTG 698	Marketing Internship	Proposal

(Only one 3-credit internship counted towards concentration)

5. Marketing

The traditional area of marketing helps managers understand the world of customers and competition.

Any three of:

MKTG 611	Marketing Communications	In the catalog
MKTG 521	Marketing Research	In the catalog
MKTG 534	Marketing Logistics	Dual level proposal
MKTG 539	Internet Marketing	Dual level proposal
MKTG 5/681	Special Topics in MKTG	In the catalog
MKTG 698	Marketing Internship	In the catalog
MKTG 606	Global Marketing	New Course Proposal

6. Professional Accountancy

The Professional Accountancy Concentration is designed for non-accounting majors who want to further their understanding of accounting concepts and principles.

Any three of:

ACCT 531	Auditing	In the catalog
ACCT 521	Federal Tax I	Dual level proposal
ACCT 541	Gov't & Non-Profit	Dual level proposal
ACCT 512	Advanced Cost	In the catalog
ACCT 501	Advanced Accounting	In the catalog

7. Supply Chain Management

This area, evolving out of the traditional operations management function, helps companies effectively manage capacity, inventory, production/service and quality in the entire value chain.

Any three of:

MGMT 537	Supply Chain Management	Dual level proposal
MKTG 534	Marketing Logistics	Dual level proposal
MGMT 534	Quality Management	Dual level proposal
MGMT 5/681	Special Topics in Management	In the catalog
MGMT 698	Management Internship	In the catalog

CURRENT VERSUS PROPOSED PROGRAM COMPARISON
MBA and MBA Executive Track

Course	Title	Cr.	Course	Title	Cr.
	MBA Prerequisites			***MBA Prerequisites***	
ACCT 201	Accounting Principles I		ACCT 201	Accounting Principles I	
ECON 122	Principles of Economics II		ECON 122	Principles of Economics II	
FIN 310	Finance I		FIN 310	Finance I	
MATH 214	Probability and Statistics		MATH 214	Probability and Statistics	
	Executive Track Prerequisites			***Executive Track Prerequisites***	
QBUS 500	Foundations of Business Statistics	3.0	QBUS 500	Foundations of Business Statistics	3.0
ECON 501	Fundamentals of Economics	3.0	ECON 501	Fundamentals of Economics	3.0
FIN 500	Foundations of Finance	1.5	FIN 500	Foundations of Finance	1.5
ACCT 500	Fundamentals of Financial Accounting	1.5	ACCT 500	Fundamentals of Financial Accounting	1.5
	Graduate Core			***Graduate Core***	

Core I of the program consists of four undergraduate-level prerequisite courses that are designed to provide a foundation in the basic concepts and techniques used in the various functional areas of business and to prepare the student for the graduate courses in business

B: Optional Concentration Requirements:

Students seeking to specialize can take nine additional credits of prescribed coursework and receive a concentration in the following areas only in conjunction with the MBA Degree:

Entrepreneurship
The entrepreneurship concentration helps current and prospective entrepreneurs and small business owners in all facets and phases of starting and successfully operating a small business. It also helps individuals in understanding how to be innovative in a larger organizations and how creativity and agility can help teams and departments in organizations.

Finance

The in-depth Finance courses will enable the student to appropriately integrate financial theory with challenging problems in the finance field. Specializing in finance will help students become attractive candidates for employment in the areas of investment banking, commercial banking, risk management and derivatives.

International Business

This concentration helps students to learn to manage in a global business setting such as a multinational company (MNC). It is important for today's managers to understand the nuances of working in a global and cross-cultural setting. Students will gain expertise in the management and marketing aspects of a global business.

Human Resources Management (HRM)

The HRM concentration prepares students to be human resources generalists in smaller businesses or to be specialists that can work in larger organizations in one or more of the areas such as staffing, training & development, compensation management, performance appraisal, labor relations and related human resource functions.

Marketing

Marketing concentration entails courses that provide MBA students with an in-depth knowledge in specific functional areas of marketing, which would enable them to make strategic and tactical decisions pertaining to the marketing-related activities of their firms. The courses have been developed to provide the MBA students with the tools and the theories to deal with all three key areas of marketing: External Marketing—to make realistic promises of product and service offerings to B2B and/or B2C customers, Internal Marketing—to enable the relevant personnel inside their firms to gear up for meeting the promises made, and Interactive Marketing—to interact with the customers efficiently and effectively to deliver them the promised product and service offerings, thereby converting them to profitable long term customers.

Professional Accountancy

The Professional Accountancy Concentration is designed for non-accounting majors who do not have an undergraduate degree in accounting but want to further their understanding of accounting concepts and principles. Completion of the program will help to prepare students for entry into the accounting profession and in most U.S. states satisfy the educational requirements to sit for the CPA licensing exam (Since educational requirements may differ between states, the student should check with the regulatory agencies in the respective state in which they plan on sitting for the exam to verify their requirements).

Supply Chain Management (SCM)

Managing supply chains has become increasingly important in today's business environment where customers, manufacturers, service providers and suppliers are spread around the world. This concentration prepares students to manage operations with good

not be available for the MBA-Executive Track students. The MBA Program Director will advise the Executive Track students about the available concentrations during the time of admission.

Entrepreneurship
Any three of:

MGMT 571	Opportunity Launch and New Venture Development
MGMT 572	Organizational Entrepreneurship
MGMT 503	Small Business Planning
MGMT 5/681	Special Topics in Managemeenh[.e/MCID 6T2 1 Tf-0.2BDC -0.08 Tc 6986(and)-T832(Mag)-5(a)4-5(MT 510(a)e D)-0(a)atio

Supply Chain Management
Any three of:

MGMT 537	Supply Chain Management
MKTG 534	Marketing Logistics
MGMT 534	Quality Management
MGMT 5/681	Special Topics in Management
MGMT 698	Management Internship

Other:

Students may take a maximum of 6 credits of electives in their concentration area from 581/681 Special Topics courses offered with the following prefixes: ACCT, BLAW, BTST, FIN, IFMG, MGMT, MKTG, and QBUS.

A student with an undergraduate degree in a functional area cannot obtain a MBA concentration in the same area. For example: An MBA student with a Marketing undergraduate degree cannot obtain a MBA concentration in Marketing.

Master of Business Administration-Executive Track (M.B.A.)

The Master of Business Administration-Executive Track Program is designed to serve the needs of experienced managers from industrial, financial, nonprofit, and small business as well as the public sector and allows them to earn an M.B.A. degree while continuing their working career. A Saturday-only class format allows participants to complete a general M.B.A. in four trimesters (1.5 years) or a specialized M.B.A. in five trimesters (two years) at a convenient time and location. A lock-step format, in which members of each class begin the program at the same time, take all the required courses together, and typically complete the program as a group, facilitates the formation of long-term study groups, extends a peer group or cohort experience to the participants, and creates a long-lasting network which develops both business and social contacts. Limited class size with careful selection of participants insures a wide variety of professional backgrounds. Such a learning forum provides exposure to peers from all organizational settings in a cohesive, networking environment.

The M.B.A.-Executive Track program offered by IUP constitutes a demanding experience for participants. The program prepares each individual to accept increased responsibilities in general management. The curriculum offers broad training in foundations of management and basic analytical techniques while exposing students to contemporary management tools and technologies. The prevailing theme of the program is the emphasis on strategic decision-making in a changing global environment.

Admissions Criteria

In addition to meeting admission requirements of the School of Graduate Studies and Research, students seeking enrollment in the EMBA program must achieve an undergraduate degree (no specific major—minimum GPA of 2.6 on a 4.0 scale), official GMAT scores, three or more years' supervisory/ managerial/ professional experience, and nomination and full sponsorship by an organization (preferred). Participants who have not had recent academic training are expected to update their mathematical and calculus skills concurrent with, or before beginning, the M.B.A.-Executive Track Program.

Program Requirements

The program will include a one-day, mandatory, on-campus orientation period for all students. Students will be introduced to graduate faculty and will be exposed to campus-based facilities and resources. Students will have an opportunity in a social setting to discuss program objectives/characteristics with graduate faculty and the administration of the college. Thirty-three semester hours of M.B.A. course work are required for the general M.B.A. degree. Up to nine semester hours of M.B.A.–Executive Track prerequisites are to be

MGMT 500 Compensation Management 3 cr.
Studies the policies and programs that help managers design and administer compensation systems for private and public sector enterprises. Includes motivation theories and practice designing of compensation systems. **Prerequisite: MGMT 300 or equivalent**

MGMT 501 Management Development and Training 3 cr.
Principles, problems, and procedures in planning, organizing, directing, and controlling all aspects of training and development programs in business enterprise. Methods of improving and development of managerial skills are emphasized. **Prerequisite: MGMT 300, 310 or equivalent of both**

MGMT 505 Organizational Staffing 3 cr.
This course focuses on the "staffing" or "employment" subsystem of the human resource management function and deals with the theoretical, technical, administrative and legal issues involved in the recruitment, selection, placement, transfer and promotion of individuals by organizations. Topics covered include human resource planning, job analysis, job descriptions and job specifications, recruitment and selection processes, equal employment opportunity and affirmative action, reliability and validity of selection instruments and techniques, and contemporary issues in selection. **Prerequisite: MGMT 300 and MATH 214 (or equivalent of both)**

MGMT 551 International Management 3 cr.
Provides a general foundation on managing multinational corporations (MNCs). Examines the macro-and structural-level issues of MNCs. Focuses on planning, organization structure, managerial decision making, and human resource management in global structures and differences between MNCs and domestic organizations. **Prerequisite: MGMT 310 or equivalent**

MGMT 554 International Competitiveness 3 cr.
The study of the most important challenges that face nations and firms alike in gaining or restoring competitiveness. Focuses on factors that determine the success of nations and their firms in highly dynamic world markets. Various theories, models, and cases dealing with competitive advantage are examined. **Prerequisite: MGMT 350 or equivalent**

MKTG 606 Advances in Global Marketing 3 cr.
This course deals with current and classical global marketing issues including the globalization phenomenon, firms' marketing strategies directed at dealing with it, and other emerging issues in the global marketplace. The discussion will specifically target managerial and strategic aspects pertaining to the firm's foreign market entry, product, pricing, promotion, and distribution decisions in the global context.

MKTG 534: Marketing Logistics 3 cr.
This upper division course focuses on planning, organizing, and controlling the marketing logistics function. In addition to the acquisition and application of management science methods, students will integrate and apply previously gained knowledge to analyze and solve complex marketing logistics problems. Areas of major concentration include facility location, transportation, inventory management, and customer service. **Pre-requisites: MKTG 320 and MGMT 330 (or equivalent of each)**

MKTG 539 Internet Marketing 3 cr.
This course presents a strategic framework for developing marketing strategies on the Internet. It extends the Marketing Mix framework to E-Commerce using current theories and applications in online product, online

Summary:
The MoU between IUP and PES has resulted in a very successful MBA program delivered by IUP in Bangalore, India, since 2005. The Middle States Accreditation Review team that visited the site in 2006 observed that this was one of the best "win-win" collaborative models that they have seen for all constituents--students, faculty, and the institutions. The quality of students, numbers of students and their placements have significantly improved since 2005. Nearly two dozen different faculty members have taught in India. The students' overall satisfaction with the program is 3.9 on a 5-point scale (Survey conducted at the end of fall 2007; n = 44). Also, 43 out of the 44 respondents said that they would recommend the program to friends and family.

The proposal is to renew the collaborative agreement for five years, with the following minor changes from the prior version.

Proposed Changes and Rationale:

a. **Addition of the Common Admission Test (CAT) as a substitute for the GMAT for applicants.**

The CAT is significantly higher in its profile and level of difficulty. It is the aptitude test used by the premier Indian Institutes of Management (IIMs). About 300,000 students take this test each year, and only 2,000 of them make it to the elite IIMs. The CAT used to be a proprietary test solely for IIM applicants, but it is now open to other institutions to use it as an entry test. The CAT is typically taken by a higher caliber of students and will provide us with a significantly superior pool of students to target.

b. **Whenever feasible, courses may be delivered during the regular semester (spring and fall). All of the courses will be taught by faculty members who have volunteered for this schedule, and the courses will be scheduled only with the approval of the concerned department chairs and the college dean.**

All the IUP-taught courses are currently offered during the semester breaks at IUP—2 in the summer when the cohort starts (July-August), 1 course in Dec-Jan. and 5 remaining courses in the second year summer (May-August). Following completion of these courses, students secure visa interviews and arrive at the IUP main campus for orientation by the 20th of August. Both faculty and students have provided negative feedback on the pace of the courses in the second summer—15 credits in 12-13 weeks, followed by departure to the U.S., which requires some preparation. A recent survey of students completing the program resulted in good to excellent feedback on *all* program parameters related to IUP *except* the scheduling of courses, which had an overall average score of 2.2 on a 5-point scale (all other aspects, including infrastructure, overall faculty quality, course content, etc., had above 4.0 out of 5.0). It is critical that the schedule issue is addressed and the overall presence of IUP faculty on-site is enhanced, whenever feasible. This change will alleviate the only identified student concern in the program.

A further idea in this proposal is to explore the possibility for pairs of faculty, who are already team-teaching courses on-campus, to team-teach two sections of the same course in the same semester at Bangalore. The faculty would have to *volunteer* to team-teach an MBA course in Bangalore during the semester, and the concerned department chair(s) and the College Dean would have to approve it.

c. PES will offer 12 credits of graduate coursework that can be transferred to IUP and counted toward the IUP MBA program. Specific courses will be chosen in advance by mutual agreement for each cohort group. The 12 credits of courses will be from the IUP MBA core, and will include ~~Information Systems (3 credits) and~~

A student who wishes to enter a major in a college other than the one from which he/she was dismissed will apply to the original college, which will forward the application and related records to the new college for action.

Conditions for a Fresh Start Record
All credits and grades for IUP coursework taken prior to readmission under this policy shall remain on the transcript. Upon readmission, a new cumulative (GPA) is established based upon credits and grades earned from the date of readmission.

Prior Record
Previously accepted transfer credits and IUP courses in which grades of C or better were earned prior to readmission will be reviewed in terms of appropriateness (applicability, timeliness) to the new degree. Those courses, approved by the college dean or designee, will be counted as credits earned and applied toward graduation in the manner of transfer credits.

Academic Standards
A student who is readmitted under the provisions of this policy shall be required to meet current degree requirements. He/she shall be academically reviewed under the policies published in the academic catalog at the time of re-matriculation. A student readmitted under this policy waives the right to exercise the cancelled semester policy.

Rationale: Committee members were asked to review the policy and length of separation from the university. The committee felt that three years allowed for time for a student to reflect on, or change, behavior, while still allowing progress towards degree. As well, the policy, as revised, allows for its application for students who were not dismissed, but who have qpa's prohibitive of entering certain majors.

2. Emeritus Procedures and Nomination Forms **APPROVED**

The Academic Committee seeks to update the Emeritus procedures and nomination forms to better ensure equity among applicants/nominees. The Committee also seeks to change the procedures governing the process to better ensure that all eligible faculty are considered for, and aware of, the opportunity of seeking nomination for this University honor. These changes, coupled with the previously approved date changes, we hope, will ensure a smoother, clearer process for both nominees and committee members, trying to make the fairest recommendations possible.

Current Procedure:

CRITERIA FOR AWARDING EMERITUS STATUS

Procedure

Nominations for emeritus status should be initiated by an individual department or administrative unit within two years following retirement. At the departmental or management unit level, a 2/3 vote of approval by secret ballot is required. The term "2/3 vote of approval" shall be interpreted as at least "2/3 of the votes cast, by persons legally entitled to vote, excluding blanks or abstentions, at a regular or properly called meeting at which a quorum is present" (*Robert's Rules of Order*). A document citing the significant contributions made by the

nominee, as outlined in the criteria below, shall be forwarded with the transmittal form to the appropriate dean/vice president for his or her recommendation. The dean/vice president shall submit these recommendations to the provost who will, in turn, send them along with his or her recommendation, to the Academic Affairs Committee of the University Senate for consideration. The recommendation of the Academic Affairs Committee shall then be submitted to the University President and, ultimately, to the Board of Trustees for final approval.

Nominations may be made by any person familiar with the nominee's professional contributions. For persons who do not fall within the departmental structure, the nominations shall be initiated by the individual's immediate supervisor, who will also determine the composition of the voting unit and then proceed through the remaining channels of selection as stated above.

Criteria

Each candidate for emeritus status must have been a full-time professional employee at IUP for at least ten years and have demonstrated exceptional teaching, managerial, and administrative performance. In addition, nominees must have made a significant contribution while at the University in at least two of the following areas:

1. Scholarly growth through research and publications
2. Active partici

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Nomination Criteria:

Required:

_____ A. Completed 10 years of IUP service

_____ B. Demonstrated exceptional teaching (or managerial and administrative performance)

Selected:
…and made significant contribution in at least two of the following three areas:

_____ 1. Scholarly growth through research and publications.

_____ 2. Active participation in department (or administrative unit) activities.

_____ 3. Active participation in university activities.

Attachments:

_____ substantive narrative addressing how the nominee's career achievements satisfy each of the established criteria

_____ nominee's *vita*

_____ supporting material such as a five-year evaluation

Approval Process:

Department process:

Eligible voters: _____

Actual voters: _____

Vote results:

_____For _____Against _____Abstain

_____ _____
Initiated by date

_____ _____
Approved by Department or Unit date

_____ _____
Recommended by Dean or Vice President date

_____ _____
Recommended by Provost date

_____ _____
Approved: Senate Academic Committee date

_____ _____
Approved: University Senate date

_____ _____
Council of Trustees action date

Proposed Procedure:

CRITERIA FOR AWARDING EMERITUS STATUS

Emeritus status is an honor conferred by the university. 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.

Procedure

Nominations for emeritus status should be initiated within two years following retirement. Nominations may be made by a current or recently retired/resigned IUP faculty (preferably from the nominee's department/unit) who is familiar with the nominee's professional contribution. The candidate for emeritus status shall seek the endorsement of his/her department or administrative unit. The members of the department/unit will vote whether to recommend the candidate according to the department's established procedures. A vote by secret ballot is required by tenured and tenure-track members at a regular or properly called department meeting at which a quorum is present.

The department vote is one important source of information that will be used in evaluating the nomination; however the department/unit vote will not necessarily preclude the nominee from further consideration. The vote will be reported to the nominator, along with indication of the area(s) the department/unit determined the candidate has not excelled, if a majority approval is not secured. 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 recommendations to the Provost who will, in turn, send them along with his or her recommendation, to the Academic Affairs Committee of the University Senate for consideration. The recommendation of the Academic Affairs Committee shall then be submitted to the Senate, University President and, ultimately, to the Council of Trustees for final approval.

Criteria

Each nominee for emeritus status must have been a full-time professional employee at IUP for at least ten years and must have demonstrated effective teaching or managerial/administrative 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 through research and publications
2. Active participation in department/administrative unit activities
3. Active participation in university activities

For Teaching Faculty the nomination for Emeritus status MUST include:

1) An updated CurriculumVitae.
2) A nomination letter that addresses 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 recent performance reviews (DEC, Department Chair and Dean's Report), including the most recent review.*

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

The nomination for Teaching Faculty MAY also include:

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 Administrative Faculty the nomination MUST include:

1) An updated Curriculum Vitae.
2) A nomination letter that addresses 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 recent performance reviews, including the most recent reviews.*

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

The nomination for Administrative Faculty MAY also include:

1) Letters of commendation or other special recognition.
2) A rebuttal, by the nominee or nominator, to a negative assessment by the department/unit.

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 status, with supporting evidence for the above criteria, should be in the office of the appropriate Dean/Vice President by October 20, who will forward them to the Provost's office by November 1.

Proposed Nomination Form:

Indiana University of Pennsylvania Nomination for Emeritus Status

_____ _____
Nominee Nominator

_____
Position

_____
Date of retirement Years of IUP Service

Nomination Criteria:

___ A. Completed 10 years of IUP service

___ B. Demonstrated effective teaching
(or managerial and administrative performance)

Selected:
…and made significant contribution in at least two of the following three areas:

___ 1. Scholarly growth through research and publications.

___ 2. Active participation in department (or administrative unit) activities.

___ 3. Active participation in university activities.

Attachments
____ substantive narrative addressing how the date nominee's career achievements satisfy each of the established criteria

___ nominee's *Vita*

___ supporting material such as a five-year evaluation/performance review

___ summary reports of student evaluations (for teaching faculty) (optional)
date

Approval Process:

Department process:

Eligible voters: ____

Actual voters: ____

Vote results:
___For ___Against __Abstain

When a majority approval is not secured, provide area(s) in which nominee is deficient:
_____
_____

_____ ____
Above Results verified by (Chair of dept.) date

_____ ____
Recommended by Dean/Vice President date
Yes No

_____ ____
Recommended by Provost Yes No date

_____ ____
Senate Academic Committee Yes No date

_____ ____
Approved: University Senate Yes No date

_____
Council of Trustees action

Awards Committee (Senators Hernandez and Ritchey)

There is no report.

Noncredit Committee (Senator O'Neil)

FOR INFORMATION:

The Non-Credit Committee met on April 10, 2008. Kathy Evanko, Director of Conference Services, Non-Credit Programs, and Professional Development met with the Committee to provide an update on the 2008 conference schedule. The listing of those conferences with dates, locations, and estimated participants is included below.

2008 Conference Schedule

DATE	NAME	EST. # PART.	EST. #	HOUSING LOCATION
April 8/9	KAPPA	120-150	N/A	Harrisburg
April 18	IUP Cares	400+	N/A	IUP - HUB
April 24/25	Labor Management	125-150	N/A	Best Western
June 17-22	**PA Jr. Shooters** (dining hall; jr. h. s. & adults)	35-40	**35-40**	IUP* (Pierce)
June 22-26	**Drum Majors** (dining hall; h. s. & adults)	65-80	**65-80**	IUP* (R&P lot)
July 7-11	Clay Camp for Kids I (ages 9-12)	10	N/A	IUP (Pot Shop)
July 7-11	Clay Camp for Kids II (ages 13-17)	12	N/A	IUP (Pot Shop)
July 8-31	Adult Pottery	12	N/A	IUP (Pot Shop)
July 14-18 ELC	Young Naturalist Adventure (ages 8-12)	16	N/A	Crooked Creek
July 14-18	**MARTI** (dining hall, catering; adults)	200-225	**75-80**	IUP** (Eberly)
July 20-25	**Ideal Edge Sports Camp** (dining hall; high school & adults)	80-90	**80-90**	IUP* (Zink & MFH)
August 10-15	A.D.S.J. **(**dining hall, catering; adults)	100-115	N/A	Hotel & IUP (Zink & MFH)
Oct. ??	KAPPA	120-150	N/A	Altoona

NEW BUSINESS none

ADJOURNMENT

The meeting was adjourned at 5:14 p.m.

Respectfully Submitted,

Tressa Wright, Secretary