

# UNIVERSITY SENATE AGENDA

## EBERLY AUDITORIUM

March 24, 2009

3:30 – 5:00 p.m.

### Approval of Order

- A. Approval of minutes of the meeting of February 24, 2009
- B. Approval of current agenda items and order

### Reports and Announcements

- A. President Atwater
- B. Provost Intemann
- C. Chairperson Broad
- D. Vice Chairperson Moss

### Standing Committee Reports

- A. Rules Committee
- B. University-Wide Undergraduate Curriculum Committee
- C. University-Wide Graduate Committee
- D. Research Committee
- E. University Development and Finance Committee
- F. Student Affairs Committee
- G. Academic Committee
- H. Awards Committee
- I. Noncredit Committee
- J. Library and Educational Services Committee

### Chairperson

Sechrist / Hannibal  
Piper/Baumer  
Sciulli  
Domaracki  
Rieg  
Dugan/Novels  
Ritchey  
O'Neil  
Jozefowicz

### Appendix

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### Senate Representative Reports

- A. University Planning Council
- B. Presidential Athletic Advisory Committee
- C. Academic Computing Policy Advisory Committee

### Representative

Wright  
Domaracki  
Chiarulli

### New Business

### Adjournment

**APPENDIX A**  
**University-Wide Undergraduate Curriculum Committee**  
**Co-Chairs Sechrist and Hannibal**

**FOR INFORMATION:**

The following courses were approved by UWUCC to be offered as distance education courses:

EDEX 301 Instruction of Students with Disabilities in Inclusive Secondary Classrooms  
PSYC 481 Special Topics: Psychology of Music, distance education

**FOR APPROVAL:**

**1. Liberal Studies**

Approved Dr. V.J. Wijekumar to be added as an instructor for LBST 499 The Atomic Bomb and its Impact  
Approved LBST 499 Toxic Tales: Social Justice and the Environment in Literature and Film, Dr. Susan

Comfort English Department

Approved LBST 499 Defining Humanness, Dr. Beverly Chiarulli, Anthropology Department

Approved title change for BTED/COSC/IFMG 101 Microbased Computer Literacy to BTED/COSC/MIS 101  
Computer Literacy

**2. Department of Health and Physical Education—Catalog Description Change**

**Current Catalog Description:**

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

**Prerequisite:** HPED or PESP majors

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

**Proposed Catalog Description:**

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

**Prerequisite:** HPED, PESP, or ATHL majors

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

**Rationale:** The ATHL for Athletic Training (a new major in the department) was left off of the revision presented to Senate in January. The correction was not in the approved minutes.



**4. Department of Spanish—Course Revisions and Catalog Description Changes**

**iv. Current Catalog Description:**

**SPAN 413 Spanish Poetry of the Nineteenth and Twentieth Centuries**

**3c-0l-3cr**

**vii. Current Catalog Description:**

**SPAN 453 Spanish Phonetics and Phonemics**

**3c-0l-3cr**

**Prerequisite:** SPAN 230

An introduction to the study of the phonological system of Spanish and emphasis on improving pronunciation. Includes a theoretical basis for understanding the Spanish sound system, pronunciation practice and recordings, study of Spanish dialects, and linguistic analyses. Taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors.

**Proposed Catalog Description:**

**SPAN 453 Spanish Phonetics and Phonemics**

**3c-0l-3cr**

**Prerequisite:** SPAN 230

An introduction to the study of the phonological system of Spanish and emphasis on improving pronunciation. Includes a theoretical basis for understanding the Spanish sound system, pronunciation practice and recordings, study of Spanish dialects, and linguistic analyses. Taught in Spanish. Required for Spanish Education majors; highly suggested for Spanish majors.

**Rationale:** This class is being converted to a dual-listed class and now has graduate objectives and evaluation methods.



specialization. Many of the faculty enjoy national reputations in the field, and all of the involved faculty are active scholars who regularly present and publish in national and occasionally international venues. While the program is designed to be self-sustaining and does not depend upon either courses or resources of other units on campus, there are opportunities for program participants to take courses in other departments and colleges. We have letters of support from those identified departments.

The proposed MA's assessment plan is based upon the department's successful undergraduate assessment plan, and its designers currently occupy college- and university-level leadership positions in IUP's assessment efforts.

The proposed MA would allow the department to further exploit a number of resources that it currently enjoys, but that are more commonly found in larger graduate programs than in undergraduate programs. For example, IUP's Department of Spanish publishes a literary journal and hosts a yearly conference, both of which enjoy national stature. Additionally, it hosts a yearly conference on teaching pedagogy as well as a language fair, both of which serve to maintain our contacts within the regional language community, and both of which regularly have several hundred attendees. In the section "Resource Sufficiency", the requested resources for the program are summarized on Table 1, and projected revenue and costs are summarized on Tables 2 and 3. In terms of impact on educational opportunity the proposed program is anticipated to attract to graduate study and subsequent employment a disproportionately large number of Hispanics, drawn principally from Pennsylvania. The presence of a large body of Hispanic graduate students will no doubt also have many collateral benefits for the IUP community at large. The presence of a graduate program will also have a significant enriching effect upon both the department's highly successful undergraduate program as well as on the professional lives of its faculty.

#### **Catalog Description:**

The Master of Arts in Spanish is a program of advanced study in the combined areas of foreign language pedagogy, Hispanic literatures and cultures, and Spanish language.

The program will include 30 hours of graduate course credit plus a thesis, or 36 hours of graduate course credit without a thesis. The program is divided into two tracks, the Applied Linguistics and Pedagogy track and the Literatures and Cultures track, with both tracks sharing a common core of five classes. The core's five courses are taught in Spanish and integrate a wide variety of communicative modes (interpersonal, interpretive, and presentational), lexicon, regional dialects, etc., to challenge and sharpen students' linguistic skills. At its heart, the core is designed to give all students a broad, integrated, and holistic introduction to the field, including language pedagogy, Hispanic linguistics, historical linguistics, and theoretically-informed study of culture, as well as a skill-based introduction to research and writing within the sub-specializations within the field. The two tracks will build upon the base established in the core and provide advanced study in each track's area of specialization.

#### **Admission Requirements**

Students applying to this master's must meet the following requirements:

A) Fulfill general requirements for admission to the School of Graduate Studies and Research for a master's degree.



B) Have either a, B.A. or BSED in Spanish (with at least a 3.0 GPA), or another Bachelor's level degree (with at least a 3.0 GPA), *and* be approved by the program's Graduate Director on the basis of spoken and written Spanish.

C) Submit an official ACTFL Oral Proficiency rating, received within the last six years.

### **Program goals**

It is the intention of this program to enable candidates to develop:

a) the ability to use Spanish professionally at the Advanced level (as defined in the *ACTFL Proficiency Guidelines*).

b) a broad and interdisciplinary understanding of the general field of Spanish, with a more profound understanding of their specific track.

c) highly specialized knowledge of *either* Applied Linguistics and Teaching Methodology, as they pertain to Spanish, *or* the literatures and cultures of the Spanish speaking world.

d) the ability to understand, conceptualize and complete advanced research in their area of track specialization .

### **Program Requirements**

(Core + Track + Completion Method)

#### **Core Classes (5 classes x 3 cr. = 15 cr.)**

SPAN 611	Teaching Spanish: Theories, Approaches, and Issues
SPAN 612	Introduction to Scholarship in Spanish Applied Linguistics and Hispanic Literatures
SPAN 613	Introduction to Spanish Linguistics
SPAN 614	History of the Spanish Language
SPAN 615	The Study of Hispanic Culture

#### **Track (choose one of the two):**

##### **Applied Linguistics/Teaching Methodology Track (5 classes x 3 cr. = 15 cr.)**

SPAN 453/553	Spanish Phonetics and Phonemics
SPAN 625	Integrating Instruction and Assessment in the Spanish Curriculum
SPAN 630	The Discourses of the Spanish Classroom
SPAN 720	Seminar: Current Topics in the Teaching of Spanish
SPAN 725	Action Research in the Teaching of Spanish

##### **Literatures and Cultures Track (5 classes x 3 cr. = 15 cr.)**

*Four of the following:*

SPAN 410/510	Medieval Literature
SPAN 411/511	Golden Age Spanish
SPAN 412/512	Spanish Novel of the 19th and 20th Centuries
SPAN 413/513	Spanish Poetry, 19 <sup>th</sup> Century to the Present
SPAN 420/520	Modern Hispanic Theater
SPAN 431/531	Spanish-American Poetry

*plus:*

SPAN 750 Seminar: Current Topics in the Teaching of Hispanic Literatures and Cultures

**Completion Method (choose one of the two, 6 cr.)**

**Thesis**

SPAN 795 Thesis 6 cr.  
Successfully complete thesis

**Comprehensive Exam**

Elective Coursework, as approved by program director 6 cr.  
6-hours of additional coursework, as approved by the Graduate Coordinator  
Pass Comprehensive Exam

**New Courses:**

**SPAN 611 Teaching Spanish: Theories, Approaches, and Issues** 3cr.

**Course Description**

An analysis of current theory in second-language acquisition and foreign language standards and use of this evolving research base to develop approaches to teaching Spanish. Theoretical framework taught in English, application to teaching Spanish taught in Spanish.

**Rationale**

This is a core course that is required for all students enrolled in the Spanish MA program. Since the majority of students are either practicing Spanish teachers or plan to become instructors/professors at the college or university level, they need a course in which they will learn about current research and theories in second-language acquisition and how this theoretical framework can be used as the basis for developing approaches to teaching Spanish at the post-secondary level.

**SPAN 612 Introduction to Scholarship in Spanish Applied Linguistics and Hispanic Literatures** 3cr.

**Course Description**

**SPAN 613: Introduction to Spanish Linguistics**

**3cr.**

**Course Description**

Introduction to fundamental terminology and concepts in the study of the linguistics of Spanish. Overview of the Spanish sound system (phonetics, phonology), principles of word formation such as derivation and inflection (morphology), structure and grammatical relations of phrases and sentences (syntax), as well as the relationship between linguistic areas, to include semantics, language variation, sociolinguistics, and Spanish in the United States. Offered in both Spanish and English, as warranted.

**Rationale**

This course is required for students enrolled in the Spanish Applied Linguistics/Teaching Methodology Track. Because the majority of students are either practicing Spanish teachers or plan to become instructors/professors at the college or university level, they need a course in which they will learn about the linguistic structures of the Spanish language.

**SPAN 614: History of the Spanish Language**

**3cr.**

**Course Description**

Reading and discussion of the development of the Spanish language, including dialectology, paleography, and language change. Taught in Spanish.

**Rationale**

This is a core course that is required for all students enrolled in the Spanish MA program. Since the majority of students are either practicing Spanish teachers or plan to become instructors/professors at the college or university level, they need a course in which they will become familiar with both the history of the Spanish language as well as the origin and nature of dialects throughout the Spanish-speaking world. This knowledge will have direct impact on their teaching methods. For those students who are pursuing the MA track, knowledge of the origins and dialects of the Spanish language is an essential component of understanding the development of regional and national cultural and literary manifestations, in particular how the regional dialects developed into the different Romance languages, and how the dialects were brought to the New World.

**SPAN 615 The Study of Hispanic Culture**

**3cr.**

**Course Description**

An analysis of the cultures of the Spanish-speaking world, presented within the framework of a variety of theories of culture, including those that particularly relate to the study and instruction of foreign

**SPAN 625 Integrating Instruction and Assessment in the Spanish Curriculum 3cr.**

**Course Description**

Exploration of strategies for integrating assessment into instruction in the Spanish classroom and curriculum. Discussion of cutting-edge assessment models such as Integrated Performance Assessment (IPA), authentic assessment, and dynamic assessment. Design of Spanish assessments that integrate language and culture/content and serve to inform and improve student performance. Class discussions in Spanish.

**Rationale**

This course is required for students enrolled in the Spanish Applied Linguistics/Teaching Methodology Track. Since the majority of students are either practicing Spanish teachers or plan to become instructors/professors at the college or university level, they need a course in which they will learn how to assess their students' progress, integrate assessment into instruction, determine the extent to which

**SPAN 725 Action Research in the Teaching of Spanish**

**3cr.**

**Course Description**

An introduction to methods of systematic enquiry into the teaching and learning of Spanish at all levels, designed to yield practical results capable of improving a specific aspect of practice and to make them public to enable scrutiny, replication and testing.

**Rationale**

This course is required for students enrolled in the Spanish Applied Linguistics/Teaching Methodology Track. Because the majority of students are either practicing Spanish teachers or plan to become teachers of Spanish, they need a course in which they reflect upon and evolve their teaching through systematic, documented inquiry into selected aspects of teaching and learning in a specific Spanish classroom to gain understanding of teaching and learning and use that knowledge to increase teaching efficacy and student learning.

**SPAN 750 Seminar: Current Topics in the Teaching of Hispanic Literatures and Cultures**

**3cr.**

**Course Description**

This capstone course features exploration and discussion of current issues and topics relevant to the teaching of Hispanic literatures and cultures. Specific topics chosen will reflect those being discussed currently in the field that have most applicability to the teaching of Hispanic literatures and cultures. Class discussions in Spanish.

**Rationale**

This course is required for students enrolled in the Hispanic Literatures and Cultures Track. It is designed as the capstone course to be taken at the end of the program, since it engages students in synthesizing the information and experiences from the other courses and in researching an area of interest. This research project might then be used as the basis for the MA thesis and/or other graduate-level work.



PASSHE Outlook for FY 09-10 –Current FY09-10 projections from the state indicated that there will be no increase in appropriation for PASSHE for FY 09-10. PASSHE has advised institutions to plan on a possible 1% increase in tuition for AY09-10. The Board of Governors will most likely take action on setting AY09-10 tuition rates in July.

Marketplace – A new software system, Marketplace, has been installed that will allow for electronic collection of payments for parking tickets, conference registration fees, orientation fees etc.

**New Business**

Travel cards must now be used to pay for hotel rooms when attending conferences or traveling on university business. The practice of using vouchers to pay for hotel rooms has been discontinued.

Respectfully Submitted:

Joseph Domaracki,

3.11.09

