

Also, our Institute for Mine Mapping, Archival Procedures and Safety has received \$95,000 in federal funding to continue its work of archiving, digitally recording and geographically referencing historical coal mine maps. It is directed by Dr. John Benhart, Professor and Chairman of the Geography and Regional Planning Department, and codirected by Phil Zorich, Director of IUP Libraries, and Dr. Lon Ferguson, Professor and Chairman of the Safety Sciences Department. Both of these projects are great examples of our faculty's innovation, outreach capabilities and ability to work collaboratively and across disciplines. Please join me in congratulating these faculty members on their success in funding these important initiatives.

On March 12, IUP celebrated a third \$1 million gift for the Kovalchick Convention and Athletic Complex from Indiana businessman Ed Bratton. Mr. Bratton is well known in this community as the owner of Giant Eagle, and is well respected as a civic leader. His donation speaks loudly to his confidence in both the university and this project, and we believe it will set the stage for continued philanthropic support for the KCAC locally and regionally. The KCAC will offer much-needed athletic and performance space for both this university and community, as well as opportunities for internships and work-study positions for our students.

And, I am pleased to inform you, the KCAC is on schedule for completion in summer 2011. On March 16, we hosted a special contractor's briefing and heard from the general contractor for the facility, Mascaro Construction Company of Pittsburgh. This is not to be confused with Massaro Construction Company, which is the general contractor for the Student Residential Revival. This project also is on schedule, and we are actively planning for the final groundbreaking event in this four-phase project for May.

Lastly, I want to thank all members of the planning committee and faculty and staff who will be part of tomorrow's "IUP Cares" program, particularly, Dean Yaw Asamoah and Dean Robert Camp. This program is the third in our "IUP Cares" series, and is titled, "IUP Cares: Economic Crisis: Bracing for Change." The program will be held at the IUP Hadley Union Building from 8:30 a.m. to 3:30 p.m. I encourage all of you, as your schedules permit, to attend all or part of the day of this program, which promises to be very stimulating and informative.

Thank you for your time and attention.

Provost's Report

Curriculum Revisions

In response to the Senate recommendations from the February 24, 2009 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

A. The following courses are approved by me and may be offered immediately:

- GEOS 201 – Foundations of Geology
- GEOS 202 – Quantitative Methods in Geosciences
- GEOS 203 – Surficial Processes
- GEOS 301 – Mineralogy and Petrology

GEOS 401 - Northern Rockies Seminar
GEOS 403 – Newfoundland Seminar
GEOS 405 – American Southwest Seminar
GEOS 407 – Carbonate Geology Seminar
JRNL 261 – Introduction to Magazine Industry

- B. Program revision from the Geoscience department for the Bachelor of Science – Geology/Geology Track, the Bachelor of Science – Geology/Environmental Track, and the Bachelor in Science in Education – Earth and Space Science
- C. Program revision from the Philosophy department for the Bachelor of Arts – Philosophy/Pre-Law Track.
- D. Program revision from the Political Science department for the Bachelor of Arts – Political Science/Pre-Law Track.
- E. Program revision from the Spanish department for the Bachelor of Science in Education – Spanish Education K-12.
- F. Program revision from the Geography department for the Bachelor of Arts – Geography/Environmental Track, the Bachelor of Arts – Geography/Economic Geographer Track, Bachelor of Arts – Geography/GIS and Cartographer Track and the Bachelor of Arts – Geography/General Geography Track

From the University-Wide Graduate Curriculum Committee:

- G. The following courses are approved by me and may be offered immediately:
ENGL 753/853 – Studies in Literature as a Profession

The new programs and major revisions will be presented to the Council of Trustees for action at the March meeting.

Announcements

- Dr. Martha Troxell (Finance and Legal Studies) was awarded \$50,000 from the Center for Rural Pennsylvania in support of the Specialty Courts in Rural Pennsylvania program.
- Dr. Allen Robinson (Highway Safety Center) was awarded \$86,362 from the National Highway Traffic Safety Administration in support of Driver Education and GDL Technical Assistance.

Chairperson's Report

My report today will be brief. Not much of anything has been brought to my attention during the past month that merits sharing. I have been assured that there is a real possibility that we will be asked to vote on a revision of the Liberal Studies program at the next and last meeting of the semester. We will see. I have been told a lot of things that end up being different than they were meant to be, so I am learning to let time take its course. I have learned that my report last month was, in part, the result of things not being as they seem or not seeming as they are. But that is

always the case. As Wallace Stevens put it: "Let be be finale of seem/The only emperor is the emperor of ice cream."

Since a large portion of today's agenda is something that is very important to me as a Spanish professor, let me just conclude with the following joke that I was sent, and which explains much of what happens here to me (*I apologize to those who have heard this before*):

In the beginning was the Plan.
And with the Plan were the Assumptions.
And the Assumptions were without form.
And the Plan was without substance.
And darkness was upon the face of the faculty.
And they spoke among themselves saying, "It is a crock of shit and it stinks."
And the faculty went unto their Chairs and said, "It is a bucket of dung and we cannot live with the smell."
And the Chairs went unto the Deans saying, "It is a container of organic waste, and it is very strong, such that none may abide it."
And the Deans went unto their Associate Vice-Provosts, saying, "It is a vessel of fertilizer and none may abide its strength."
And the Associate Vice-Provosts spoke among themselves, saying, to one another, "It contains that which aids plant growth, and it is very strong."
And the Associate Vice-Provosts went to the Provost, saying, unto him, "It promotes growth, and it is very powerful."
And the Provost went to the President, saying unto him, "This new plan will actively promote the growth and vigor of the university with very powerful effects."
And the President looked upon the Plan and deemed that it was good.
And thus the Plan became Policy.
And this is how shit happens.

Vice-Chairperson's Report

The Speak Up IUP Event was held last evening in the HUB Ohio room. The SGA decided based on feedback from our event last semester that this event should have a more specific focus. So we planned the event around "Organizations that exist because of IUP." There were representatives from Aramark, IndiGo, and the Student Co-op. A particular highlight from the event that students raised was concern about what the campus is doing to become more environmentally friendly. This is a hugely important discussion that faces our generation, and students rightly asked what these organizations are doing, and plan to do, to improve in this area. While these organizations said they are currently using environmentally friendly materials and will continue to improve. The student population is very concerned about this issue, and the Student Government will continue to press these organizations, as well as the IUP administration, to become more environmentally friendly. For more details about this event, please see the SGA website, where the transcript will be posted on the news page.

We also want to remind the University senate of the upcoming elections for SGA. There is competition on the Presidential ticket, and there will be debates on April 6th. The elections will be held on URSA on april 7th and 8th. Again, I would like to ask you, the faculty and staff to encourage students to run for available positions. In addition to student senators, there are also positions available on the co-op board of directors. This is a student majority board that

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

Approved the changes to the Liberal Studies section of the Bachelor of Science in Education—
Spanish Education K-12 Spanish.

Approved the changes to the Liberal Studies section of the Bachelor of Science—
Geology/Environmental Track and Bachelor of Science—Geology/Geology Track

Approved the changes to the Liberal Studies section of the Bachelor of Arts—
Geography/Environmental Track, Bachelor of Arts—Geography/Economic Track,
Bachelor of Arts—Geography/GIS and Cartographer Track and Bachelor of Arts—
Geography/General Geography Track

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

APPROVED

Current Catalog Description:

HPED 175 Prevention and Care of Injuries to the Physically Active **2c-01-2cr**

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-01-2cr**

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.

3. College of Natural Sciences and Mathematics—Course Revision

APPROVED

and when you say “computer” that is what most people conjure up in their minds, we can change the name back to “computer literacy” and we can discuss all computers in the course.

5. Department of Spanish—Course Revisions and Catalog Description Changes and Title Change

APPROVED

i. Current Catalog Description:

SPAN 410 Medieval Literature

3c-01-3cr

Prerequisite: SPAN 260 or permission

An analysis of selected novels from three major periods: the nineteenth century, the Generation of 1898, and the post Civil War. Taught in Spanish.

iv. Current Catalog Description:

SPAN 413 Spanish Poetry of the Nineteenth and Twentieth Centuries 3c-0l-3cr

Prerequisite: SPAN 260 or permission

The study and analysis of lyric poetry in Spain from nineteenth-century poetry through modernism and its evolution to the present. Taught in Spanish; offered in four-year rotation.

Proposed Catalog Description:

SPAN 413 Spanish Poetry of the Nineteenth and Twentieth Centuries 3c-0l-3cr

Prerequisite: SPAN 260 or permission

The study and analysis of lyric poetry in Spain from nineteenth-century poetry through modernism and its evolution to the present. Taught in Spanish.

v. Current Catalog Description:

SPAN 420 Modern Hispanic Theater 3c-0l-3cr

Prerequisite: SPAN 260 or permission

The study and analysis of modern dramatic works from Spain and Spanish America. Particular emphasis is given to the representational aspect of the works. Taught in Spanish; offered in four-year rotation.

Proposed Catalog Description:

SPAN 420 Modern Hispanic Theater 3c-0l-3cr

Prerequisite: SPAN 260 or permission

The study and analysis of modern dramatic works from Spain and Spanish America. Particular emphasis is given to the representational aspect of the works. Taught in Spanish.

vi. Current Catalog Description:

SPAN 431 Spanish-American Poetry 3c-0l-3cr

Prerequisite: SPAN 260 or permission

A study of Spanish American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish; offered in four-year rotation.

Proposed Catalog Description:

SPAN 431 Spanish-American Poetry 3c-0l-3cr

Prerequisite: SPAN 260 or permission

A study of Spanish American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish.

Rationale: All of the above classes are being converted to dual-listed classes and now have graduate objectives and evaluation methods. The phrase “offered in four-year rotation” is being removed from each because the classes will now be offered more frequently.

vii. Current Catalog Description:

SPAN 453 Spanish Phonetics and Phonemics

3c-0l-3cr

Prerequisite:

SPAN 510 Medieval Literature

3cr.

Course Description

Reading and discussion of various medieval genres: brief prose narrative, epic, lyric, and didactic poetry, prose, and medieval drama. Taught in Spanish. Prerequisite for SPAN 410: SPAN 260 or permission. Prerequisite for SPAN 510: Acceptance to Spanish graduate program or permission.

SPAN 511 Golden Age Spanish

3cr.

Course Description

An analysis of themes, motifs, and stylistic devices of Spanish poetry, novel, and theater of the Renaissance and Baroque. Taught in Spanish. Prerequisite for SPAN 411: SPAN 260 or permission. Prerequisite for SPAN 511: Acceptance to Spanish graduate program or permission.

SPAN 512: Spanish Novel of the 19th and 20th Centuries

3cr.

Course Description

An analysis of selected novels from three major periods: the nineteenth century, the Generation of 1898, and the post Civil War. Taught in Spanish. Prerequisite for SPAN 412: SPAN 260 or permission. Prerequisite for SPAN 512: Acceptance to Spanish graduate program or permission.

SPAN 513: Spanish Poetry, 19th Century to the Present

3cr.

Course Description

The study and analysis of lyric poetry in Spain from nineteenth century poetry through modernism and its evolution to the present. Prerequisite for SPAN 413: SPAN 260 or permission. Prerequisite for SPAN 513: Acceptance to Spanish graduate program or permission.

SPAN 520 Modern Hispanic Theater

3cr.

Course Description

The study and analysis of modern dramatic works from Spain and Spanish America. Particular emphasis is given to the representational aspect of the works. Taught in Spanish. Prerequisite for SPAN 420: SPAN 260 or permission. Prerequisite for SPAN 520: Acceptance to Spanish graduate program or permission.

SPAN 531 Spanish-American Poetry

3cr.

Course Description

A study of Spanish American poetry from its early manifestations through modernism, post-modernism, and avant-garde. Taught in Spanish. Prerequisite for SPAN 431: SPAN 260 or permission. Prerequisite for SPAN 531: Acceptance to Spanish graduate program or permission.

SPAN 553 Spanish Phonetics and Phonemics

3cr.

Course Description

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

The 36-credit hour program is divided into 15-credits of core classes, 15-credits within a track specialization (either Applied Linguistics and Teaching Methodology or Literatures and Cultures), and 6 additional graduate credits of either thesis (thesis option) or course work (comprehensive exam option). The program's intra-disciplinary design, with grounding in the field's major sub-disciplines in the core, is directly responsive to the MLA's recent calls for a restructuring of language programs to create "a broader and more coherent curriculum in which language, culture and literature are taught as a continuous whole". The program's day-to-day administration will come from a graduate coordinator, who will also manage its resources, staff, marketing, recruiting and admissions. The coordinator will also interact with external units on curricular issues. There will also be a graduate committee to direct curricular, advising and

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:

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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.)
og(5 classes x 3 cr. = 15 cr.) (Four the Sp followg M:)TjEMC /P AMCI

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.

course in which they will learn how to assess their students' progress, integrate assessment into instruction, determine the extent to which their instructional goals and objectives have been achieved, and explore how assessment results can be used to reflect upon and strengthen teaching and learning.

SPAN 630 The Discourses of the Spanish Classroom

3cr.

Course Description

An exploration and discussion of research specifically related to the different kinds of discourse that constitute the Spanish language classroom. The discursive nature of these classrooms develops over time and fundamentally shapes not only what learners understand but also how learners are able to use the language. Class discussions will be both in Spanish and English.

Rationale

This course is required for students enrolled in the Spanish Applied Linguistics/Teaching Methodology Track. It is designed to be taken following course work in Spanish Applied Linguistics because it engages students in considering the discourses of language teaching and therefore requires basic understanding of linguistics.

SPAN 720 Seminar: Current Topics in the Teaching of Spanish

3cr.

Course Description

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

Rationale

This course is required for students enrolled in the Spanish Applied Linguistics/Teaching Methodology 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.

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

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 foundation and evolved into a thesis or dissertation.

Upon renewal or purchase of a reserved parking space the purchaser will receive a notice stating the 7-5 time frame. The notice will also explain the purchaser that the parking garage is used by

Student Affairs Committee (Senator Rieg)

FOR INFORMATION:

Meeting Notes
March 10, 2009

Chairperson Rieg called the meeting to order at 3:36 p.m.

1. Old 6mory7es

Giever, Criminology; Lou Sherburne, Psychology; Jack Stamp, Music, University Professor; Moderator: Dean Mary Ann Rafoth.

- ii. A March 18, 7:30 p.m. showing of the film *Butterfly Effect*, with a discussion afterwards, sponsored by the Eberly College of Business and the IUP Libraries.
 - iii. An April 15 showing of the film *Twelve Angry Men*, with periodic pauses during the film for the audience to vote on the case, sponsored by the College of Health and Human Services.
 - iv. A student essay contest, with the winner presenting at the Undergraduate Scholars Forum and receiving a cash prize. Essay contest participants are asked to pick a current event that has been well publicized and analyze it from the perspectives (at least two) presented in *Blink*. More details at: <http://www.iup.edu/newsItem.aspx?id=67693&blogid=1413>
- b. The next Common Reader will be Bill Strickland's *Make the Impossible Possible: One Man's Crusade to Inspire Others to Dream Bigger and Achieve the Extraordinary*.
- i. On April 4 at the IUP Legacy Gala in Pittsburgh, President Atwater will present the Presidential Legacy Award for Civic Service to Bill Strickland, president and CEO, Manchester Bidwell Corporation and its subsidiaries, Manchester Craftsmen's Guild and Bidwell Training Center.
 - ii. Incoming students will receive a copy of *Make the Impossible Possible* during summer orientations.
- c. IUP Men's and Women's Basketball teams are going to the 2009 NCAA Division II Basketball Regional Championships. The Women's team also won its third straight PSAC championship this year.
- d. In January, a group of faculty and Student Affairs representatives have been meeting to discuss the possibility of expanding the Fall semester orientation. If changes were to be implemented, the orientation would be designed to offer all students the kind of support and community building that students who take place in special programs (such as CUSP, RECHC, Athletics, etc.) enjoy.
- i. Suggestions from the committee included: surveying current freshmen to get their suggestions, providing incoming students with mentors, providing sessions on coping with practical issues of college life.
 - ii. Concerns from the committee included: the impact on campus of having several thousand students here for extra days, the scheduling of orientation possibly conflicting with existing faculty commitments, and the possible "pushing up" of faculty commitments so that they would fall during non-contract time.
4. GSA: No report
 5. SGA

- a. The SGA had a meeting on March 9.
 - b. They will be running a University Student Leaders forum on March 26 at 4 p.m. If a student organization is funded by the Student Co-op, they must have a member attend the meeting.
 - c. SGA elections will be held April 7 & 8.
 - d. Speak Up IUP will be held on March 23. Aramark, Indigo, and the Student Co-op will be discussed.
6. New Business
- a. Senator Hall asked if the Suites project is still progressing. Senator Luckey replied that Phase 4 is in the design phase, and the university is exploring funding. Currently all suite projects are on-line to continue. Student demand for the new housing is very high. Senator Luckey suggested that more students may be applying for admission to IUP and other PASSHE institutions given the nation's economic downturn.
7. Meeting was adjourned at 4:30 on a Desmond/Ali motion.

FOR ACTION:

APPROVED

Proposed Policy Revision to the University Statement of Relationship of General Fraternities and Sororities.

FOR APPROVAL:

Current Policy Description:

Section VII. Responsibility of the Chapter

- Item 10. Initiating into associate/new membership only full-time students who demonstrate a minimum cumulative GPA of 2.00, if an IUP GPA has been established.

Proposed Policy Description:

Section VII. Responsibility of the Chapter

- Item 10. Initiating into associate/new membership only full-time students who demonstrate a minimum cumulative grade point average of 2.25 and who have successfully completed twelve credit hours of academic study.**

Rationale:

Delaying membership in social Greek-letter fraternities and sororities for one semester will better align the outcomes of the Greek membership experience with the University strategic goals of academic excellence and student development and success. Deferred recruitment first will allow new students to acclimate to their University and residential communities prior to Greek

Minutes, University Senate

Library and Educational Committee (Senator Jozefowicz)

The committee will meet on March 31 at 3:45pm in Stabley 203. There may be an additional meeting scheduled and committee members will be contacted by email.

SENATE REPRESENTATIVE REPORTS

University Planning Council (Senator Wright)

The next meeting is Monday, April 6 from 4-6pm in the Crimson Event Center.

Presidential Athletic Advisory Committee (Senator Domaracki)

No report

Academic Computing Policy Advisory Committee (Senator Chiarulli)

The committee will meet on April 8 at 3:00pm in the Oak Room.

NEW BUSINESS none

ADJOURNMENT

The meeting was adjourned at 4:39 p.m.

Respectfully Submitted,

Tressa Wright, Secretary