

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

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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.

3. College of Natural Sciences and Mathematics—Course Revision

Current Catalog Description:

EDUC 451 Methods of Teaching Science in the Secondary Schools

2c-2l-3cr

Prerequisite: Admission to Student Teaching

Background to help science majors meet the problems of teaching science. Various inquiry approaches useful in meeting objectives of a contemporary science class are taught and exemplified.

Proposed Catalog Description:

EDUC 451 Methods of Teaching Science in the Secondary Schools

2c-2l-3cr

Prerequisite: Admission to Student Teaching

Provides the background to help science majors meet the problems of teaching science. Various inquiry approaches useful in meeting the objectives of a contemporary science class, including special needs students and English-language learners, are taught and exemplified.

Rationale: Changes were made in the wording of the objectives and the course description to indicate that special needs students and English language learners (ELL) are addressed in the course. While this has always been covered the Methods course through reading assignments, lesson plans and class discussions throughout the semester, it needed to be specifically noted in the course description and the objectives to meet the new requirements from the Pennsylvania Department of Education (PDE). The objectives were also reworded to better reflect measurable outcomes. Lastly, there was a discrepancy between the hour designations listed on all syllabi available for review and the catalogue description. The correct hours are now on the syllabus of record reflecting that the class is run as a combination of classroom/discussion time and hands-on activities such as teaching lessons to peers over a two-hour period two days each week, which merits the lecture/lab designation.

3. Departments of Technology Support and Training, Computer Science, and Management Information Systems and Decision Sciences—Course Title Change

Current Titles:

BTED 101 Microbased Computer Literacy

COSC 101 Microbased Computer Literacy

IFMG 101 Microbased Computer Literacy

Proposed Titles:

BTED 101 Computer Literacy

COSC 101 Computer Literacy

IFMG 101 Computer Literacy

Rationale: The course has been called micro-based because we wanted to stress the new aspects of the microcomputer as it was new then. Now that microcomputers are ubiquitous 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.

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

Current Catalog Description:

SPAN 410 Medieval Literature

3c-0l-3cr

Prerequisite: SPAN 260 or permission

Reading and discussion of various medieval genres: brief prose narrative, epic, lyric, and didactic poetry, prose, and medieval drama. Taught in Spanish; offered in four-year rotation.

Proposed Catalog Description:

SPAN 410 Medieval Literature

3c-0l-3cr

Prerequisite: SPAN 260 or permission

Reading and discussion of various medieval genres: brief prose narrative, epic, lyric, and didactic poetry, prose, and medieval drama. Taught in Spanish; offered in four-year rotation.

ii. Current Catalog Description:

SPAN 411 Golden Age Literature

3c-0l-3cr

Prerequisite: SPAN 260 or permission

An analysis of themes, motifs, and stylistic devices of Spanish poetry, novel, and theater of the Renaissance and Baroque. Taught in Spanish; offered in a four-year rotation.

Proposed Catalog Description:

SPAN 411 Golden Age Literature

3c-0l-3cr

Prerequisite: SPAN 260 or permission

An analysis of themes, motifs, and stylistic devices of Spanish poetry, novel, and theater of the Renaissance and Baroque. Taught in Spanish.

iii. Current Catalog Description:

SPAN 412 The Spanish Novel of the Nineteenth and Twentieth Centuries

3c-0l-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; offered in four-year rotation.

Proposed Catalog Description:

SPAN 412 The Spanish Novel of the Nineteenth and Twentieth Centuries

3c-0l-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 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.

APPENDIX B
University-Wide Graduate Curriculum Committee
Co-Chairs Piper and Baumer

FOR ACTION:

Name of New Program: Master of Arts in Spanish

Sponsoring Department: Spanish

Catalog Start Term: Fall 2010

Summary & Rationale:

The creation of a Master of Arts in Spanish at IUP is in alignment with, and serves to further, both IUP and PASSHE's missions and goals. It does so by developing curricula with an eye towards the intersection of internal capacities and external factors. In this way, the proposed MA takes into account declining numbers of college-aged students in Western Pennsylvania as well as PASSHE's explicit mission to "respond to the needs for graduate programs tailored to the needs of teachers, administrators, and the school districts they serve as well". It will allow for a maximization of the resources, reputation and contacts already enjoyed by the Department of Spanish at IUP. Finally, given the department's national stature, the adoption of the proposed MA would be a particularly appropriate move towards the meeting of IUP's strategic plan of growing quality graduate programs. The department was awarded "National Recognition" by its accrediting body, NCATE, and has been lauded by that organization as "the new face of language teacher education".

The need for the proposed program is confirmed from a variety of sources. A significant percentage of the program's projected students will be teachers who are seeking Pennsylvania's "Instructional Level II Certification"—which essentially requires an MA from all teachers after three years in the field—, or Act 48 professional development credit, which is required of all PA teachers. (See Rafoth's letter in Appendix C.) The Pennsylvania Department of Labor projects the number of foreign language teachers to expand by nearly 6% in the next decade, and this same group will additionally experience significant job turn-over. Other students in the proposed program will attend for either training in post-secondary teaching or for Spanish language and Hispanic cultural skills required for other professions, both of which are projected to grow by the U.S. Department of Labor. The proposed program will be unique within the state for its innovative design and its responsiveness to the most recent calls for curricular change from within the field. The program will be significantly less expensive than its regional competitors, and this financial advantage will be enhanced for those students eligible for the recently enacted federal TEACH grants. We project recruiting approximately 20 students a year, divided between full and part-time, with nearly 50 students in the program by the third year. 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 comprehensive exam issues. The department's faculty is eminently qualified to provide graduate-level instruction in their areas of specific

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 th 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

An introduction to scholarship in: 1) Spanish applied linguistics, 2) close reading and textual analysis, and 3) critical and theoretical approaches to Hispanic literatures. Additional treatment of current issues in these fields including those that particularly relate to the study and instruction of the Spanish language and Hispanic literatures at the secondary and post-secondary levels. Primary language of instruction is Spanish.

Rationale

This is a core course that is required for all students enrolled in the Spanish MA program. Students in both tracks will need both an exposure to important contemporary approaches to culture (pedagogy, linguistics, critical-cultural theory) as well as formalized practice in utilizing those approaches to discuss and analyze the cultures of the Spanish speaking world.

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 languages. Primary language of instruction is Spanish.

Rationale

This is a core course that is required for all students enrolled in the Spanish MA program. Students in both tracks will need both an exposure to important contemporary approaches to culture (pedagogy, linguistics, critical-cultural theory) as well as formalized practice in utilizing those approaches to discuss and analyze the cultures of the Spanish speaking world.

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 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 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.

APPENDIX C
Development and Finance Committee
Chair Domaracki

FOR INFORMATION:

March 10, 2009

Committee Reports

Parking Committee Report – Several items were reported from the parking committee. First, the status of the Washington Street lot will remain the same until construction is completed. The lot will then be converted to a pay by space lot. Second, currently there are 58 coin operated meters on campus. A motion was made and seconded to remove the meters and relocate an equal number of parking spaces in other campus locations with pay-by-space machines. The pay-by-space machines are more accurate, take cash and debit cards, are low maintenance and are less expensive to maintain. The old meters will be sold. Third, the completion of Phase II of construction and the beginning of Phase IV construction will necessitate the review and designation of all parking spaces on campus. A subcommittee has been formed to evaluate the situation and recommend parking designation changes. Fourth, there are 235 bought spaces for reserved parking in the parking garage (100 staff, 93 students, 42 faculty). The reserved spaces are only enforced from 7:00 a.m. to 5:00 p.m. and may not be available to the individuals who pay for them if the person leaves his/her parking space during the day and returns after 5:00 p. m. 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 visitors during evening and weekend Fisher Auditorium events. A list if known performance dates will be provided to each purchaser. Fifth, a motion was made and passed to change Parking Regulation 3.11. The regulation was changed to allow for snow removal and will read “The following locations will be posted ‘No Parking’ from 2:00 a.m. to 6:00 a.m., Monday through Sunday, November 15th through March 15th”. Cars that are parked in areas marked with the above signage will be ticketed during the listed violation times. Sixth, The Chancellors office has changed the maximum parking fine structure from a \$25.00 dollar maximum to a \$50.00 maximum. The Parking Advisory Committee has discussed the increase but felt that further discussion was needed before any recommendation would be made to increase the current fines. Seventh, there will be new parking lot signs that will reflect the designated assigned parking lot numbers that are listed and identified on campus parking maps. This change will occur this summer.

Budget Report

Emergency Reserve Response to Senator Will Radell – The balance of the Emergency Reserve account, as of February 27, 2009, is \$1,092,701.00. Please be advised that over two (2) million of this reserve was utilized in the beginning of the 2008/2009 fiscal year in order to meet IUP’s reduction targets. This action reduced the required reduction targets for each respective division.

FY 08-09 Appropriation Allocation – Appropriations for the state system were increased by 3.5%. IUP’s share of this increase in appropriations was .2%. IUP was also asked by the Governor to reserve 4.25% of our budget to turn back if necessary. The 4.25% which was reserved and returned was approximately \$2,775,000.00.

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

APPENDIX D
Non-Credit Committee
Chair O'Neil

FOR INFORMATION:

The Non-Credit Subcommittee met on February 17, 2009.

Our guest was Dr. Christoph Maier from the Applied Research Lab. The Applied Research Lab (ALR) is a component of the Centers and Institutes Office under the School of Graduate Studies & Research. ALR is staffed by Dr. Maier who serves as coordinator along with 5 Graduate students yearly. 2 Math Graduate students, 1 Psychology, 1 Geography, and 1 Criminology Graduate Student.

The ALR provides free statistical assistance to the university community; Faculty, Staff, Students, Administrators and General public engaged in research. Some of the services that the ALR provides are; hypothesis formulation, instrument design, data collection, organization, and analysis, graphical presentation of data, interpretation of statistics results, presentations on quantitative research and the use of SPSS, Web-based and hand held data collection using Student Voice and Qualtrics.

The next meeting of the Continuing Education Committee will be on March 24, 2009 with Homeland Security-Outreach and Training.