

MINUTES OF THE UNIVERSITY SENATE

The February 7, 1995 meeting of the University Senate was called to order by Chairperson Rafoth at 3:25 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Barker, Bencloski, Camp, Caraway, Cronk, Curey, Fox, Gates, Goldsmith, Goldstein, Heyer, Hill Hudson, Juliette, Kovacs, Kroah, Mack, Marano, R. Mutchnick, Radakovic, Reese, Smith, B. Walz, G. Walz, Willis.

The following Senators were absent from the meeting: Ames, Bellak, Burky, M. Carrarza, Cauffiel, Chapman, Cunningham, Donaldson, Dougherty, Dubrosky, Ender, Ficco, Gibs, Gilarski, Hulings, Janicki, LeBlanc, Long, Lynch, Mastalski, Mattis, Novels, O'Laughlin, Sanderson, Soltis, Start, Steele, Vella, N. Wilson, Zablotsky.

The minutes of the December 6, 1994 meeting of the Senate were ACCEPTED.

The agenda for the February 7, 1995 meeting of the Senate was then ACCEPTED.

President Pettit's report is attached. (ATTACHMENT A)

Provost Staszkievicz's and Vice Chairperson Taiani's report are not included.

Chairperson Rafoth's report is attached. (ATTACHMENT B)

OLD BUSINESS (carryover from December 6, 1994 meeting)

H. Curriculum Committee - Co Chairpersons Kuzneski and Mill

1. The Senate APPROVED the following course revision:

Course Revision

Catalog Description

SP 290 Spanish for Elementary Teaching 3c-01-3sh

Prerequisite: SP 201 or equivalent oral proficiency rating. For students enrolled in the FLISET Program.

This course is designed for elementary education/early childhood majors who are completing the FLISET Program. The purpose of the course is to increase students' proficiency in Spanish and to prepare them for an internship in an elementary school abroad. Emphasis is placed on vocabulary acquisition and on strengthening of listening and speaking abilities in Spanish. Through in-class

interaction and practice in the language laboratory, students improve their linguistic skills, learn the language necessary for dealing with elementary-age children, and acquire basic vocabulary for teaching the content areas of the elementary school curriculum.

2. The Senate APPROVED the following program revision:

Program Revision

I. Catalog Description

Bachelor of Science in Education--Secondary Spanish Education (*)

Liberal Studies: As outlined in Liberal Studies section 53-55 with the following specifications:

Social Science: PC 101, AN 110

Liberal Studies electives: no courses with SP Prefix

College:

35

Professional Education Sequence

CM 301	Technology for Learning and Instruction	3 sh
ED 242	Pre-Student Teaching I	1 sh
ED 342	Pre-Student Teaching II	1 sh
ED 441	Student Teaching	12 sh
ED 442	School Law	1 sh
ED 453	Teaching of FL in Elem./Secondary Schools	3 sh
EP 202	Educational Psychology	3 sh
EP 377	Educational Tests and Measurements	3 sh
FE 202	American Education in Theory and Practice	3 sh
ED 499	Multicultural/Multiethnic Education	2 sh
EX 300	Education of the Exceptional Child in the Regular Classroom	3 sh

Major:

34

Required courses:

SP 201	Intermediate Spanish or equivalent	4 sh
SP 221	Intermediate Conversation	3 sh
SP 230	Intermediate Composition	3 sh
SP 260	Introduction to Literature	3 sh
SP 321	Advanced Conversation	3 sh
SP 340	Hispanic Civilization	3 sh
SP 342/344	20TH C. Spain/20th C. Spanish-America	3 sh
SP 353	Phonetics and Phonemics	3 sh
SP 404	Advanced Grammar	3 sh
SP 390	Teaching of Elementary Content Through the Spanish Language	3 sh

Controlled Elective:

Any other three (3) credits from SP 300 or above	3 sh
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Free Electives:

0-2 sh

(*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

Summary of Changes and Justification

a. The following are the three proposed changes with a justification for each.

(1) The course AN 110, Contemporary Anthropology, will be required as a Social Science course because of a new requirement by the Pennsylvania Department of Education for teacher certification. STANDARD V states: The program shall require studies of child and adolescent psychology and anthropology. Studies of anthropology are not a part of any other course. Many students in our program currently elect to take AN 110 as a social science course.

(2) The course SP 390, Teaching of Elementary Content Through the Spanish Language, currently offered as an elective for our Secondary Education/Spanish students, will be required as a major Spanish course under the proposed revision. Students earning teacher certification in this program receive a K-12 certificate. Accordingly, the Pennsylvania Department of Education insists that students have studies of and experiences in language instruction at the elementary school level as well as the Secondary level. STANDARD III states: The program shall require studies of and experiences in foreign language instruction for the elementary, middle, and secondary school students. STANDARD IV states: The program shall require studies of and experiences in developing foreign language instructional materials and strategies that will provide for individual differences among elementary and secondary students. In order to prepare our students more effectively in this area, our department would like to have students in their sophomore year take the SP 390 course together with ED 242 (Pre-Student Teaching I); this will prepare them to complete the ED 242 practicum in IUP's University School. As juniors, students will then take the ED 453 course (Teaching of Foreign Languages in the Elementary/Secondary Schools) together with ED 342 (Pre-Student Teaching II), which will prepare them to complete the ED 342 practicum in a middle and/or high school. One methods course does not provide sufficient opportunities to cover the necessary material for K-12 language teaching, all the other areas required under PDE regulations, and offer students time for practice teaching. Almost all students have elected to take the SP 390 course in order to learn more about teaching language to elementary school students.

(3) The two recommended free electives under the existing program, ED 499 (Multicultural/Multiethnic Education) and EX

300 (Education of the Exceptional Child in the Regular Classroom), will be required as part of the Professional Education Sequence. Studies and experiences in the areas addressed by these two courses are a vital part of today's teacher preparation programs. The Pennsylvania Department of Education insists that students develop appropriate teaching strategies for dealing with today's diverse population of students as well as for interacting with special needs students. GENERAL STANDARD IX states: Each program shall be able to document studies and experiences required of each certification student prior to completion of the certification program. These studies and experiences shall include but not be limited to the following:

- a. identifying and working with special needs students in the least restrictive environment;
- b. appropriate teaching strategies geared to an urban and/or rural school setting;
- c. appropriate teaching strategies for a diverse population of students including sex, race, religion, social economic status and national origin.

Every teacher preparation program at IUP will need to require these courses in order to be in compliance with this PDE standard.

- b. The following table compares the old program and the proposed revised program: (underlined areas denote program differences)

Old Span./Sec.Ed. Program

New Span./Sec.Ed. Program

Liberal Studies: 53-55
 Social Science: PC101
 Liberal Studies electives:
 no courses with SP prefix

Liberal Studies: 53-55
 Social Science: PC101, AN110
 Liberal Studies electives:
 no courses with SP prefix

College: 30sh
 Prof. Educ. Sequence
 CM 301 Tech. for L & I 3 sh
 ED 242 Pre. Stud. Tch. I 1 sh
 ED 342 Pre. Stud. Tch.II 1 sh
 ED 441 Stud. Teaching 12sh
 ED 442 School Law 1 sh
 ED 453 Tch. FL in Sch. 3 sh
 EP 202 Ed. Psychology 3 sh
 EP 377 Ed. Test & Meas. 3 sh
 FE 202 Am. Ed. in T & P 3 sh
 ED 499 Multicul/Multieth 2 sh
 EX 300 Ed. Excep. Reg. 3 sh

College: 35sh
 Prof. Educ. Sequence
 CM 301 Tech. for L & I 3 sh
 ED 242 Pre. Stud. Tch. I 1 sh
 ED 342 Pre. Stud. Tch.II 1 sh
 ED 441 Stud. Teaching 12sh
 ED 442 School Law 1 sh
 ED 453 Tch. FL in Sch. 3 sh
 EP 202 Ed. Psychology 3 sh
 EP 377 Ed. Test & Meas. 3 sh
 FE 202 Am. Ed. in T & P 3 sh
 ED 499 Multicul/Multieth 2 sh
 EX 300 Ed. Excep. Reg. 3 sh

Major 34sh
 Required Courses:
 SP 201 Int. Span/equiv 4 sh
 SP 221 Int. Conversation 3 sh
 SP 230 Int. Composition 3 sh
 SP 260 Intro. to Hisp Lit 3 sh
 SP 321 Adv. Conversation 3 sh
 SP 340 Hisp. Civilizat. 3 sh
 SP 342/344 20th C. Spain 3 sh
 20th C. Span. Amer.
 SP 353 Phonet & Phonems 3 sh
 SP 404 Adv. Grammar 3 sh
 SP 390 Tch. Elem Content 3 sh
 Through the Span Lan

Major 34 sh
 Required Courses:
 SP 201 Int. Span/equiv 4 sh
 SP 221 Int. Conversation 3 sh
 SP 230 Int. Composition 3 sh
 SP 260 Intro. to Hisp Lit 3 sh
 SP 321 Adv. Conversation 3 sh
 SP 340 Hisp. Civilizat. 3 sh
 SP 342/344 20th C. Spain 3 sh
 20th C. Span. Amer.
 SP 353 Phonet & Phonems 3 sh
 SP 404 Adv. Grammar 3 sh
 SP 390 Tch. Elem Content 3 sh
 Through the Span Lan

Controlled Elective:
 Any other six credits 6 sh
 from SP 300 or above

Controlled Elective:
 Any other three credits 3 sh
 from SP 300 or above

Free Electives: 5-7sh
 Recommended:
 ED 499 Multicul/Multieth 2 sh
 EX 300 Ed. Excep. Reg. 3 sh

Free Electives: 0-2sh

Total Degree Requirem. 124sh

Total Degree Requirem. 124sh

3. The Senate APPROVED the following program revision:

Program Revision

Catalog Description

Foreign Languages and International Studies for Elementary Teaching

Elementary Education/Early Childhood majors may develop an academic specialty in Spanish and International Studies, which will prepare them to teach in elementary programs where content teaching in the foreign language is the objective. To complete this specialty area, students must: (1) attain a minimum level of Intermediate High speaking proficiency in the target language on the ACTFL/ETS scale; (2) successfully complete a six-week summer study/internship abroad at a site approved by the department (usually the summer following the

junior

year); (3) successfully complete the student teaching experience in a bilingual or immersion elementary school classroom; and (4) complete the

following minimum number of credits in Spanish:

4	SP 201	Intermediate Spanish or equivalent oral proficiency rating
3	SP 290	Spanish for Elementary Teaching
3	SP 221	Intermediate Conversation
3	SP 321	Advanced Conversation
3	SP 230	Intermediate Composition
3	SP 340	Hispanic Civilization
3	SP 390	Teaching of Elementary Content Through the Spanish Language
3	SP	Elective (taken abroad)

25

Other Requirements:

Students should take either GE 252, PS 387, or AN 274 as their non-western course.

* While the total number of credits required in Spanish in order to attain the desired proficiency level will vary from student to student depending on the entry level of proficiency, most students can expect to complete between 25 and 31 credits.

Students interested in the program should contact the Director of the FLISET Program in the Department of Spanish and Classical Languages.

4. The Senate APPROVED the following new course:

New Course

Catalog Description

BI 450/550 Pymatuning: Field Studies

3 Credits

During the summer session, various field courses are offered through the

Pymatuning Laboratory of Ecology. The offerings will vary depending on the summer. Some of the possible offerings include Experimental Design, Fish Ecology, Behavioral Ecology, Aquatic Botany and Ecological Genetics. Information regarding specific offerings available from Biology Department in Spring.

5. The Senate APPROVED the following new course:

New Course

Catalog Description

HI 344 Age of Big Business in America, 1877-1917

3c-01-3sh

This course examines how big business developed in American, how the economic change reshaped society, and how the reshaped society responded politically.

I. Graduate Committee - Chairperson Nastase

1. Chairperson Nastase informed the Senate of the following course credit change:

Course Credit Change

From: SO 850 Thesis 3 s.h.

To: SO 850 Thesis 3-6 s.h.

Rationale:

This change must be made because the 3 s.h. listing in the catalog has been in error. In fact, students in the M.A. in Sociology have always taken SO 850 Thesis course for 6 s.h.

2. The Senate APPROVED the following dual level course:

Dual Level Course

MA 551 Numerical Methods for Supercomputers
3c-01-3sh

Prerequisites: MA 121 and MA 122, or MA 123 or MA 127, MA 171,
CO 250

Supercomputers make use of special computer architectures--vector and parallel processors--in order to achieve the fastest processing speed currently available. Students will be introduced to these features and will learn how numerical algorithms can be constructed to exploit

supercomputers' capabilities. Students will gain practical experience in programming for the Cray YMP, in incorporating existing scientific software packages into user-written programs, in submitting remote jobs to the Pittsburgh Supercomputer Center, and in producing animated graphical output to summarize the typically large volume of output data generated by large scientific programs.

J. Library and Educational Services Committee - Co Chairpersons Micco
and Soni

1. The Senate APPROVED the following policy:

Information Protection Policy, revised 12/12/94

1. Purpose:

To develop among the University community an appreciation for the value, and often vulnerable nature, of information, and to reduce the danger of misuse, destruction, or loss of information especially that of a critical or confidential nature, without restricting academic freedom or complicating access to information to which the University community has a legitimate and specific need.

2. Policy:

It is the policy of Indiana University of Pennsylvania that all information be used in a manner that maintains an appropriate and relevant level of confidentiality and that provides sufficient assurance of its integrity in compliance with existing laws [Examples would include Copyright Law, US Code Title 18, the Family Educational Rights and Privacy Act of 1974 (FERPA), and the Pennsylvania Library Theft law (Act 1982-95)]. While the elimination of all risk is impossible, the goal of the policy is to minimize the possibility of information misuse, corruption, and loss through the adoption of reasonable procedures for the University community to follow. While this policy is especially pertinent to information stored electronically, it is also intended to guide users of all information, including what is stored in other formats such as paper, microform, and video, as well as the content of confidential meetings and conversations.

3. Definitions:

- A. University community - All full and part-time University faculty and staff, as well as students and members of affiliated organizations of the University.
- B. Information - Data, in all its forms, collected, mail accessed, modified, or synthesized by and for members of the University community. The various forms of data include but are not limited to computer files, paper files, books, microfilm and fiche, video, conversations and oral presentations, and pictures or images.
- C. Public Information - Information to which the University community has unrestricted access and for which there are no requirements of

confidentiality. The vast majority of information at the University is of a public nature, for example: telephone directories, calendars, schedules, library books in general circulation, most conversations and meetings, and information bulletins.

- D. Restricted Information - Information which is sensitive and confidential in nature or legally constrained, and requires access only by that part of the University community with the specific need to do so. Restricted University information includes, for example, individual student class schedules, grades, bills, financial aid applications, health records, and most personnel actions, whether the information is in paper, micrographic, or conversational form.

4. Responsibilities:

A. Access

1. Access to public information is limited only by such restrictions as circulation policies, copyright restrictions, license and contractual agreements, University policies (such as the Computer Software Policy), and procedures for use.
2. Restricted information may only be accessed by those authorized members of the University community with a specific and legitimate need to know. Legitimate access does not include the freedom to "fish" (out of curiosity or other motives) for information which is restricted, if it is not specifically required to perform a job-related task or legitimate research.

B. Use

1. Responsibility will vary from member to member of the University community, and each user will be accountable for appropriate use.
2. Each member of the University community is responsible for using information appropriately. Appropriate use is wise and prudent use of information so that information resources are not wasted, damaged, or misused. Inappropriate use includes releasing restricted information, erasing or modifying information without proper authorization, defacing or removing pages from books, using information to embarrass, intimidate, or harass, or attempting to subvert the flow of information, such as purposefully attempting to crash or slow down computer systems, modifying or removing posted information without authority, and other such actions.

C. Maintenance

1. Each office responsible for university information shall identify the information it maintains, determine whether it is of a restricted nature, and implement reasonable and clear procedures for granting access only to employees with a legal, specific, and legitimate need to know. Employees must be aware of applicable restrictions on the use of information to which they have access. Specific offices with responsibility for the University's COSMOS electronic data are listed on-line in the University's administrative computing system. Information on accessing this list may be obtained from the Director of Administrative Computing.

2. Each member of the University community with access to restricted information is responsible for maintaining the confidentiality of that information whether it has been obtained or created through electronic, paper, or conversational means. Each such person shall take appropriate action to maximize the likelihood that the information is being used properly and appropriately. For example, confidential files should be locked when not in use. Sensitive or confidential information should be destroyed when discarded. It is particularly important that passwords to computer accounts with access to restricted information not be shared. Persons with responsibility for restricted information are encouraged to have employees with access sign a statement that they are aware of the IUP policy, any office-specific policy, and that they are expected to act appropriately in maintaining the confidentiality and integrity of the information to which they have access. A recommended sample statement to use is:

The undersigned acknowledges reading the IUP Information Protection Policy and verifies understanding its provisions and the responsibilities it imposes. In signing this statement, the undersigned also acknowledges that violation of this policy will result in appropriate disciplinary action.

3. Members of the University community charged with maintaining restricted information are responsible for maintaining the accuracy and integrity of that information and for determining who requires access to it. Critical information on the University mainframe is automatically backed up on a regular basis to maintain its integrity and retrievability should it be accidentally or otherwise destroyed or lost. Individual users with critical information maintained locally, i.e., on a personal computer, on paper, or in other media, shall also take appropriate steps to ensure that valuable and confidential information not be lost, damaged, or otherwise compromised.

5. Procedures:

- A. Questions regarding the applicability or violation of the policy, or appropriate access to information should be referred to the responsible office. The Associate Provost for Information Technology can refer interested parties to the appropriate office, if necessary.
- B. Interpretations of the policy that cannot be resolved informally may be appealed to the Provost.
- C. Violations which cannot be resolved informally shall be referred to the appropriate disciplinary process.

6. Recision: No existing policies are affected.

STANDING COMMITTEE REPORTS

RULES COMMITTEE - CHAIRPERSON STINEMAN

Chairperson Stineman provided the following items for senate information:

1. The next meeting of the Rules Committee will be Feb. 14 at 3:15 PM in
2 Uhler Hall.
2. Presented the following changes in the Bylaws, to be acted upon at the March 14 meeting of the Senate.

IUP Senate Rules Committee Recommendation for change in By-Laws.

((Shaded items (c) are additions to Committee compositions.))

- A. Rules Committee, 2. Membership, a. The parliamentarian of the University Senate, by virtue of the office, shall be an ex officio member of the Rules Committee. b. Elected: Eight faculty, two administrative, and four students shall be elected by and from the Senate. c. One staff senator may serve on the Rules Committee.
- E. Library & Education, 2. Membership, a. Appointed: Director of Libraries/Media Resources and the Associate Vice President for Computing. b. Elected: seven faculty, five students, one of whom shall be a graduate student, and one at-large member shall be elected by and from the Senate. c. One staff senator may serve on the
Library
& Education Committee.
- H. Student Affairs, 2. Membership, a. Appointed: The Vice President for Student Affairs and the Executive Director of the Student Co-Op Association. b. Elected: Ten faculty, fourteen students, and one at-large member shall be elected by and from the University Senate. c. One staff senator may serve on the Student Affairs Committee.
- I. Development and Finance, 2 Membership, a. Appointed: The Vice President for Finance and the Director of Campus Planning. b. Elected: Seven faculty, three students, and one at-large member shall be elected by and from the University Senate. c. One staff senator may serve on the Development and Finance Committee.
- K. Non-Credit Instruction, 2. Membership, a. Appointed: The Dean of the School of Continuing Education. b. Elected: Four faculty, and one additional administrator from the School of Continuing Education shall
be elected by and from the University Senate. There will be no student members on the committee. c. One staff senator may serve on the Non-Credit Instruction Committee.

Rationale: The Rules Committee felt that Staff could have interest in the activities of the above five committees since some of their areas of responsibility concern all or part of the staff employees.

3. Senator Larry Vold is returning to the Senate and the Research Committee as a representative of the Professional Studies Department replacing Beatrice Fennimore.

4. Ibrahim Affane replaces Dennis Ames as the Finance Department's representative, Ken Shildt replaces Richard Halapin as the MIS and Decision Sciences Department's representative, and Linda Szul replaces Maryanne Brandenburg as the Office Systems and Business Education Department's representative, all three are for the remainder of the Spring Semester only.

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE - CO CHAIRPERSONS MICCO AND SONI

1. Co Chairperson Micco informed the Senate that the mission statement for the Library will be brought forward next meeting.

NON-CREDIT COMMITTEE - CHAIRPERSON NOWELL

1. Chairperson Nowell informed that the next meeting of the committee would be next Tuesday in the meeting room of Continuing Education.

RESEARCH COMMITTEE - CHAIRPERSON NEUSIUS

No report.

STUDENT AFFAIRS COMMITTEE - CHAIRPERSON BARKER

1. Chairperson Barker informed that the next meeting of the committee would be next Tuesday at 3:15 PM in room 202 of Sutton Hall.

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE - CHAIRPERSON RADAKOVIC

1. Senator Marx informed that the next meeting of the committee would be next Tuesday at 3:15 PM in the Blue Room of Breezedale.

ACADEMIC COMMITTEE - CHAIRPERSON DUNTLEY

1. Chairperson Duntley informed the Senate that the following Course withdrawal policy will be implemented starting next fall:

The Individual Course Withdrawal Policy, approved in Fall 1991, was to be implemented when the necessary computer programming could be developed. At that time we envisioned a system of paper forms similar to those currently being used and included a procedural paragraph describing how the paper forms would be processed. However, the new STAR system that is used for TERMREG enables us to bypass paper forms and enter individual course withdrawals directly into the computer.

Because of the advantages this new system offers, we have eliminated the procedural language in the policy that specified paper forms. Under the new system, students will be able to log on to the system and process their own individual course withdrawals. On-screen instructions will guide them through the process and allow them to verify that the withdrawal has been executed correctly. "Pop-up" screens will warn students to check with instructors and advisors before withdrawing. Details will be printed in the next Schedule of Classes.

Chairperson Duntley remarked that the limit of five individual course withdrawals will be implemented.

3. The Senate APPROVED to conferr the status of professor emeritus of seven additional persons for Commencement, May 13, 1995.

NOMINATIONS FOR PROFESSOR EMERITUS STATUS - 1995

Name	Department	Date of Retirement	Years
Mr. Thomas Beck	Health & Physical Ed.	07/08/94	22
Mr. Carl Davis	Health & Physical Ed.	05/27/94	24
Mrs. Alice Dickie	Health & Physical Ed.	06/24/94	28
Dr. Alberta Dorsey	Professional Studies	01/06/95	27
Dr. Donald Eisen	Theater	12/30/94	28
Dr. Ford Swigart	English	01/06/95	28
Mr. Don Woodworth	English	07/08/94	27

2. The Senate APPROVED the following enrollment policy:
The Committee moves the approval of the enrollment policy for three programs in the Department of Special Education and Clinical Services.

Rationale
In keeping with the four step process for admission and continuation

in teacher education, teacher education students who have 29 semester hours must have a minimum QPA of 2.5 in order to take core courses within the teacher education program. In addition, a department may request specific teacher education courses within the program also be protected by the four step process policy. Without this policy, students would be able to enroll in upper division classes within special education who are not majors and who have not demonstrated competency to complete the course of study. This policy will encourage ineligible students to select a more appropriate major. In addition, this policy will create seats for eligible early childhood and elementary education majors to take selected courses to increase their special education competencies, provided they are recommended by the Professional Studies in Education Department and approved by the chairperson of special education.

Policy
(To be included in department narrative of the undergraduate catalog.)
The following enrollment policy applies to three undergraduate programs in the department of Special Education and Clinical Services:
Education of Exceptional Persons, Education of Persons with Hearing Loss, and Speech-Language Pathology and Audiology. To enroll in a 300 or 400 level course in those programs, a student must have a cumulative QPA of 2.5, and meet the other provisions of the four step process for admission to teacher education and either be a departmental major or have permission of the departmental chairperson.

AWARDS COMMITTEE - CHAIRPERSON WHEAT

1. Chairperson Wheat informed that the deadline for the 35 people that have been nominated for a Senate award was Feb. 10. The next meeting of the Awards Committee will be on Feb. 14 in the conference room of Wahler Hall.

CURRICULUM COMMITTEE - CO CHAIRPERSONS MILL AND KUZNESKI

1. Co Chairperson Kuzneski presented the following items for Senate information:

Liberal Studies Report:

Type I Writing Proposal (Professor Commitment)
Vincent Ferrara, Philosophy

- a. Existing Courses - Liberal Studies Approval
Western and
HI 327 Soviet Union and Contemporary Russia, Non-
Liberal Studies Elective
- b. New Courses - Liberal Studies Approval
Western and
HI 355 African History I - Antiquity to 1600, Liberal
Studies Elective
HI 356 African History II - 1600 to Present, Non-
Liberal Studies Elective

2. The Senate APPROVED the following new courses:

MG 351 International Management
3c-01-3sh

Prerequisite: MG 310
This course seeks to provide the student with a general foundation on managing multinational corporations (MNCs). The course examines the macro- and structural-level issues of MNC's. It focuses on planning, organization structure, managerial decision making, human resource management in global structures, and differences between MNC's and domestic organizations.

HI 327 (527) Soviet Union and Contemporary Russia
3c-01-3sh

Prerequisites: Sophomore standing, completion of HI 195 (non-majors).
The course analyzes the period from 1855 to the present, including the attempts at modernization by Imperial Russia, the creation of the Soviet Union and further modernization, and the collapse of the Soviet Union.

HI 355 African History I: Antiquity to 1600
3c-01-3sh

Prerequisites: Sophomore standing, completion of HI 195 (non-majors).

Survey of the socio-cultural, political, and economic life of precolonial African societies. Focus is on ancient kingdoms and cultures, precolonial states, internal and Atlantic trade networks.

HI 356 African History II: 1600 to the Present
3c-01-3sh

Prerequisites: Sophomore standing, completion of HI 195 (non-majors).

Survey of African socio-cultural, political and economic developments during the colonial and modern periods. Course covers imperialism, the struggle for control for Africa, the two global wars, and their repercussions for Africa, decolonization and modern African states.

GE 417 GIS Applications Development
01--3sh 3c-

Prerequisites: GE316 Introduction to GIS
A project based class where students learn the skills to develop and maintain a Geographic Information System. Through cooperative learning students will design and implement functional systems. Methods for designing GIS systems to user specification, data collection, data input, project management, and system documentation are covered.

3. The Senate APPROVED the following course revisions:

Course Revisions

From: OS 430 Office Systems
Prerequisites: IM300, OS312, OS313
To: OS 480 Seminar in Office Systems
Prerequisites: Graduating seniors only or permission of instructor.

From: OS 315 Records Administration
3c-01-3sh
Development of the principles of records administration including creation, use, maintenance, and destruction. Storage facilities, records classification, forms analysis, control of records, as well as micro-image systems will be discussed.

To: OS 315/515 Records Administration
3c-01-3sh

Prerequisite: BE, IM, or CO 101 or permission of instructor.
Development of the goal of records administration as a system including the input, process and output components.
records
automated
record
prevention
Records creation, records classification systems, evaluation, retention programs, manual through information systems, image technology, forms design, control systems, records manuals, and disaster and recovery will be discussed.

From: BE 132 Advanced Keyboarding and Document Formatting

3c-01-3sh
successful

typewriters,
reports,

3c-01-3sh

business
business

Prerequisite: "C" Grade or Better in BE 131 or completion of keyboarding placement test.
Emphasis on further development of speed, accuracy and production ability; includes use of electronic business letters with special features, business business forms, rough drafts and manuscripts.
To: BE 132 Computer Keyboarding & Formatting

3c-01-3sh

Both
Taught in
course

a

3c-01-3sh

concurrently

From: SP 230 Intermediate Spanish Composition
Intensive practice in written expression in Spanish. communicative and structural skills are stressed.
Spanish. Required for all majors and minors. This is approved to meet the Liberal Studies requirement for a writing-intensive course for majors.

To: SP 230 Intermediate Spanish Composition

Prerequisite: must be taken subsequent to or with SP 221.

Both
Taught in
course
a

Intensive practice in written expression in Spanish.
communicative and structural skills are stressed.
Spanish. Required for all majors and minors. This
is approved to meet the Liberal Studies requirement for
a writing-intensive course for majors.

3c-01-3sh

From: SP 260 Introduction to Hispanic Literature

Prerequisite: SP 201 or equivalent.
This course is a prerequisite for any 300 or 400 level
courses in Hispanic literatures. Designed to provide
students with the tools necessary for developing
literary
genres
competence, the course combines a study of literary
and analysis with an introduction to the literatures of
Spain and Spanish America. Taught in Spanish.

Required for
all majors and minors.

3c-01-3sh

To: SP 260 Introduction to Hispanic Literature

Prerequisite: SP 230 or equivalent.
This course is a prerequisite for any 300 or 400 level
courses in Hispanic literatures. Designed to provide
students with the tools necessary for developing
literary
genres
competence, the course combines a study of literary
and analysis with an introduction to the literatures of
Spain and Spanish America. Taught in Spanish.

Required for
all majors and minors.

3c-01-3sh

From: SP 321 Advanced Spanish Conversation

Prerequisite: SP 221 or equivalent.
Extensive practice in oral communication skills.
Emphasis
is placed on developing fluency in speaking over a wide
range of topic areas. Required for all major and
minors.

3c-01-3sh

To: SP 321 Advanced Spanish Conversation

Prerequisite: SP 230 or equivalent.
Extensive practice in oral communication skills.
Emphasis
is placed on developing fluency in speaking over a wide
range of topic areas. Required for all major and
minors.

From: SP 340 Hispanic Civilization through the 19th
Century
3c-01-3sh
This course is an introduction to the significant
aspects of the culture of both Spain and Spanish America.
Elements for explanation and discussion are drawn from artistic,
revealed literary, religious, geographic, social and political
Spanish. manifestations of Hispanic culture as these have
themselves through the 19th century. Taught in
Required for all majors and minors.

To: SP 340 Hispanic Civilization through the 19th
Century
3c-01-3sh
Prerequisite: SP 230 or equivalent.
This course is an introduction to the significant
aspects of the culture of both Spain and Spanish America.
Elements for explanation and discussion are drawn from artistic,
revealed literary, religious, geographic, social and political
Spanish. manifestations of Hispanic culture as these have
themselves through the 19th century. Taught in
Required for all majors and minors.

From: SP 342 20th Century Spain
3c-01-3sh
An analysis of the major cultural trends in 20th
century Spain as they relate to its current problems,
aspirations, and values. Elements for explanation and discussion
are drawn from artistic, literary, religious, geographic,
Spanish. social, and political manifestations. Taught in
Offered alternate years.

To: SP 342 20th Century Spain
3c-01-3sh
Prerequisite: SP 230 or equivalent.
An analysis of the major cultural trends in 20th
century Spain as they relate to its current problems,
aspirations, and values. Elements for explanation and discussion
are drawn from artistic, literary, religious, geographic,

Spanish.

social, and political manifestations. Taught in
Offered alternate years.

From: SP 344 20th Century Spanish America (Non-Western)

3c-01-3sh
century
world.

An analysis of the major cultural trends in 20th
Spanish America as they relate to its position in the

years.
Elements for explanation and discussion are drawn from
artistic, literary, religious, geographic, social, and
political manifestations including indigenous cultural
influences. Taught in Spanish. Offered alternate

To: SP 344 20th Century Spanish America (Non-Western)

3c-01-3sh
century
world.

Prerequisite: SP 230 or equivalent.
An analysis of the major cultural trends in 20th
Spanish America as they relate to its position in the

years.
Elements for explanation and discussion are drawn from
artistic, literary, religious, geographic, social, and
political manifestations including indigenous cultural
influences. Taught in Spanish. Offered alternate

From: SP 382 Contemporary Spain

3c-01-3sh
areas

Gives the student a general view of Spain today in the
of its society, economy and political institutions.

To: SP 382 Contemporary Spain

3c-01-3sh
areas

Prerequisite: SP 230 and SP 260 or permission.
Gives the student a general view of Spain today in the
of its society, economy and political institutions.

From: SP 383 Geography and History of Spain

3c-01-3sh
Spanish
recent
history

Students will be introduced to a panorama of the
physical, social and economic geography including the
autonomic division of the country and the communication
among the autonomies. Students will also review the
of Spain from the fifteenth century to the present with
special emphasis on today's Spanish institutions.

3c-01-3sh To: SP 383 Geography and History of Spain
Prerequisite: SP 230 and SP 260 or permission.
Students will be introduced to a panorama of the
Spanish physical, social and economic geography including the
recent autonomic division of the country and the communication
history among the autonomies. Students will also review the
of Spain from the fifteenth century to the present with
special emphasis on today's Spanish institutions.

3c-01-3sh From: SP 384 History of Spanish Art
Students will be exposed to the richness of Art in the
Madrid Iberian Peninsula and in particular in the area of
Spanish and Castilla-Leon. They will study the evolution of
art in history, giving more emphasis to contemporary
tendencies.

3c-01-3sh To: SP 384 History of Spanish Art
Prerequisite: SP 230 and SP 260 or permission.
Students will be exposed to the richness of Art in the
Madrid Iberian Peninsula and in particular in the area of
Spanish and Castilla-Leon. They will study the evolution of
art in history, giving more emphasis to contemporary
tendencies.

3c-01-3sh From: SP 385 Survey of Spanish Literature
Students will be introduced to a general study of
Spanish Literature from its origin to the present time.
Students will learn to appreciate and analyze the different
literary genres. Emphasis will be placed on 20th century
literature.

3c-01-3sh To: SP 385 Survey of Spanish Literature
Prerequisite: SP 230 and SP 260 or permission.
Students will be introduced to a general study of
Spanish Literature from its origin to the present time.
Students will learn to appreciate and analyze the different
literary genres. Emphasis will be placed on 20th century
literature.

From: SP 389 Theory and Practice of the Spanish
Language
3c-01-3sh
morphology
introduced
Students will be introduced to Spanish Syntax,
and the Spanish language lexicon. They will be
to familiar and formal conversation and to idiomatic
expressions used in everyday situations.

To: SP 389 Theory and Practice of the Spanish
Language
3c-01-3sh
and
Prerequisite: SP 230 and SP 260 or permission.
Students will study Spanish Syntax, morphology and the
Spanish language lexicon. They will practice familiar
formal conversation and idiomatic expressions used in
everyday situations.

From: SP 400 History of the Spanish Language
3c-01-3sh
syntactical
vulgar
Spanish
to
to
Traces phonological, morphological, lexical and
evolution of Castilian dialect from its origins in
Latin through its development, perfection and ultimate
recognition as the official language of Spain and
America. Places Castilian linguistically with relation
to other Romance languages and considers features peculiar
Spanish of Latin America. Taught in Spanish.

To: SP 400 History of the Spanish Language
3c-01-3sh
syntactical
vulgar
Spanish
to
to
Prerequisite: SP 230 or equivalent.
Traces phonological, morphological, lexical and
evolution of Castilian dialect from its origins in
Latin through its development, perfection and ultimate
recognition as the official language of Spain and
America. Places Castilian linguistically with relation
to other Romance languages and considers features peculiar
Spanish of Latin America. Taught in Spanish.

From: SP 402 Translation and Interpretation
3c-01-3sh

Offered Fundamental translation skills for use in business and industry as well as in academic and popular fields.

3c-01-3sh alternate years.
To: SP 402 Translation and Interpretation
Prerequisites: SP 230 and SP 321
Fundamental translation and interpretation skills for use in business and industry as well as in academic and practical fields. Offered alternate years.

3c-01-3sh From: OS 400 Telecommunications /W/
Prerequisite: Junior status
Knowledge and concepts of telecommunications technology, applications, and management as they apply to office systems.

3c-01-3sh To: OS 400 Telecommunications
Prerequisite: BE/CO/IM 101
Knowledge and concepts of telecommunications technology, applications, and management as they apply to office systems.

4. The Senate APPROVED the following program revision:

Program Revision: Speech-Language Pathology and Audiology

Part II. Description of Curriculum Change
Catalog description for the revised program in the appropriate form.

Bachelor of Science in Education--
Speech-Language Pathology and Audiology (*)

with the Liberal Studies: As outlined in Liberal Studies section

following specifications:
Mathematics: MA 217
Social Science: PC 101
Natural Science: laboratory science sequence required (BI101-104 recommended)
Liberal Studies electives: no courses with SH prefix;

PC310

0-13sh College (*): The following are required ONLY for students electing the pre-teacher certification track:

Professional Education Sequence:

3sh CM301 Technology for Learning Instruction
 1sh ED442 School Law
 3sh EP202 Educational Psychology
 3sh FE202 American Education in Theory and Practice
 Hearing SH412 Organization and Administration of Speech and
 Programs
 3sh

Major:

Required courses:

1sh ED242 Pre-Student Teaching Clinical Experience I
 3sh ED342 Pre-Student Teaching Clinical Experience II
 3sh EX111 Introduction to Exceptional Persons
 3sh EX222 Methods of Teaching Reading to Persons with
 Disabilities
 3sh SH111 Introduction to Communication Disorders
 3sh SH122 Clinical Phonology
 3sh SH222 Introduction to Audiology
 3sh SH242 Speech Science I
 3sh SH251 Anatomy and Physiology of the Speech and Hearing
 Mechanism
 3sh SH311 Aural Rehabilitation
 3sh SH334 Language Development
 3sh(1) SH342 Speech Science II
 3sh SH406 Articulation and Language Disorders
 3sh SH408 Stuttering and Voice Disorders
 3sh

Optional:

3sh SH420 Speech Clinic

recommended Free Electives: ED499
 28-32sh General Track

Pre-Teacher Certification Track

15-19sh

Total Degree Requirements:

124

- the
- (*) See requirements leading to teacher certification in
catalog section on Academic Policies, "Admissions to
Teacher Education."
- and
- (1) A minimum QPA of 2.5 is required to enroll in all 300
400 level courses for both pre-teacher certification
and non-certification speech-language pathology majors.

SPEECH-LANGUAGE PATHOLOGY

Old Program

UNDERGRADUATE PHASE

Liberal Studies section with the following specifications:
Mathematics: MA 217
Social Science: PC 101
Natural Science: Laboratory science sequence required (BI 103-104 recommended)
Liberal Studies electives: no course with SH prefix (PC 310 recommended)

Required Courses:

SH 111 Intro to Comm. Dis
3
EX 111 Intro to Except Persons
3
SH 122 Clinical Phonology
3
SH 222 Intro to Audiology
3
SH 242 Speech Science I
3
SH 334 Language Development
3
SH 251 Anatomy & Phys of Sp & Hearing Mech
3
SH 342 Speech Science II
3
SH 406 Artic & Lang Disorders
3
SH 408 Stuttering & Voice Dis
3
SH 311 Aural Rehabilitation
3
EX 362 Psych of Rd in Lang Proc.
3
ED 242 Pre-Student Teaching I
1
ED 342 Pre-Student Teaching II
1

Total for SLP Track:
38

Optional: SH 420 Speech Clinic
3

Education Track: (optional for those wishing a PA teaching cert)

FE 202 Am Ed in Theory & Prac.

3

CM 301 Tech for Learning & Inst.

3

EP 302 Ed Psych

3

SH 412 Organ & Admin of SH Prog

3

ED 442 School Law

1

Subtotal for Education Courses:

13

Grand Total for Education Track: 51

New Program

Liberal Studies section with the following specifications:

Mathematics: MA 217

Social Science: PC 101

Natural Science: Laboratory science sequence required (BI 103-104 recommended)

Liberal Studies electives: PC 310, no course with SH prefix

Required Courses:

EX 111 Intro to Except Persons

3

EX 222 Meth of Teaching Reading to Person with Disabilities

3

SH 111 Intro to Comm. Dis.

3

SH 122 Clinical Phonology

3

SH 222 Intro to Audiology

3

SH 242 Speech Science I

3

SH 334 Language Development
3
SH 251 Anatomy & Phys of Sp &
Hearing Mech
3
SH 342 Speech Science II
3
SH 406 Artic & Lang Disorders
3
SH 408 Stuttering & Voice Dis
3
SH 311 Aural Rehabilitation
3
ED 242 Pre-Student Teaching I
1
ED 342 Pre-Student Teaching II
1

Total for SLP Track:

38

Optional: SH 420 Speech Clinic
3

Education Track: (optional for
those wishing PA teaching cert)

FE 202 Am Ed in Theory & Prac
3

CM 301 Tech for Learning & Inst.
3

EP 302 Ed Psych
3

SH 412 Organ & Admin of SH Prog
3

ED 442 School Law
1

Subtotal for Education Courses:

13

Grand Total for Education Track:

51

5. The Senate APPROVED the following program revision:

Program Revision: Spanish

Existing Spanish Program

Bachelor of Arts -- Spanish
Liberal Studies:

53-55

As outlined in the Liberal
Studies section with the
following specifications:

Liberal Studies electives:
no courses with the SP prefix

College:
Foreign Language (included

0

in major)

Major:
Required Courses:
SP201 or equivalent

4

SP221 Intermediate
Conversation

3

SP230 Intermediate
Composition

3

SP260 Introduction to
Literature

3

SP321 Advanced Conversation

3

SP340 Hispanic Civilization
through the 19th
Century

3

SP342/344 20th Century
Spain/20th Century
Spanish-America

3

SP404 Advanced Grammar

3

Controlled Electives:
At least one course from those
numbered 410-431

3

Any other nine (9) credits in

courses 342 or above

9

Other Requirements:

0

Free Electives:

32-34

Total Degree Requirements:

124

Proposed Spanish Program

Bachelor of Arts -- Spanish
Liberal Studies:

53-55

As outlined in the Liberal
Studies section with the
following specifications:

Liberal Studies electives:
no courses with the SP prefix

College:
Foreign Language (included
0 in major)

Major:
Required Courses:
4 SP201 or equivalent

3 SP221 Intermediate
Conversation

3 SP230 Intermediate
Composition

3 SP260 Introduction to
Literature

3 SP321 Advanced Conversation

3 SP340 Hispanic Civilization
through the 19th
Century

3 SP342/344 20th Century
Spain/20th Century
Spanish-America

3 SP404 Advanced Grammar

Controlled Electives:
At least two courses from
6 those numbered 410-431

6 Any other six (6) credits in
6 courses 342 or above

0 Other Requirements:

Free Electives:
32-34

Total Degree Requirements:
124

GRADUATE COMMITTEE - CHAIRPERSON NASTASE

1. Chairperson Nastase presented the following three items for Senate information:

1. GRE scores are removed as a Graduate School requirement for degree candidacy and/or admission. If individual programs choose to use the GRE scores, they can be used as an admission requirement only.

2. In light of the graduate programs and courses that depend upon the University School for their effective implementation, the Graduate Committee endorses the Teacher Education Coordinating Council's recommendation to continue the University School.

3. Course Title and Description Change

From: GE 516 Introduction to Geographical Information

3 s.h.

Automated cartographic production techniques: the use of cartographic hardware and software, vector and raster representations, databases, the cartographer-machine interface, and designing computer-generated maps.
Prerequisite: GE 513 or equivalent

To: GE 516 Introduction to Geographic Information Systems

3 s.h.

Automated methods for creating, maintaining, and analyzing spatial data are presented. Topics include 1) specialized GIS hardware and software, 2) vector vs. raster vs. object oriented spatial data structures, 3) creation and manipulation of geographic data files, 4) data base design and management concepts, 5) spatial analysis, and 6) cartographic design.
Prerequisite: GE 513 or equivalent or permission of instructor

Rationale:
The course name change brings our course into the currently accepted naming pattern. The new name reflects what has become a standardized course name and curricular content in many institutions (at the recommendation of the National Center for

and
primarily
description
indicates how

Geographic Information Analysis who developed model syllabi suggested content). Changes to the description are organizational and represent an attempt to make the description more readable. The revised course description also indicates how the course had developed since its inception.

2. The Senate APPROVED the following new course:

New Course

3 s.h.

GE 517 GIS Applications Development

to

GIS

systems to usespecification, data collection, data input, project management, and system documentation are covered.

Prerequisite: GE 516

A project based class where students learn the skills to develop and maintain a Geographic Information System. Students will construct functional systems. Designing

3. The Senate APPROVED the following program revisions:

in

Minor Program Revisions for Certification and Doctoral Programs in School Psychology (See Attachment C)

Summary and Rationale of Proposal:

Program

EP750

program.

to

submit

cover

we

Based on feedback and recommendations from our most recent NASP/NCATE reviews of the Specialist Program and Doctoral in School Psychology, we would like to submit the following program revisions.

First, even though we provided practicum experiences in the course entitled Internship I, the reviewers recommended that courses specifically entitled "Practicum" be part of the program. Therefore, we want to change the title and number of EP750 to EP749 and rename it Practicum I. In addition, we want to submit a new course, EP750 - Practicum II. The new course will cover practicum experiences in the Child Study Center. Finally, we

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listed

want to change the title of EP751 - Internship II to simply Internship. There will be no increase in course credits for Track A Doctoral students or Specialist students as can be seen below, because previously students were enrolled in EP751 for four consecutive semesters and now will enroll in it for two semesters. The description of program requirements will be changed to reflect the new course and title changes listed below:

Current Requirements	New Requirements
3 credits--EP750 - Internship I	3 credits--EP749 - Practicum I (No change in course content)
12 credits--EP751 - Internship II	6 credits--EP750 - Practicum II (new course)
	6 credits--EP751 - (no change in course content)

Track B Doctoral students, those who enter the program with a specialist certificate in School Psychology from another University, will be required to take 3 credits of EP 750 - Practicum II. This is based on the NASP recommendations for further documentation of current skill competencies for students

entering the program at the Doctoral level. Thus the core program for Track B Doctoral students will change from 36 to

39 credit hours. This change will not require any additional resources, because the Track A Doctoral students and Certification students are required to take the Practicum II course which fits within their current credit requirement. Parenthetically, we are currently involved in a faculty

search to meet other departmental needs, so resources will not be a problem.

The students who enter the Doctoral Program at the Post-Master's level and proceed through the Certification phase of the program are beginning school psychologists and therefore are required to

their
Those
as a
verify
their
for
groups
differences

take 6 hours of practicum to hone their skills and evaluate readiness prior to being placed at an internship site.

Track B Doctoral students, who already possess a certificate as a school psychologist, have been practicing professionally for several years. The practicum for these students is to verify that they have all the basic skills we expect from our certification students, as well as for the fine tuning of their clinical skills. The goals for the practicum are the same for both types of students. The entry level skills of the two groups are the only things that differ. Adjusting for these differences within a clinical setting is easy to do via different case assignments.

participate
of
from
every

Track A Doctoral students proceed through our Post-Master's Certification Program and are therefore required to participate in the full range of practicum and internship experiences mandated by NASP. The program has always met the internship credits and hours as well as the experiential requirements of NASP, but is only requesting this revision to make NASP more comfortable with the course titles (practicum is separate from every internship). Thus, these requirements are duplicated in every school psychology program which has NASP approval.

Track B
in
for

Several sections of EP 750 (Practicum II) are already being offered to accommodate our Track A Doctoral students and Certification students. Adding it as a requirement for Track B Doctoral students would only mean 4 to 5 additional students in these sections. We have hired an additional faculty member for the Fall of 1995 who will supervise practicum in addition to current faculty complement. Therefore, no new faculty are needed. We are not changing the credit requirements for our Track A Doctoral students and Certification students.

in
Doctoral

We would like to increase the residency requirement for all Doctoral students from the current requirement of 12 credits in one calendar year to 18 credits over 14 months or over two consecutive summers. Based on the NASP review of the

Program, we need to bolster our residency requirement. In reality, this will not change the demands on most students, since they have typically been attending full time for two consecutive summers for Track B Doctoral students, or a minimum of 6 credits in the fall, spring, and summer semesters for all Track A Doctoral students. This change will not require any additional resources.

In our most recent PDE review, we were asked to clarify several course descriptions to better match course syllabi. In these cases, there is no change in course content, merely a more detailed course description in the catalog. The original descriptions were thought to be too brief by the reviewer.

A. Course Description Changes:

3 s.h. 1. From: EP 604 Educational Psychology
theory An upward extension of educational psychology with a systematic review of current research and learning with emphasis on classroom application.

3 s.h. To: EP 604 Educational Psychology
theory An upward extension of educational psychology with a systematic review of current research and learning with emphasis on classroom applications including studies of the organization, administration, and operation of schools.

3 s.h. 2. From: EP 576 Behavior Problems
Explores behavior problems encountered in classroom situations and gives causes, characteristics, and some remedial techniques.

3 s.h. To: EP 576 Behavior Problems
Explores behavior problems encountered in classroom situations and gives cause, characteristics, and some preventative and remedial techniques, including those appropriate for managing students with learning and behavioral exceptionalities.

3 s.h.
function as
3 s.h.
psychologist
state
in
provision
the

3. From: EP 711 Introduction to School Psychology
Designed for those students who are preparing to
school psychologists; includes role concepts and other
responsibilities of a school psychologist.
To: EP 711 Introduction to School Psychology
The professional responsibilities of the school
are explored in relation to ethical and legal aspects,
and federal litigation and legislation, dynamics and
organization of regular and special education, issues
multicultural and exceptional child education, and
of assessment, placement, and intervention services in
public schools.

B. Course Title, Description and Credit Hour Change

12 s.h.
physically
candidates.
6 s.h.
experience
with
integrate
of
acquire
hours) of
candidates.
comprehensive

1. From: EP 751 Internship II
Clinical and field experience with mentally and
handicapped and emotionally disturbed children.
Prerequisite: for approved school psychologist
To: EP 751 Internship
The internship is a 1200-hour supervised field
designed to afford the student the opportunity to work
diverse client populations, a range of problems, and
different types of human service programs, using varied
assessment and intervention methodologies. Students
demonstrate, under supervision, their ability to
knowledge and applied skills in providing a broad range
psychological services in the schools, as well as to
new knowledge and skills. At least one half (600
the internship shall be in a school setting.
Prerequisite: for approved school psychologist
Completion of all coursework, practica, and
examinations.

C. Course Number, Title and Description Changes

3 s.h. 1. From: EP 750 Internship I
Supervised experiences in educational psychology.
Prerequisite: for approved candidates.
To: EP 749 Practicum I
3 s.h.
This course is designed to provide school psychology students with an opportunity to complete a series of structured observations and interviews in school and community settings pertinent to their understanding of the organization of these settings and the functioning of the variety of professionals working in these settings. These experiences acquaint students with diverse types of children and refine their understanding of critical issues confronting education.
Prerequisite: for approved school psychology candidates or permission of instructor.

D. New Course

3 s.h. 1. EP 750 Practicum II
Practicum II provides opportunities for students to practice, under close supervision, the application of knowledge and specific clinical skills in the resolution of individual learning and behavior problems of children and youth.
Prerequisite: for approved school psychology candidates or EP 712 and permission of instructor.

practica
numbers as
PLEASE NOTE: In this planned minor program revision, and internship will be given separate course names and follows:

for
two
EP 750 Internship I will become EP 749 Practicum I.
EP 751 Internship II (enrolled in for four semesters, currently) will become EP 750 Practicum II (enrolled in two semesters) and EP 751 Internship (enrolled in for two semesters). The current EP 750 will become EP 749

Practicum I.

NEW BUSINESS

1. Senator Crisafi yielded her time to Ms. Carol Husband and Ms. Judy Dewitt. They presented a petition signed by over two thousand people to request that April 17 be returned to the status of a holiday. The Senate Chairperson as well as the Provost informed that this is an issue for the administration and APSCUF to negotiate at meet and discuss. It was suggested that the students bring their petition to meet and discuss.

The Meeting was adjourned at 4:40 P.M.

Respectfully submitted,

Francisco Alarcón
University Senate