

MINUTES OF THE UNIVERSITY SENATE

The November 1, 1994 meeting of the University Senate was called to order by Chairperson Rafoth at 3:15 p.m. in Pratt Auditorium.

The following Senators were excused from the meeting: Alvine, Bellak, Bencloski, Bradwick, Cercone, Dugan, Ferro, C. Gates, Gilarski, Griffith, Hanrahan, Heyer, Rita Johnson, Kline, Kroah, Lamberski, Lynch, Mack, Mukasa, Nunn, Ruffner, Templeton, B. Walz, Williams and Zablotsky.

The following Senators were absent from the meeting: Ames, Bailey, Baker, Camp, M. Carranza, Carson, Cauffiel, Chiocco, Dahlheimer, Eberle, Ficco, Fontaine, R. Gates, Halapin, Hart, Hill Hudson, Hulings, Ralph Johnson, Juliette, Kilwein-Guevara, Kutchko, Long, Lytle, Marano, Monaghan, R. Mutchnick, Peterson, Reese, Sawtelle, Sechrist, Sevin, A. Smith, Start, Steele, Stiffey, Talwar, Wack, G. Walz, J. Wilson and Woolcook.

The following corrections were made to the minutes of the October 4, 1994 meeting:

A couple of changes were made on the floor to the proposal to modify the Graduate Curriculum in the Division for the Education of Exceptional Persons. Below is the proposal accepted at the October meeting. The changes made on the floor are marked by the gray background

Proposal to Modify the Graduate Curriculum
in the Division for the Education of Exceptional Persons

EXPLANATION AND JUSTIFICATION

This proposal requests permission to restructure the graduate program in recognition of state and national trends, as well the mandates of state and national accreditation bodies. The requested revision will eliminate four specific concentration areas and replace them with one advanced general course of studies. Program revisions include: (a) addition of a research seminar course; (b) deletion of four courses in order to eliminate overlap in course offerings; (c) course name changes and content revisions in order to comply with federal policies and to enhance program integrity; and (d) course number changes in order to facilitate program organization.

The proposed M.Ed. program consists of one advanced course of study that will enable the special educator to assume the role of a "master teacher" in integrated educational settings. By restructuring the program, the Division of the Education of Exceptional Persons Program is responding to two concerns cited during previous Pennsylvania Department of Education and NCATE

reviews: (a) the significant overlap among the concentration areas in the graduate program and between the graduate and undergraduate programs, and (b) the need to address the future role of the special educator as a collaborative consultant.

Justification for Requested Graduate Program Revision

The current graduate program of study leads to a Master of Education degree in Education of the Exceptional and allows students the option to select one area of concentration: (a) Mental Retardation, (b) Emotional Disturbance, and Learning Disabilities. The program also offers an M.S. degree in Exceptionality. Students in the three M.Ed. concentrations have been required to be qualified for Pennsylvania Mentally and/or Physically Handicapped certification before matriculating into the program. Candidates from other fields have been required to take additional courses to fulfill certification requirements.

The revised M.Ed. program is structured to address these concerns and to meet the educational needs of four types of graduate students: (a) those who hold Pennsylvania Mentally and/or Physically Handicapped certification; (b) those who hold another teaching certificate who wish to obtain special education certification while working toward an M.Ed. degree in Education of Exceptional Persons; (c) those who hold another teaching certificate who wish to obtain special education certification without earning the M.Ed. degree; and (d) those who do not want to qualify for a teaching certificate but who wish to work professionally with persons with disabilities in human services areas. As a result of these changes, all "postbaccalaureate" students must be admitted to the Graduate School prior to beginning their course of studies.

As a result of revisions in both the undergraduate and graduate programs, three characteristics courses have been deleted from the graduate curriculum. Characteristics courses in the field of special education refer to courses that discuss the nature and degree of specific disabilities as opposed to methods of teaching people with a specific disability. For example, a characteristics course on mental retardation discusses the types/degrees of mental retardation, the etiologies of mental retardation, typical behavior of persons with mental retardation, and the cognitive, social, emotional and physical development of individuals with mental retardation. More concisely, characteristics courses are the content course of special education. Previously, both graduate and undergraduate versions of these courses existed, creating unnecessary overlap. In the proposed curriculum, two more undergraduate courses are being designated as dual-level in addition to the two existing dual-level courses. The creation of four dual-level courses from existing undergraduate courses offers several advantages:

1. It allows for a more efficient certification process for students who hold general education teaching certificates and who seek special education certification.

2. It enables students to meet Pennsylvania comprehensive special education teacher certification requirements that qualify individuals to teach in all exceptionality areas and across all grade levels.

3. It allows students to qualify for teaching certificates in other states that adhere to categorical certification models. M.Ed. students who have been granted the Pennsylvania Mentally and/or Physically Handicapped Certificate will not be required to take the dual-level courses.

P.L. 101-476, The Individuals with Disabilities Education Act of 1990, has mandated that the term "handicapped" or "handicap" be eliminated. The program and course revisions reflect this mandate by deleting these terms and proposing course titles and descriptions that use terminology such as "disabled," "disabilities," or "exceptional." In addition to name changes reflecting federal policies, course number changes are requested that enhance program organization.

[A] Course Deletions:

1. EX 630 Organization and Administration of Programs for Exceptional Children
3sh

Rationale: The supervisory special education certification program has been discontinued due to insufficient faculty to manage the program.

2. EX 639 Psychology of the Mentally Retarded
3sh

Rationale: The content of this course is being covered in EX 417/517 Education of Persons with Mental Retardation or Developmental Disabilities, 3sh, a dual-level course designed to meet teacher certification requirements.

3. EX 641 Interpretation of Results of Psychological Tests
3sh

Rationale: This course has not been offered during the past decade.

4. EX 645:Community and Agency Planning for the Exceptional
3sh

Rationale: Pertinent topics covered in this course have been incorporated into EX 655 Professional Collaboration and Team Building, 3sh. .

[B] New Course:

1. EX 653 Research Seminar in Special Education
3sh

Provides enrollees with opportunities to focus on current research in special education. Focus of research may change each term in accordance with preferences of instructor and students. Emphasizes critical analysis of research, classroom applications of that research, and implications for future research.

Rationale: No consumer research course was previously included in the graduate curriculum. This course is intended to heighten critical understanding of research specific to the field of special education.

[C] Course Name Change:

1. From: EX 580 Selected Problems and Research
3sh
To: EX 580 Seminar in Special Education
3sh

Rationale: This course has been incorrectly listed in the previous curriculum. A change in course name will allow compliance with University Senate policy, which restricts the use of the 580 course number for seminar courses.

[D] Course Description Change:

1. From: EX 524 Language Disabilities and the Language Processes
3sh

Designed for students pursuing the concentration in learning disabilities. Skills are taught to help the student evaluate learning disabled children, with a major emphasis on language processes.

- To: EX 524 Language Disabilities and the Language Processes
3sh

Provides knowledge, understanding, and skill in evaluating children with learning and language disabilities, with a major emphasis on language processes.

Rationale: The previous course description describes the course as being appropriate only for those EX graduate students selecting a concentration in learning disabilities. In the proposed curriculum, this concentration area has been eliminated. Because the actual course content is appropriate for teachers working with students in all disability areas, the description has been changed to reflect more accurately course content.

[E] Course Number, Course Name, and Course Description Changes:

1. From: EX 623 Curriculum and Methods
3sh

Designed to provide an in-depth understanding of current curriculum levels for all exceptional students. Curriculum guides are evaluated and analyzed in relation to present and future programs. Some consideration of subject matter at elementary and secondary levels and of relationship between academic subjects and vocational skills; emphasis on clinical and diagnostic approach in curriculum design.

- To: EX 654 Advanced Instructional Design in Special Education
3sh

Emphasizes effective instructional approaches appropriate for the education of students with mild to profound disabilities. Considers educational priorities and effective teaching practices in developing and evaluating individualized, integrated interventions.

2. From: EX 631 Psychology of Exceptional Children and Youth
3sh

Designed as a basic course in the psychosocial and psychoeducational adjustment of exceptional individuals. Consideration given to general needs assessment of all exceptional persons as well as to specific needs of those with unique mental and/or physical conditions.

- To: EX 650 Exceptional Children and Youth
3sh

Surveys characteristics, definition/identification, and service delivery models for children and youth with disabilities or who are gifted/talented. Considers state and federal policies governing special education program service delivery, as well as the legal rights of individuals with disabilities.

3. From: EX 640 Diagnostic Techniques in Special Education
3sh

Diagnostic procedures and appropriate test materials are selected for use in assessment of pupils with mental, physical, emotional, and learning disabilities. Observations and demonstrations, reporting and interpreting results of diagnostic procedures are integrated with remedial or developmental recommendations in individual case studies.
Prerequisites: EX 631 and EX 639.

To: EX 652 Assessment of Persons with Disabilities
3sh

Provides students with an understanding of the diagnostic tools and techniques used to evaluate students with disabilities. Examines formal and informal assessment measures used in the diagnosis and remediation of educational problems. Emphasizes those skills expected of a special education teacher as a member of a multi/interdisciplinary team.
Prerequisite: EX 650.

Rationale: Course numbers have been changed to enhance program organization. The proposed course title and description changes will reflect course content more accurately and will comply with federal regulations and policies.

[F] Course Revisions, with Course Number, Course Name and Course Description Changes

The course numbers of the following courses have been changed to enhance program organization. It is noted, however, that the courses are not designed to be taken in any particular sequence.

1. From: EX 625 Vocational and Career Opportunities for the Handicapped
3sh

Designed to develop competencies in the areas of prevocational education of the handicapped. Reviews career and occupational alternatives for the handicapped, as well as techniques and skills required for obtaining and maintaining employment.

To: EX 651 Vocational Preparation and Transition for Youth with Disabilities
3sh

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

Rationale: The course name and content have been revised to incorporate transition and employment outcomes as they relate to program service delivery and compliance with federal law.

2. From: EX 632 Guidance and Adjustment for Parents of the

Exceptional

3sh

Home, school, and community influences are analyzed in family adjustment to the presence of an exceptional child. Family reactions are considered in behavioral differences among children with various degrees of exceptionalities. Emphasis on guidance skills and knowledge needed by teachers and other professional workers in the field of exceptionality.

To: EX 655 Professional Collaboration and Team Building for Special Educators

3sh

Focuses on strategies for collaborating with families, regular and special educators, paraprofessionals, and other service providers in the school and community.

Rationale: The course name and content have been revised to emphasize the role of collaboration not only with parents but also with other education and community professionals.

Dual-Level Courses

[G] Course Name, Course Number, and Pre-requisite Changes of an Existing Dual-Level Course

1 From: EX 457/557 Severe and Profound Retardation and Multiple Disabilities

3sh

To: EX 417/517 Education of Persons with Mental Retardation or Developmental Disabilities

3sh

Rationale: This course was previously offered as a dual-level course that was limited to the study of severe/profound characteristics and methodology. This course will retain a characteristics orientation, but will be more comprehensive in scope by including issues relevant to the education of all persons with mental retardation, including those with mild and moderate retardation and other developmental disabilities. As a result of this revision, course content is similar to that of an existing graduate course: EX 639 Psychology of Mental Retardation. Consequently, EX 639 will be deleted from the graduate curriculum. Prerequisites: Certification or EX 650 or EX 111 or EX 300.

The name change will reflect more accurately course content. The number change will enhance program organization.

[H] Course Name, Course Number, Course Description, and Pre-requisite Changes of Two Existing Dual-Level Courses

The title and description for the following two courses have been changed to reflect more accurately course content and to comply with federal regulations and policies governing references to individuals with disabilities. The course numbers have been changed to enhance program organization. New prerequisites for both courses: Certification or EX 650 or EX 111 or EX 300.

1. From: EX 464/564 Preschool Education of the Handicapped
3sh

Development of intervention strategies, assessment of prescriptive planning, and curricular problems of the preschool-aged handicapped child from infancy to five years of age. Prepares needed teachers for preschool programs for the handicapped. Satisfies state and federal priorities where the emphasis is being placed on the education of preschool handicapped.

- To: EX 415/515 Preschool Education for Children with Disabilities

3sh

Provides information on assessment, intervention strategies, curriculum, and prescriptive planning for preschool children with disabilities. Serves as a course for departmental majors who are specifically interested in early childhood education, as an elective for other interested students in related fields, and as a priority course for Early Childhood Education majors. Pre-requisites: Certification or EX 650 or EX 111 or EX 300.

2. From: EX 430/530 Physical Disabilities and Psychological Handicaps
3sh

Provides for in-depth study of the most prevalent physical disabilities, indicates coping mechanisms used by some of the afflicted, and shows how the physically disabled who do not develop coping strategies become psychologically handicapped. Adaptation of teaching materials, equipment, and facilities is discussed. Rationale for placements in the various educational environments is included.

- To: EX 418/518 Education of Persons with Physical or Multiple Disabilities

3sh

Focuses on major theoretical positions regarding etiology of a wide and diverse range of

physical/multiple disabilities, the definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.
Pre-requisites: Certification or EX 650 or EX 111 or EX 300.

[I] Revision of Two Existing Graduate Courses to Dual-Level, including Course Name, Course Number, and Pre-Requisite Changes:

1. From: EX 665 Education of Children with Social and Emotional Maladjustments
3sh

The content of this course will be covered in a dual-level course

To: EX 416/516 Education of Persons with Emotional or Behavioral Disorders
3sh

Focuses on major theoretical positions regarding etiology of emotional and behavioral disorders, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

Prerequisites for this course include: Special education certification; or EX 650 Exceptional Children and Youth, or its equivalent, i.e., EX 111 or EX 300.

Designed to meet teacher certification requirements.

2. From: EX 666:Education of Children with Learning Disabilities
3sh

The content of this course will be covered in a dual-level course

To: EX 419/519 Education of Persons with Brain Injuries or Learning Disabilities
3sh

Focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services.

Prerequisites for this course include: Special education certification; or EX 650 Exceptional Children and Youth, or its equivalent, i.e., EX 111 or EX 300.

Designed to meet teacher certification requirements.

[J] Revision of Existing Undergraduate Courses to Dual-Level, including Name Change, Number Change, and Pre-Requisite Change

a. EX 341 The Socially and Emotionally Maladjusted to EX 416/516 Education of Persons with Emotional or Behavioral Disorders 3sh
Prerequisites: Certification or EX 650 or EX 111 or EX 300.

b. EX 454 Teaching Brain Injured and Learning Disabled to EX 419/519 Education of Person with Brain Injuries or Learning Disabilities

3sh

Prerequisites: Certification or EX 650 or EX 111 or EX 300.

Rationale for [I] and [J]: By creating two dual-level courses from EXISTING UNDERGRADUATE COURSES, it is possible to delete two graduate courses: (a) EX 665 Education of Children with Social and Emotional Maladjustments and (b) EX 666 Education of Children with Learning Disabilities. Currently, these courses are offered at both the undergraduate and graduate levels. These courses are required for special education certification at the undergraduate level. Although the graduate courses were originally designed to be advanced, in-depth versions of the undergraduate courses, students from other departments who enrolled in the courses did not possess the same knowledge base as certified special education teachers who also enrolled in the courses. Therefore, in the proposed curriculum, students who are already certified will not be required to take these characteristics courses, as they have already met the requirement at the undergraduate level. These courses will be required for all certification-seeking students enrolled in the graduate program. The inclusion of these dual-level courses will enable students to move more efficiently through the certification process. In addition, these courses will be open to undergraduate and graduate students from other departments who wish to acquire knowledge and understanding of children and youth with these disabilities.

Course names have been changed to comply with federal regulations and policies regarding references to individuals with disabilities. Course numbers have been changed to enhance program organization.

MASTER OF EDUCATION DEGREE
EDUCATION OF EXCEPTIONAL CHILDREN

Old Program

Professional Development Area:

9sh

Humanistic Studies

3sh

Behavioral Studies

3sh

Research (GR 615)

3sh

Specialization/Subject Area:

15sh

I. M.Ed. Learning Disabilities

EX666 Educ Children with LD

3sh

EX640 Diagnostic Techniques

3sh

EX524 Lang Dis & Lang Process

3sh

ED601 Diag & Remed Read Disab

3sh

EX685 Practicum

3sh

OR

II.M.Ed.Emotional Disturbance

EX665 Soc & Emot Maladjust

3sh

EX640 Diagnostic Techniques

3sh

PC534 Abnormal Psychology

3sh

EP576 Behavior Problems

3sh

EX685 Practicum

3sh

OR

III.M.Ed. Mental Retardation

EX639 Psych of Mental Retarded

3sh

EX640 Diagnostic Techniques

3sh

EX632 Guid & Adjust Parents

3sh

EX623 Curriculum & Methods

3sh

Major Courses

12sh

EX524 Lang Dis & Lang Process
3sh
EX530 Phys Disab & PsychHandi
3sh
EX557 Sev-Prof MR & Mult Disab
3sh
EX564 Presch Educ Handic
3sh
EX580 Select Topics & Research
3sh
EX581 Special Topics
3sh
EX623 Curriculum & Methods
3sh
EX625 Voc & Career Opp
3sh
EX630 Organiz & Admin Except
3sh
EX632 Guid & Adjust Parents
3sh
EX639 Psych of Mental Retarded
3sh
EX640 Diagnostic Techniques
3sh
EX641 Interp Test Results
3sh
EX645 Commun & Agency Planning
3sh
EX665 Soc & Emot Maladjust
3sh
EX666 Educ Children with LD
3sh
EX850 Thesis
3sh
TOTAL REQUIRED:
sh

33-36

New Program

M.Ed. Students with Special
Education Certification AND

M.Ed. Students not seeking
Special Education Certification:

Professional Development Area
9sh
Humanistic Studies1
3sh

Behavioral Studies2
3sh
Research (GR 615)
3sh

Specialization Core:

18sh
EX651 Voc Prep and Transit
3sh
EX652 Assessment
3sh
EX654 Adv Instruct Design
3sh
EX655 Pro Collab/Team Bldg
3sh
EP576 Behavior Problems
3sh
EX685 Practicum & Internship
3sh

A.

6sh
EX850 Thesis
3sh
Elective
3sh

or

B.

9sh
EX653 Research Seminar
3sh
Elective
3sh
Elective
3sh

TOTAL REQUIRED:

36sh
1FE 611,612,613,or 514.
2EP 604,573,578,CE 629, or CE 639.

33-

For M.Ed. Students seeking
Special Education Certification:

Professional Development Area
9sh
Humanistic Studies
3sh
Behavioral Studies
3sh
Research (GR 615)
3sh

Specialization Core:

18sh

EX651 Voc Prep and Transit

3sh

EX652 Assessment

3sh

EX654 Adv Instruct Design

3sh

EX655 Pro Collab/Team Bldg

3sh

EP576 Behavior Problems

3sh

EX685 Practicum & Internship3

3sh

IV M.S. Exceptionality

EX524 Lang Dis & Lang Process
3sh
EX530 Phys Disab & Psych Handic
3sh
EX557 Sev-Prof MR & Mult Disab
3sh
EX564 Presch Educ Handic
3sh
EX580 Select Topics & Research
3sh
EX581 Special Topics
3sh
EX623 Curriculum & Methods
3sh
EX625 Voc & Career Opp
3sh
EX630 Organiz & Admin Except
3sh
EX632 Guid & Adjust Parents
3sh
EX639 Psych of Mental Retarded
3sh
EX640 Diagnostic Techniques
3sh
EX641 Interp Test Results
3sh
EX645 Commun & Agency Planning
3sh
EX665 Soc & Emot Maladjust
3sh
EX666 Educ Children with LD
3sh
EX685 Practicum (required)
6sh
EX850 Thesis
3sh

TOTAL REQUIRED:
36sh

A

6sh
EX850 Thesis or
EX653 Research Seminar
3sh
EX685 Practicum and
Internship3
3sh

and

B.

15sh
EX650 Excpt Chldrn/Youth
3sh
EX516 Emot/Beh Disorders
3sh
EX517 MR/Dev Disab
3sh
EX518 Phys/Mult Disab
3sh
EX519 Brain Inj/LD
3sh

TOTAL REQUIRED:

48sh

For graduate students seeking
Certification only

Required Courses

30sh

EX652 Assessment
3sh
EX654 Advanced Instruct Design
3sh
EP576 Behavior Problems
3sh
EX685 Practicum & Internship3
3sh
EX685 Practicum & Internship3
3sh
EX650 Excpt Chldrn/Youth
3sh
EX516 Emot/Beh Disorders
3sh
EX517 MR/Dev Disab
3sh
EX518 Phys/Mult Disab
3sh
EX519 Brain Inj/LD
3sh

TOTAL REQUIRED:
30sh

3The first 3 sh. of EX 685 focuses on mild-moderate disabilities, while the second 3 sh. focuses on severe-profound disabilities.

The minutes of the October 4, 1994 meeting of the Senate were then ACCEPTED.

The following changes were made to the agenda:

The order of items 1 and 2 for senate action presented by the Rules Committee was interchanged.

The agenda was then ACCEPTED.

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

Provost Staszkievicz's gave no report.

Vice Chairperson Taiani's report was not received in time for inclusion in the minutes.

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

OLD BUSINESS (carryover from October 4, 1994 meeting)

There was no old business.

STANDING COMMITTEE REPORTS

RULES COMMITTEE - CHAIRPERSON STINEMAN

1. Informed that:

- a) The next meeting will be Tuesday Nov. 8 at 3:30 PM in 2A Uhler Hall.
- b) Lorraine Wilson will replace Senator Dickenson as the representative from the Music Department.
- c) Student Congress has suspended 13 student senators for not attending the meetings. Student Congress will inform the Rules Committee of the names and possible changes.

2. The Senate APPROVED the following change in the Bylaws to Article V Section K:

K. The Consultative Committees

Consultative Committees shall be formed at the request of the Senate itself, the President of the University, or the Council of Trustees. Such committees shall serve in an advisory capacity to these officials or the Senate itself concerning the selection and qualification of candidates for certain administrative positions and other matters. Reports of such consultative committees shall be made to the Senate, the President, and the Council of Trustees in the regular manner. Members of these committees shall be selected from a list of student, faculty, staff, alumni, and administrative nominees,

in the ratio of two nominees for each member, prepared by the Rules Committee. The Rules Committee shall prepare a list of nominees that is twice the number of committee seats.

3. Election of Beautification Committee was conducted. The original ballot consisted of

Kathleen Mack	Alumni
Olive Holt	Faculty
Ed Ruffner	Staff
Nick Verna	Students

Nominations from the floor were accepted and the final ballot consisted of

Kathleen Mack	Alumni
Bettsy Joseph	Admin./Management
Sam Barker	
Steve Ender	
Olive Holt	Faculty
Steve Sanderson	
Lorraine Wilson	
Ed Ruffner	Staff
Nick Verna	Students
Jeff Goldstein	
Joe Elias	

Members of the Rules Committee collected the ballots and informed that the results of the election would be announced at the next meeting of the Senate.

RESEARCH COMMITTEE - CHAIRPERSON NEUSIUS

1. Informed that the committee awarded two Senate Grants.
 - a) Dr. Carl Rahkonen was awarded \$981 for "The Estonian Kannel in Baltimore."
 - b) Dr. James M. Cahalan was awarded \$1500 for "Female and Male Perspectives on Growing up Irish in Edna O'Brien's The Country Girls Trilogy and John McGahern's The Dark."

STUDENT AFFAIRS COMMITTEE - CHAIRPERSON BARKER

1. Answered questions on the Report on Study of Academic Climate in the Residence Halls presented for Senate information.
2. Informed that the next meeting of the Student Affairs Committee will be Tue. Nov. 29.

UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE - CHAIRPERSON RADAKOVIC

1. Informed that the next meeting of the University Development and Finance Committee will be Tue. Nov. 8 at 3:15 P.M. in the

Blue Room of Breezedale.

ACADEMIC COMMITTEE - VICE CHAIRPERSON FRAJERMAN

1. Informed that the next meeting of the Academic Committee will be a meeting of the whole committee and take place next week.

AWARDS COMMITTEE - CHAIRPERSON WHEAT

1. Informed that the next meeting of the Awards Committee will be in February 1995.
2. Informed that the letters requesting nominations for the Distinguished Faculty Awards will be mailed next week.

CURRICULUM COMMITTEE - CO CHAIRPERSONS MILL AND KUZNESKI

1. The Senate APPROVED the following Course Number, Title and Description Change

From:	GE 416	Computer Assisted Cartography	3c-
01-3sh			
To:	GE 316	Introduction to Geographic Information Systems	3c-
01-3sh			

Prerequisites: GE 313, or equivalent, or permission of instructor.

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.

2. The Senate APPROVED the following Course Title and Description Change

From:	GE 254	Geography of the U.S.S.R.	3c-
01-3sh			
To:	GE 254	Geography of Russia and the Soviet Sphere	3c-
01-3sh			

Prerequisites: none.

Examines the Russian Republic and the former Soviet empire including the new nations emerging from the U.S.S.R. and former satellite nations. Settlement patterns, economics, cultures, and physical environments are studied. Contemporary topical emphasis is placed on efforts at transformation from communist to market economics and the geo-political status of the new nations.

3. The Senate APPROVED the following New Course

CS 385 Ready-to-Wear Analysis
31-3sh

1c-

Prerequisites: CS 112, CS 350

An examination and evaluation of the quality of ready-to-wear apparel through construction, style, fit, marketability and price.

4. The Senate APPROVED the following New Course

CS 252 Aesthetics of Fashion 3c-01-3sh

Prerequisite: Sophomore Standing

The study of contemporary apparel design and the relationship of design elements and principles to personal characteristics and social/professional orientation.

GRADUATE COMMITTEE - CHAIRPERSON NASTASE

No report.

LIBRARY AND EDUCATIONAL SERVICES COMMITTEE - CO CHAIRPERSONS MICCO AND SONI

No report.

NON-CREDIT COMMITTEE - CHAIRPERSON NOWELL

1. Informed that the committee elected Richard Nowell as Chair and Mario Carranza as Vice Chair.
2. Informed that the next meeting of the Non-Credit Committee will be Nov. 8 at 3:15 P.M. in the conference room of Continuing Education.

NEW BUSINESS

There was no new business.

The Meeting was adjourned at 4:25 P.M.

Respectfully submitted,

Francisco Alarcón
University Senate