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LSC Use Only
Number: _____
Action: _____
Date: _____

UWUCC Use Only
Number: 93-58
Action: _____
Date: App - 11/15/94
Senate App - 2/7/95

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: Spanish for Elementary Teaching
Suggested 20 Character Course Title: Span for Elem Tchg
Department: Spanish & Classical Languages
Contact Person: Dr. Eileen W. Glisan

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u><i>Sally W. Thornton</i></u> Department Curriculum Committee	<u><i>A. S. Brown</i></u> Department Chairperson
<u><i>[Signature]</i></u> College Curriculum Committee	<u><i>[Signature]</i> 8/4/95</u> College Dean *
_____ Director of Liberal Studies (where applicable)	<u><i>[Signature]</i></u> Provost (where applicable) <i>Dean, Professional Studies Chair</i>

(Hums. & Soc. Sci.)
[Signature]
No New Rep. up
[Signature]

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____	Semester to be implemented: _____ Spring 1994	Date to be published in Catalog: _____ 1994-95
to UWUCC: _____		

Part II. Description of the Curriculum Change

1. 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. (Students normally take this course during the sophomore year.)

(This course is no longer a prerequisite for SP 390.)

2. Summary of Proposed Revisions

This course is being changed from an intensive five-week summer immersion experience (6 credits) to a three-credit course offered during the regular academic year. Although the course objectives and content remain intact for the most part, more emphasis is placed on acquisition of vocabulary dealing with the content areas of the elementary school curriculum.

3. Old Course Syllabus

I. CATALOG DESCRIPTION

SP 290 INTENSIVE SPANISH FOR ELEMENTARY TEACHING 6c-01-6sh

Prerequisite: SP 251/252 or new SP 201 or equivalent oral proficiency rating. Permission of Coordinator of Foreign Languages and International Studies for Elementary Teaching Program. For students enrolled in the FLISET program only.

The student will develop language skills by means of an intensive five-week summer immersion experience. Strong emphasis is placed on strengthening oral language skills and reading. In addition to classroom instruction, the student will benefit from a full immersion atmosphere including extensive opportunities for using Spanish in informal settings and conversing with native Spanish speakers. The language is presented by means of functional language tasks and vocabulary which reflects the content areas of the elementary curriculum. (Student must take this course during the summer following the sophomore year.)

II. COURSE OBJECTIVES

1. Listening: The student will be able to:
 - a. understand recombined sentence-length utterances.
 - b. understand spontaneous face-to-face conversations referring to personal background and needs, social conventions, and routine tasks.
 - c. distinguish present from past time.
 - d. utilize context and cognates to deduce meaning.

2. Speaking: The student will be able to:
 - a. ask and answer simple questions.
 - b. conduct short face-to-face routine conversations such as introducing self, ordering a meal, asking questions, making purchases.
 - c. talk about events that happened in the past or used to happen.
 - d. give simple commands or advice.
 - e. give autobiographical information: name, age,

place of origin, address, telephone number, simple personal information.

- f. describe family, acquaintances, things.
- g. describe daily routine, leisure-time activities, likes/dislikes, future plans and activities.

3. Reading: The student will be able to:

- a. understand main ideas and facts from simple texts dealing with personal and social needs, such as announcements and instructions.
- b. utilize context, personal interest and knowledge to understand texts.
- c. distinguish between present and past time expressed in texts.
- d. interpret language in areas of practical need: fixed phrases on forms, signs, maps, schedules, menus.
- e. skim brief texts for main ideas.
- f. scan brief texts for specific pieces of information.

4. Writing: The student will be able to:

- a. supply information on forms.
- b. list memorized material, such as names, numerals, dates, times, etc.
- c. describe in written form autobiographical information: family, daily routine, work, school schedule, etc.
- d. write lists of questions to be used in interviews.
- e. write short messages, postcards, notes, telephone messages.
- f. write sentences and short paragraphs on familiar topics.

5. Culture: The student will be able to:

- a. demonstrate knowledge of geography of Hispanic world: countries, nationalities, key facts.
- b. use short phrases of courtesy (gracias, de nada, por favor) and titles of respect (señor, señora, señorita).
- c. use conventional phrases when being introduced (mucho gusto, encantado, igual, etc.) and proper greetings at different times of day (buenos días, buenas tardes, buenas noches, etc.).
- d. give street address, phone numbers, times of day, and dates in the culturally-established forms.
- e. ask simple directions (¿Dónde está/queda...?)
- f. demonstrate an understanding of Hispanic eating patterns and main dishes (paella, salchichas,

cordero, arroz con pollo, tortillas, etc.).

6. Elementary School Language:

The student will utilize and demonstrate an understanding of the elementary school-level language which is presented in classroom activities.

III. COURSE OUTLINE

<u>Day</u>	<u>Functions Practiced</u>	<u>Grammar Subsumed</u>
Week 1		
#1 a.m.	Classroom Commands Names of Classmates Describing People (Pt. I) Colors Clothing	Sentence Negation <u>Ser</u> + Personal Pronouns
LUNCH: NATIVE SPEAKERS: Describe things/people in cafeteria		
p.m.	Numbers Parts of the Body Greeting & Leavetaking Talking with Others	Addressing Others Formal & Informal You
4:00 p.m.: NATIVE SPEAKERS: Excursion around campus to describe people		
#2 a.m.	Things in the Classroom Describing People (Pt. II)	Gender & In- definite Arts. Specifying: Definite Arts. Describing: Gender Agree- ment Plural Forms
LUNCH: NATIVE SPEAKERS: Describe people in class		
p.m.	Family & Family Members Expressing Possession Telling Time (Part I)	Possession: <u>tener; de, del,</u> <u>de la, de los,</u> <u>de las;</u> poss. adjs. Time Expressions
4:00 p.m.: NATIVE SPEAKERS: Discuss family members, Hispanic family		

#3	Numbers to 100	Origin &
a.m.	Expressing Age	Nationality:
	Describing the Weather	<u>Ser (de)</u>
	Origin & Nationality	Age: <u>tener</u>

LUNCH: NATIVE SPEAKERS: Count items in cafeteria, discuss the weather

p.m.	Your Classes	Ordinal Numbers
	The Location of People,	Location of
	Places, Things	People &
	The Numbers to 1,000,000	Objects:
		<u>estar</u>

4:00 p.m.: NATIVE SPEAKERS: Discuss class schedule/classes in Hispanic countries

#4	Addresses & Telephone Nos.	Spanish Alphabet
a.m.	Dates & Birthdays	Dates: Def. Art.
	Prices	+ <u>de</u>
		Prices: <u>costar</u>

LUNCH: NATIVE SPEAKERS: Discuss food prices

p.m. Readings

Week 2

#5	Your Favorite Activities	<u>Gustar</u> + Inf.
a.m.	and Sports	<u>Preferir/Querer</u>
	Your Preferences & Wishes	+ Inf.
	Your Future Plans (Pt. I)	<u>Ir</u> + <u>a</u> + Inf.

LUNCH: NATIVE SPEAKERS: Discuss leisure time activities

p.m.	Describing Plans in Progress	Pres. Progressive
	Readings	
	Quiz	

4:00 p.m.: NATIVE SPEAKERS: Discuss leisure and sports in Hispanic world

#6	Your Daily Activities	Present Tense
a.m.	Specifying When & How Often	Irregular Verbs
	You Do Something	Verbs with Stem-
	Talking About the Places	vowel changes
	You Go	Reflexive Prons.
		<u>Ir, a la, al</u> +
		Location

LUNCH: NATIVE SPEAKERS: Discuss daily activities

- p.m. Readings
More About Family &
Relatives
- 4:00 p.m.: Walk through town to identify places
- #7 Describing States (Physical States: estar,
a.m. & Mental) tener
The Order of Events Infs. After
Classroom Activities Prepositons
Refl. Pron. With
Infs. & Present
Participles
Ind. Obj. Pron.
With Verbs of
Reporting
- LUNCH: NATIVE SPEAKERS: Describe physical & mental states of
people in cafeteria
- p.m. Telling Time (Part III) Saber & Poder +
Your Talents & Abilities Infinitive
Begin Readings Time Expressions
- 4:00 p.m.: NATIVE SPEAKERS: View movie & discuss
- #8 Readings cont'd.
a.m. Talking about Careers, Jobs, Professions &
Professions Occupations:
Ser + Noun
- LUNCH: NATIVE SPEAKERS: Discuss careers/jobs in Hispanic world
- p.m. Your Future Plans (Part II) Pensar, Ir a,
Your Obligations & Duties Quisiera, Me
Gustaria, Tener
Ganas de + Inf.
Tener que, Deber,
Necesitar, Es
necesario, Hay
que + Inf.
- 4:00 p.m.: NATIVE SPEAKERS: Help with Geography homework,
Nature walk

Week 3

- #9 Work Activities Demonstratives
a.m. The Weather, Climate, Weather Ex-
Seasons pressions

LUNCH: NATIVE SPEAKERS: Point out things in cafeteria, talk about seasons in different parts of U.S. and Hispanic world

p.m. Holidays & Celebrations
Readings

4:00 p.m.: NATIVE SPEAKERS: Geography Books: Discuss climates on maps, help with homework

#10	Your Place of Residence:	Comparisons
a.m.	The House, Rooms, Furniture	Pronouns After
	Activities that Take Place	Prepositions
	At Home	<u>Por & Para</u> (Pt.I)

LUNCH: NATIVE SPEAKERS: Discuss major Hispanic holidays

p.m. Home Activities cont'd.
Places in a Neighborhood

4:00 p.m.: NATIVE SPEAKERS: Use TPR kits to discuss places in neighborhood, discuss Hispanic neighborhood

#11	Meeting Others: Making	<u>Conocer</u> & <u>Saber</u>
a.m.	Introductions	Dir. Obj. Prons.

LUNCH: NATIVE SPEAKERS: Introduce each other

p.m. Readings cont'd.
Review

4:00 p.m.: NATIVE SPEAKERS: Geography help, review for test, computer work

#12
a.m. Review

LUNCH: NATIVE SPEAKERS: Discuss the home and neighborhood

p.m. MIDTERM EXAM

4:00 p.m.: NATIVE SPEAKERS: Scrabble

#13	Talking About Your Own	Preterite Tense
a.m.	Experiences	
	The Experiences of Other People	

LUNCH: NATIVE SPEAKERS: Narrate today's activities in past, talk about what friends did yesterday and this morning (1st & 3rd persons)

LUNCH: NATIVE SPEAKERS: Review vocabulary for food & narrate events in past

p.m. Readings
Review of Foods

4:00 p.m.: NATIVE SPEAKERS: Go on a shopping trip to buy groceries for preparing lunch for Friday

#18	Talking About Geography & Geographical Features	Pres. Perfect (recognition)
a.m.	Modes of Transportation (Part I)	Exclamations with <u>Que</u> , <u>Cuanto/a</u>

LUNCH: NATIVE SPEAKERS: Help students prepare lunch, using Spanish to give them directions for preparing arroz con pollo, frijoles, pan dulce, refrescos.

p.m. Composition
Modes of Transportation (cont'd.)

Week 5

#19	Modes of Transportation (Pts. I & II)	<u>Por</u> & <u>Para</u> (II) Adverbs
a.m.		

LUNCH: NATIVE SPEAKERS: Name food & drinks, discuss regional foods

p.m.	Your Experiences on Trips	Ind. Obj. Verbs <u>Hace</u> + Time
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4:00 p.m.: NATIVE SPEAKERS: Computer work/Homework help

#20	Making Travel Plans	"Let's"
a.m.	Finding Places, Following Directions, Reading Maps	Formal Commands

LUNCH: NATIVE SPEAKERS: Have students find directions on campus maps

p.m.	Traveling in Hispanic Countries	Pres. Subjunctive
	Reading Travel Ads	With <u>Querer</u> & <u>Cuando</u>

4:00 p.m.: NATIVE SPEAKERS: Trip to travel agency/Homework help

#21
a.m. Quiz (Pt. I.)
Parts of the Body
Talking About Health &
Illnesses & Treatment

Expressing
Existence: Haber
Expressing
Changes in
States: hacerse,
ponerse,
volverse

LUNCH: NATIVE SPEAKERS: Illnesses, visits to the doctor,
how to describe height/weight

p.m. Quiz (Pt. II)
Health cont'd.
Visits to the Doctor,
Pharmacy, Hospital
Begin: Accidents &
Emergencies

Ind. Obj. Prons.
With Commands &
Pres. Subj.
Using Verbs of
Reporting With
Ind. Obj. Prons.

4:00 p.m.: NATIVE SPEAKERS: Visit to Pharmacy

#22
a.m. Continue: Accidents & Emergencies
Readings

LUNCH: NATIVE SPEAKERS: The emergency room, medicine, the
pharmacy (el farmacéutico)

p.m. Review for final exam

4:00 p.m.: NATIVE SPEAKERS: Help with narration/description in
past

#23
a.m. Review for final exam

LUNCH: NATIVE SPEAKERS: Review/general discussion

p.m. FINAL EXAM

INDIVIDUAL ORAL PROFICIENCY INTERVIEWS:
TO BE HELD ALL WEEK

IV. EVALUATION METHODS

The final grade for the course will be determined as
follows:

30% Class participation
20% Written final

15% Oral final
 20% 4 quizzes
 15% Homework

V. REQUIRED TEXTBOOKS:

Valette, J.-P., R.M. Valette, and T. Carrera-Hanley.
Situaciones: Intermediate Spanish. Lexington: D.C. Heath
 and Company, 1988.

Workbook to accompany Situaciones.

VI. There are no special resource requirements.

VII. BIBLIOGRAPHY

Dulay, H.C., M.K. Burt and S.D. Krashen. Language Two.
 Oxford University Press, 1982.

Genesee, Fred. "Second Language Learning Through Immersion:
 A Review of U.S. Programs." Review of Educational Research.
 Vol. 55, no. 4, 1985.

Krashen, Stephen D. Principles and Practice in Second
 Language Acquisition. New York: Pergamon Press, 1982.

Met, Myriam. "Twenty Questions: The Most Commonly Asked
 Questions about Starting an Immersion Program." Foreign
 Language Annals 20; 4 (1987): 311-15.

Omaggio, Alice C. Teaching Language in Context:
 Proficiency-Oriented Instruction. Boston: Heinle & Heinle
 Publishers, Inc., 1986.

Terrell, T. et al. Dos mundos: A Communicative Approach.
 New York: Random House, 1986.

Terrell, T. "A Natural Approach to Second Language
 Acquisition and Learning." Modern Language Journal 61; 2
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Winitz, Harris, ed. The Comprehension Approach to Foreign
 Language Instruction. Rowley, MA: Newbury House, 1981.

3. New Course Syllabus

I. 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. (Students normally take this course during the sophomore year.)

II. COURSE OBJECTIVES

At the end of this course, the student will be able to:

1. demonstrate understanding of familiar conversations and authentic taped material such as commercials, announcements, and talk shows;
2. communicate in face-to-face conversations in Spanish dealing with classroom situations;
3. ask and answer questions about one's own world;
4. describe and narrate in present, past, and future;
5. demonstrate survival skills: give autobiographical information, obtain lodging, ask for directions, use the telephone, order a meal, etc.
6. demonstrate understanding of main ideas of authentic written material such as announcements, schedules, maps, forms, newspaper and magazine articles;
7. write paragraphs and compositions dealing with self, familiar, topics, correspondence;
8. demonstrate understanding of basic facets of Hispanic living patterns--family life, etc.
9. use the language appropriate for dealing with elementary school-age children;
10. demonstrate understanding of and use the basic vocabulary related to the content areas of the elementary

school curriculum (math, science, health, geography, social science, art, physical education).

III. COURSE OUTLINE

Weeks 1 & 2:

Linguistic functions: greetings; introductions; discussing academic life

Hispanic culture: forms of addressing others; transcripts and report cards; school/university system

Elementary school content: classroom routine; classroom commands; language arts class

Weeks 3, 4, & 5:

Linguistic functions: describing self and others; talking about family and family life

Hispanic culture: the Hispanic family; the 15th birthday celebration

Elementary school content: geography class; making arts and crafts; anatomy and health

Weeks 6, 7, & 8:

Linguistic functions: discussing work and leisure time; expressing likes and dislikes and reactions

Hispanic culture: the work force and professions; leisure time activities

Elementary school content: a trip to the zoo and botanical gardens; parent-teacher conferences; recess time

Weeks 9, 10, & 11:

Linguistic functions: narrating and describing in the past; talking about childhood and adolescence

Hispanic culture: celebrations and events; childhood and adolescence

Elementary school content: writing and spelling lessons; history class; math class

Weeks 12, 13, & 14:

Linguistic functions: talking about travel plans; asking for directions and information; obtaining lodging

Hispanic culture: modes of transportation; lodging accommodations; traveling by plane, train, bus, taxi

Elementary school content: science class; kindergarten; geometry class

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 25% 3 exams
- 15% unannounced quizzes
- 20% class participation

- 20% oral and written final exams
(oral final = individual appointments with instructor
outside of class)
- 20% homework/lab/writing assignments

Each instructor will determine grade range for letter grades and include it in the syllabus.

V. REQUIRED TEXTBOOKS:

Jarvis, A. and R. Lebreo. Spanish for Teachers (3rd. ed.).
Lexington, MA: D.C. Heath & Co., 1992.

Glisan, E. and J. Shrum. Enlaces. Boston, MA: Heinle & Heinle Publishers, Inc., 1991.

VI. There are no special resource requirements.

VII. BIBLIOGRAPHY

Allen, R. V. Language Experience in Reading. Chicago:
Encyclopaedia Britannica Press, 1970.

Asher, J. J. Learning Another Language Through Actions: The Complete Teachers' Guidebook. Los Gatos, CA: Sky Oaks Publications, 1986.

Crawford-Lange, L. M., and D. L. Lange. "Doing the Unthinkable in the Second-Language Classroom: A Process for the Integration of Language and Culture." Ed. T. V. Higgs. Teaching for Proficiency, the Organizing Principle. Lincolnwood, IL: National Textbook Company, 1984: 139-177.

Curtain, H. A. "Methods in Elementary School Foreign Language Teaching." Foreign Language Annals 24 (1991): 323-329.

Curtain, H. A. and C. A. Pesola. Languages and Children-- Making the Match. Reading, MA: Addison-Wesley, 1988.

Glisan, E. W., and T. F. Fall. "Adapting an Immersion Approach to Secondary and Postsecondary Language Teaching: The Methodological Connection." Ed. J. K. Phillips. Building Bridges and Making Connections. Northeast Conference on the Teaching of Foreign Languages, 1991: 1-29.

Heimlich, J. E., and S. D. Pittelman. Semantic Mapping: Classroom Applications. Newark, DE: International Reading Association, 1986.

- Johnson, D. and R. Johnson. Learning Together and Alone: Cooperation, Competition, and Individualization. Englewood Cliffs, NJ: Prentice Hall, 1987.
- Lambert, W. E., and G. R. Tucker. Bilingual Education of Children: The St. Lambert Experiment. Rowley, MA: Newbury House, 1972.
- Lipton, G. C. Practical Handbook to Elementary Foreign Language Programs. Lincolnwood, IL: National Textbook Company, 1992.
- Lorenz, E. B., and M. Met. Planning for Instruction in the Immersion Classroom. Montgomery County Public Schools, MD, 1989.
- Met, M. "Learning Language Through Content: Learning Content Through Language." Foreign Language Annals 24 (1991): 281-295. Milwaukee Public Schools Outcome-Based Education, Grades One and Four, for Mathematics, Science, and Social Studies. Milwaukee Public Schools, 1987.
- Pesola, C. A. "Culture in the Elementary School Foreign Language Classroom." Foreign Language Annals 24 (1991): 331-346.
- Pesola, C. A. and H. A. Curtain. "Elementary School Foreign Languages: Obstacles and Opportunities." Ed. H. S. Lepke. Shaping the Future: Challenges and Opportunities. Northeast Conference on the Teaching of Foreign Languages, 1989: 41-59.
- Rhodes, N., H. A. Curtain, and M. Haas. "Child Development and Academic Skills in the Elementary School Foreign Language Classroom." Ed. S. Magnan. Shifting the Instructional Focus to the Learner. Northeast Conference on the Teaching of Foreign Languages, 1990: 57-92.
- Rosenbusch, M. H. "Is Knowledge of Cultural Diversity Enough? Global Education in the Elementary School Foreign Language Program." Foreign Language Annals 25 (1992): 129-136.
- Swaffar, J., K. M. Arens, and H. Byrnes. Reading for Meaning: An Integrated Approach to Language Learning. Englewood Cliffs, NJ: Prentice Hall, 1991.

4. Justification/rationale for the revision

This course is being changed from a six-credit summer intensive study experience to a three-credit course for the following reasons:

a. FLISET majors are required to complete a six-week internship in the summer following their junior year. It is often difficult for students to take courses during two summers because of the financial burden and the need to have summer employment.

b. It is not cost effective for our department to provide six credits of instruction for a group of 10-15 students.

c. The five-week summer immersion experience was feasible with the initial grant support that funded FLISET. We were able to pay for the services of Hispanic students who provided additional conversational practice for our FLISET group. Without grant support, we do not have the means to provide this type of support in the summer.

Students do receive a total immersion experience for six weeks in Mexico. With that experience abroad together with the three-credit version of SP 290, the objectives of the FLISET program are still being met.

5. No Liberal Studies course approval form and checklist required.

Part III. Letters of Support from the Department of Spanish and Classical Languages and the Department of Professional Studies are attached.

Part IV. Additional Questions

1. How will this change affect students currently enrolled in the program? Since we are not able to offer the SP290 as a summer experience, all students will take it as a three-credit course offered during the academic year.

2. How will this change affect faculty teaching loads? This change will save our department a three-credit course.

3. Are other resources adequate? Yes, no impact in this area.

4. Do you expect an increase in the number of students enrolled in the program as a result of this change? No, no impact in this area.

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OCT 25 1993

NOV 01 1993

MEMORANDUM

Date: October 25, 1993
From: Peter G. Broad, Chairperson, Spanish & Classical Languages
To: Dr. Brenda Carter, Dean, Humanities & Social Sciences, and Dr. Mark Staszkievicz, Interim Provost
Subject: Temporary course change for second semester

I would like to request that we be allowed to teach SP 290 Spanish for Elementary Teaching next semester as a three credit course. A proposal to change the course officially from six credits to three credits is expected to be approved by the University Senate before the end of this semester (see attached proposal), but in order for students to be able to take the course without being penalized for extra credits, we need to have this temporary approval.


This change reflects a larger change in our FLISET program designed to bring it into line with new realities in both the Department of Spanish & Classical Languages and the College of Education.

If you are willing to give your approval to this temporary move while awaiting the permanent change, please indicate so and forward to Dr. Diane Duntley.

Thank you very much for your assistance in this matter.

APPROVALS:


_____ date: 10/29/93
Dr. Brenda Carter, Dean, Humanities & Social Sciences


_____ date: 11/1/93
Dr. Mark Staszkievicz, Interim Provost

xc: Diane Duntley
Nelson Bormann
✓ Marcia McCarty
Brenda Carter
11/2/93