M NUTES 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 a

- 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:

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

Rationale: The supervisory spe

[E] Course Number, Course Name, and Course Description Changes:1. From EX 623 Curriculum and Methods3sh

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 de(nd) 7 / MC6proed95 Tm/7phyns i 6r3m/C 1 75.027(sp) 7(ec) 7(ia)

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 bee

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

3sh

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

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.

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

iliti

es3sh

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

EX524 Lang Dis & Lang Process EX530 Phys Disab & PsychHandi 3sh EX557 Sev-Prof MR & Mult Disab EX564 Presch Educ Handic 3sh EX580 Select Topics & Research 3sh EX581 Special Topics 3sh EX623 Curriculum & Methods EX625 Voc & Career Opp 3sh EX630 Organiz & Admin Except 3sh EX632 Quid & Adjust Parents 3sh EX639 Psych of Mental Retarded EX640 Diagnostic Techniques 3sh EX641 Interp Test Results EX645 Commun & Agency Planning 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: Behavi or al St udi es 2 3sh Research (GR 615) 3sh

Specialization Core: 18sh

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

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Α
6sh
EX850 Thesis or
EX653 Research Seminar
3sh
EX685 Practicum and
Internship3
3sh
     and
     B.
15sh
EX650 Excpt Chl dr n/ Yout h
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
EX654 Advanced Instruct Design
EP576 Behavior Problems
EX685 Practicum & Internship3
EX685 Practicum & Internship3
EX650 Excpt Chl dr n/ Yout h
EX516 Emot/Beh Disorders
EX517 MR/ Dev Disab
3sh
EX518 Phys/Mult Disab
EX519 Brain Inj/LD
3sh
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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

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
Clive Holt Faculty
Ed Ruffner Staff
Nick Verna Students

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

Kat hl een Mack Al umi

Bet t sy Joseph Admi n. / Management

Sam Barker Steve Ender

Olive Holt Faculty

Steve Sanderson Lorraine Wilson

Ed Ruffner Staff Nick Verna Students

Jeff Coldstein

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.

UNI VERSI TY DEVELOPMENT AND FI NANCE COMM TTEE - CHAI RPERSON RADAKOVI C

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.

ACADEM C COMM TTEE - VI CE CHAI RPERSON 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.

CURRI CULUM COMM TTEE - CO CHAI RPERSONS M LL AND KUZNESKI

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

Fr om 01- 3sh	GE 416	Computer Assisted Cartography	3c-
To:	GE 316	Introduction to Geographic Information Systems	3c-
01-3sh		Till of flat Fort Systems	00

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

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-0l-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.

LI BRARY 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 BUSI NESS

There was no new business.

The Meeting was adjourned at 4:25 P.M

Respectfully submitted,

Francisco Alarc¢n University Senate