

Bradley University Senate
Agenda
Sixth Regular Meeting of the 2008-2009 Senate
3:10 P.M. April 16, 2009
Michel Student Center Ballroom

- I. Call to order
- II. Announcements
- III. Approval of Minutes
 - A. Fifth Regular Meeting 2008-2009 February 19, 2009 (p.2)
- IV. Call for items to be added to the Agenda
- V. Reports from Administrators
 - A. President Glasser
 - B. Interim Provost Bolla
- VI. Report from Standing Committees
 - A. Committee on Curriculum & Regulations
 - i. Multimedia (p. 9)
 - ii. Psychology (p. 11)
 - iii. Education (p. 12)
 - iv. Actuarial Science Business (p. 13)
 - v. Electrical Engineering (p.13)
 - B. Graduate School (p. 14)
 - C. Academic Regulations and Degree Requirements Committee
 - i. 2012-2013 Academic Calendar (p. 21)
- VII. Reports from Ad Hoc Committees
- VIII. Unfinished Business
 - A. CUHSR proposal (p.23)
- IX. New Business
- X. Other Business
 - A. Report from Student Senator
 - B. Adjournment

Bradley University Senate
Agenda
Fifth Regular Meeting of the 2008-2009 Senate
3:10 P.M. February 19, 2009
Michel Student Center Ballroom

I. Call to order

The meeting was called to order at 3: 14 p.m.

II. Announcements

There were no announcements.

III. Approval of Minutes

Fourth Regular Meeting 2008-2009 December 10, 2008

Molly Cluskey mentioned that there was an error in the reporting of the minutes from the December 2008 meeting. The secretary incorrectly reported that the Senate President would return to sending out the Senate agenda in both hardcopy and electronic form. The President had actually stated that she would send out the agenda only in electronic form. A motion to accept the revised minutes was made. The motion was seconded. The motion to accept the revised minutes for the December 2008 meeting passed.

IV. Call for items to be added to the Agenda

There were not new items to be added to the agenda.

V. Reports from Administrators

A. President Glasser:

President Glasser announced the arrival on campus of the new Vice President for Advancement, Pat Vickerman. She mentioned gave a brief account of his background.

Likewise, President Glasser reported her meeting, at Caterpillar's request, with senior executives from Caterpillar. Caterpillar had announced that, due to the economic downturn, it would temporarily suspend internships that Bradley students have with the company and that it was also rescinding job offers that it had made to some Bradley students. The company has every hope of restoring these programs as soon as the economy picks up again.

Ms. Glasser mentioned a meeting at the Peoria Next Innovation Center at which it was announced an \$850,000 grant from U.S. Army that will create jobs and stimulate the local economy. The money will be used to aid partnerships and collaboration between various institutions—including Bradley—in the Peoria area. It should encourage the beginning of many new entrepreneurial activities, and, according to President Glasser, we should be looking for new and exciting announcements coming out of the college of business in the near future as a result of this grant.

President Glasser then addressed next year's enrollment situation as it stands now, Enrollment continues to be somewhat of a concern. Every effort is being made to try to keep freshman and transfer numbers on target. Freshman applications look good so far and deposits look good right now. Right now, the application situation looks better than it did at this time last year. But President Glasser cautioned that we need to wait and see how this situation actually works out as the semester progresses. She did note the upcoming visit weekend for potential transfer students and that there would be a large, multicultural open house this Saturday and Sunday.

Finally, she said a few words about Bradley's economic picture. President Glasser reiterated that we are in a better situation than many institutions throughout the country. However, like most every institution, Bradley's endowment has decreased. While many freezes and cost-saving measure have been instituted, it is likely not be enough to address the financial shortfall. President Glasser did, however, underscore Bradley's commitment to that faculty and staff, whom mentioned as the university's most important assets. Every effort is being made to preserve the quality of faculty and staff; this is the first priority, along with maintaining the quality of the academic programs. We will continue to do this by tightening our belts and looking for ways to improve efficiencies throughout the university, but more measures may need to be taken in the months ahead. She noted that salaries for administrators and employees at the top—and even a few steps down—had been frozen. Bradley has cut back on travel, cut out parties, and cut out on memberships. Additionally, the Deans have been asked to provide both her and the Provost with ways to be more efficient, without cutting our way to excellence. Fundraising efforts are still going forward, and there are still plans to renovate Westlake Hall as well as build new academic buildings and support service buildings. President Glasser reiterated the need to continue to build on campus as this is a sign of progress and vitality. She noted that she can begin to travel again in order to promote Bradley.

B. Interim Provost Bolla :

Interim Provost Bolla mentioned recent efforts of faculty to improve enrollment. The new sports communication major already has in excess of forty students showing interest in it. There are also new programs for—in Chemistry, Biology, and Nursing—for which we should be seeing proposals very soon. In this regard, Dr. Bolla welcomed Maria Vertuno as the first director of the newly founded pre-law center at Bradley.

Dr. Bolla then read the following statement: "Early next week, a campus personnel update will be posted from the Provost's office. In this update, you will see that Dr. John Engdahl, Fites Chair of Engineering, has been appointed interim chair of physics. This decision was my decision, supported by Dean Etaugh. I want to assure the Senate that the actions of this nature are not arbitrary, and generally are undertaken to assure that that the interests of our students and the long-term vitality of the department and university are supported. This was an occasion, given facts and circumstances, that was not provided for in the faculty handbook. I want to assure you that this administration, led by President Glasser, is one that believes in acting within the principles and procedures of shared governance. I assure you that my action was in no way capricious, nor was it intended to set a precedence for the future."

After Dr. Bolla concluded, Dr. Molly Cluskey, President of the University Senate, read the following statement: "The Senate Exec. Committee has met with the University administration regarding this complex situation. And the administrators have assured us that the

actions taken were for the best interest of our students and for the University. They discussed the history of their efforts to address the problems, and they have reviewed the range of possible actions before their ultimate action in this case. Due to the fact that senate committees are currently in session and will continue to be engaged in ongoing processes, this requires confidentiality related to this situation, and there cannot be any further details at this time.”

C. Vice President of Business Affairs Gary Anna

Vice President Anna noted that almost five hundred faculty, staff, and spouses had taken advantage of the wellness screenings.

He proceeded to give comments on the financial status of the university. While he mentioned the significant drop in Bradley’s endowment, he reiterated that our losses compare favorably with places like Harvard and other well-known universities. He stressed the uncertainty of the nation’s economic situation. Mr. Anna noted that while Bradley still intends to go ahead with construction and renovation—with Westlake Hall and the proposed alumni center—it could be dangerous to begin these projects right now because money dedicated to these building projects might possibly take away money that needs to go toward things that for now may be deemed more important.

Brian Huggins asked about TIAA-CREF and its present status.

Mr. Anna responded that while there is, literally, no place to hide from the economic downturn, that he does not believe that there is as much risk in retirement assets with TIAA-CREF.

VI. Report from Standing Committees

A. Committee on Curriculum & Regulations

i. **Concentration Deletion** – International Concentration in Family and Consumer Science

ii. **Course Additions**

a. FCS 235 Apparel Product Development and Analysis

b. IB 205 Business in Indian Culture

iii. **Course Modifications**

a. FCS 133 Apparel Production

b. FCS 330 Fashion Merchandising

c. FCS 331 Fashion Merchandising Laboratory

d. FCS 333 Advanced Textiles

e. FCS 334 Visual Merchandising and Promotion

f. FCS 303 Nutrition

- g. FCS 306 Community Nutrition
- h. FCS 307 Life Cycle Nutrition
- i. FCS 405 Food Service Systems
- j. FCS 407 Nutrition Assessment
- k. FCS 408 Management in Food Service
- l. FCS 410 Advanced Nutrition
- m. FCS 411 Medical Nutrition Therapy
- n. FCS 461 Practicum in Foods, Nutrition, and Dietetics
- o. FCS 400 Senior Seminar in FCS
- p. ATG 585 Contemporary Issues in Accounting
- q. MTH 224 Elementary Differential Equations

iv. Course Deletion

- a. MTH 202 – Introduction to Numerical Methods

A motion was made to delete this course. The motion was seconded. The motion passed.

v. Major Deletion

- a. FCS – Foods, Nutrition, and Dietetics

Joan Sattler made a motion to delete this major. Sandra Perry asked if it would not be easier to bundle this deletion of the major with the following (see next entry) addition of a major in FCS.

vi. Major Addition

- a. FCS - Food, Nutrition, and Wellness
- b. FCS – Dietetics

Joan Sattler withdrew her motion merely to pass the deletion of the Food, Nutrition, and Dietetics major. A new motion was made to bundle the deletion of the Food, Nutrition, and Dietetics major with the addition of the Food, Nutrition, and Wellness major. The motion was seconded. The motion passed.

vii. Major Modification

- a. FCS - Retail Merchandising

A motion to accept the modification was made. The motion was seconded. The motion passed.

VII. Reports from Ad Hoc Committees

A. CUHSR ad hoc committee

Bernie Goitein reported that the ad hoc committee is proposing to make changes, in the faculty handbook, about how we modify language pertaining to CUHSR, not, however, in the language itself. The vote will be held at the next meeting of University Senate. It will be a vote on how procedures can be modified. Dr. Goitein reminded the Senate that the present proposal came to the floor at the May, 2008 meeting of University Senate, and, for technical reasons, had to be sent back to the committee at that time. Bernie Goitein now is the chair of this committee, but he was not chair at that time.

If no changes are made, the procedures for making changes would remain as “Process One.” The ad hoc committee decided that most of the sections pertaining to CUHSR will remain “Process One.” Other components were deemed to be acceptable as Process Two or Process Three procedures. However, the committee felt that as relates to point 10G, a point that is central to faculty rights and freedom, because it deals with appeals to Institutional Review Board decisions, discussion about change to the procedure should be Process One.

VIII. Unfinished Business

IX. New Business

X. Other Business

A. Report from Student Senator

Eric Swanson, student senator, extended a welcome to all the members of University Senate. He reported that Student Senate was now trying to take more of a reactive approach instead of a proactive approach to issues.

To aid with the present financial situation, student senate was attempting to raise funds internally. There will be a “Baci’s pizza night” and a “Subway night” to aid funding; student concerns would be taken at these events.

He announced that on February 26th, “Let’s Get Together” would take place. It will be a way for students groups to find out where they have common concerns and goals. In such a manner, they could possible pool resources. Likewise, on April 8th, there will be a formal, wine-and-dine “Speak Up” meeting were students can voice their concerns. The hope is to obtain information now, so the time over the summer can be spent on making changes.

Mr. Swanson announced a new sandwich shop on campus.

Finally, he said that Student Senate is working to address issues and concerns pertaining to potential copyright infringements by students, especially as concerns to peer-to-peer file sharing.

B. Adjournment

At 3:55 p.m., a motion to adjourn was made. It was seconded. It passed.

Attendance Sheet:

Bradley University Senate
Fourth Meeting 2008-2009
February 19, 2009
Attendance Sheet

FACULTY
(please initial)

Andersh, Brad/Judy Moroz	<i>JM</i>	Goitein, Bernie	<i>te</i>	Morris, Marty	
Arquette, Cecile	<i>CA</i>	Hertich, Alexander	<i>AH</i>	O'Brien, Kevin	<i>K.O.</i>
Banning, Steve	<i>SBanning</i>	Hill, Donna	<i>DH</i>	O'Brien, Matt	<i>MOB</i>
Bhandari, Shyam	<i>SB</i>	Hindi, Riyadh	<i>RH</i>	Podlasek, Bob	<i>BP</i>
Brown, George	<i>GB</i>	Huggins, Brian	<i>BH</i>	Quigg, David	<i>DQ</i>
Brubaker, Cindy	<i>CB</i>	Johlke, Mark		Risen, Mike	<i>MR</i>
Cady, Craig/Keith Johnson		Kelley, Andrew	<i>AK</i>	Rossen, Doug	<i>DR</i>
Carlson, Randy	<i>CR</i>	Kelly, Todd	<i>TK</i>	Salamini, Leonardo	<i>LS</i>
Cluskey, Molly	<i>MC</i>	Kerr, Stephen	<i>SK</i>	Schmidt, Roy	<i>RS</i>
Craig, Martha	<i>MC</i>	Koeltzow, Tim	<i>TK</i>	Schopf, James	<i>JS</i>
Dannehl, Charles	<i>CD</i>	Krishnamoorthi, K	<i>KK</i>	Spires, Todd	<i>TS</i>
Davidson, Jeanette	<i>JD</i>	Kuester, Deitra		Timm, Mat	<i>MT</i>
Dolins, Steve		Lozano, Jose	<i>JL</i>	Tippett, Steve	<i>ST</i>
Dusenbery, Peter		Malinowski, Aleksander	<i>AM</i>	Walker, Bill	<i>WB</i>
Ferolo, Jim		McGehee, Bill	<i>BM</i>	Williams, John	<i>WJ</i>
		Mehta, Paul		Young, Margaret	

EX-OFFICIO
(please initial)

Anna, Gary	<i>GA</i>	Galsky, Alan	
Baer, Rob	<i>RB</i>	Glasser, Joanne	
Beaty, Kathie	<i>KB</i>	Huberman, Jeffrey	<i>JH</i>
Bolla, Robert	<i>RB</i>	Johnson, Richard	<i>RJ</i>
Epstein, Shelley	<i>SE</i>	McAsey, Mike	<i>MA</i>
Etaugh, Claire	<i>CE</i>	Perry, Sandra	<i>SP</i>
Fan, Sam	<i>FS</i>	Roberson, Nicki	<i>NR</i>
Field, Kurt	<i>FK</i>	Ruch, Chuck	<i>CR</i>
Galik, Barbara	<i>GB</i>	Sattler, Joan	<i>JS</i>

STUDENTS
(please initial)

Swanson, Eric	<i>ES</i>		

To; Provost Bolla
 From: Joe Emanuel, Chair Curriculum subcommittee
 Re: Approved course and program changes

The Curriculum subcommittee has met several times and has approved the following course and program changes.

1. Multimedia Curriculum Package

A. Course Additions, Modifications, and Deletions

#	Current	A/ D/ M	New	Title	Title	Prefix	No.	Desc	Pre	Hrs
1	MM113	M	IM113	Introduction to Interactive Media	X	X				
2		A	IM115	Introduction to Interactive Media Development						
3	MM213	M	IM213	Basic Interactive Media Authoring	X	X			X	
4	MM215	M	IM215	Introduction to Scripting Languages	X	X			X	
5	MM235	M	IM285	Introduction to Video for Interactive Media	X	X	X		X	
6	MM250	M	IM250	Introduction to New Media Theory		X				
7	MM313	M	IM313	Intermediate Interactive Media Authoring	X	X				
8	MM333	M	IM333	Introduction to Field Research in Virtual Environments		X				
9		A	IM350	Intellectual Property Law and New Media						
10	MM365	M	IM365	Designing for the World Wide Web		X				
11		A	IM385	Intermediate Video for Multimedia						
12	MM413	M	IM413	Advanced Interactive Media Authoring	X	X				X
13	MM426	M	IM426	Interactive Media Portfolio	X	X				
14	MM444	M	IM444	Field Research in Virtual Environments		X				
15	MM450	M	IM450	Issues in New Media Theory		X		X	X	
16	MM465	M	IM465	Advanced Web Design		X			X	
17	MM470	M	IM470	Digital Animation		X				
18		A	IM471	Digital Animation II						
19	MM490	M	IM490	Independent Study		X				
20	MM491	M	IM491	Special Topics in Multimedia		X		X		
21	MM513	M	IM513	Educational Software Design		X				

B. Program Major Modifications

Name change from Multi Media to Interactive Media

Addition of 4 new courses: IM115, IM350, IM385, IM471

Modification of 17 courses, most are title changes

Change in Major core and Elective requirements as given below.

Current Required	Proposed Required
Major Core (10 Hours)	Major Core (25 Hours)
Art 205 Typographic Design (3)	ART105 Two Dimensional Design (3)
MM213 Basic Multimedia Authoring (4)	IM113 Introduction to Interactive Media

	(3)
MM250 Introduction to New Media Theory (3)	IM115 Introduction to Interactive Media Development (3)
Other Major Requirements (34 Hours)	Art 205 Typographic Design (3)
ART105 Two Dimensional Design (3)	IM213 Basic Interactive Media Authoring (4)
COM204 Audio Production (3)	IM215 Introduction to Scripting Languages (3)
COM345 Photojournalism & Documentary Photography (3)	IM235 Introduction to Video for Interactive Media (3)
MM113 Introduction to Multimedia (3)	IM250 Introduction to New Media Theory (3)
MM215 Introduction to Scripting Languages (3)	Other Major Requirements (20 Hours)
MM235 Multimedia Video Production (3)	IM313 Intermediate Interactive Media Authoring (3)
MM313 Intermediate Multimedia Authoring (3)	IM335 Intermediate Video for Interactive Media (3)
MM365 Design for the World Wide Web (3)	IM350 Intellectual Property for New Media (3)
MM413 Advanced Multimedia Authoring (3)	IM365 Design for the World Wide Web (3)
MM426 Multimedia Portfolio (1)	IM413 Advanced Interactive Media Authoring (4)
MM450 Issues in New Media Theory (3)	IM426 Interactive Media Portfolio (1)
MM465 Advanced Web Design (3)	IM450 Issues in New Media Theory (3)
Specialization (12 hours)	Specialization (12 hours)
Select in consultation with advisor	Select in consultation with advisor
Total Hours: 56	Total Hours: 57

The addition of one elective course is reflected in the following table:

Current Electives	Proposed Electives
MM333 Introduction to Field Research in Virtual Environments (3)	IM333 Introduction to Field Research in Virtual Environments (3)
MM444 Field Research in Virtual Environments (3)	IM444 Field Research in Virtual Environments (3)
MM470 Digital Animation (3)	IM470 Digital Animation (3)
MM490 Independent Study (3)	IM471 Digital Animation II (3)
MM491 Special Topics in Multimedia (3)	IM490 Independent Study (3)
MM513 Educational Software Design (3)	IM491 Special Topics in Multimedia (3)
And all other previously approved electives	IM513 Educational Software Design (3)
	And all other previously approved electives

C. Program Minor Modifications

Name Change from Multimedia to Interactive Media
Change in Course Requirements as given below.

Current Required	Proposed Required
ART 105 Two Dimensional Design (3)	ART 205 Typographic Design (3)
ART 205 Typographic Design (3)	IM113 Introduction to Interactive Media (3)

MM113 Introduction to Multimedia (3)	IM285 Introduction to Video for Interactive Media (3)
MM213 Basic Multimedia Authoring (4)	IM250 Introduction to New Media Theory (3) ~or~ IM350 Intellectual Property Law and New Media (3)
MM250 Introduction to New Media Theory (3)	An additional 9 hours of Interactive Media courses, with a minimum of six hours at the 300-level or higher
MM365 Design for the World Wide Web (3)	
Total Hours: 19	Total Hours: 21

2. Psychology Curriculum Package

A. Course Additions, Modifications, and Deletions

Current	A/ D/ M	New	Title	Title	Number	Descrip	Prereq	Hours
PSY 205	M		Quantitative Methods			X		
PSY 206	D		Behavior Analysis in Perspective					
	A	PSY 299	Special Topics					
PSY 306	M	PSY 206	Experimental Psychology		X	X		
PSY 380-01	D		Undergraduate Practicum: Child Study Center					
PSY 380-02	D		Undergraduate Practicum: Classroom Assistance					
PSY 380-03	D		Undergraduate Practicum: Community Agency					
	A	PSY 381	Undergraduate Practicum: Child Study Center					
	A	PSY 382	Undergraduate Practicum: Community Agency					
PSY 400	M		Honors research				X	
PSY 402	M	PSY 312	Human Sexuality		X			
PSY 403	M		Physiological Psychology				X	
PSY 404	M		Sensation and Perception				X	
PSY 405	D		Issues in Applied Psychology					
PSY 406	D		Issues in Theoretical Psychology					
PSY 410	M	PSY 335	Health Psychology		X		X	
PSY 411	M		Tests and Measurement				X	
PSY 414	M		Cognitive Development				X	
PSY 415	M		Intermediate Statistics for Psychology				X	
PSY 439	M		History of Psychology				X	
PSY 442	M		Child Psychopathology				X	
PSY 444	M		Clinical Psychology				X	
PSY 452	M		Personality Theories & Theorists				X	
PSY 481	M		Reading				X	
PSY 491	M		Research				X	
	A	PSY 499	Advanced Special Topics					

B. Major Modification - Psychology

Re-number PSY 306 to 206

Make PSY 205 a required course

Make PSY 206 a required prerequisite for all 400-level courses

C. Minor Modification

Change

From: Student may not count both PSY 206 and 207; and (b) individual study courses (PSY 380, 481, 491).

To: Student may not count individual study courses (PSY 380, 481, 491).

3. Education Curriculum Package

Teacher Education

Current	A/ D/ M	Title	Rationale	Title	Num	Des	Pre	Hr
ETE 250	M	Independent Study	Not need college dean signature			x		
ETE 430	M	Readings in Elementary Education	Not need college dean signature			x		

Elementary Education

Current	A/ D/ M	Title	Rationale	Title	Num	Des	Pre	Hr
ETE 205	M	Effective Teaching Strategies	Clarify what can be concurrent				x	
ETE 336	M	Methods of Teaching Science K-8	To allow course to build on SCI101				x	
ETE 339	M	Methods of Teaching Mathematics K-8	Update for concurrent requirement				x	
ETE 498	M	Student Teaching K-8	State all courses required				x	

Early Childhood Education

Current	A/ D/ M	Title	Rationale	Title	Num	Des	Pre	Hr
ETE 443	M	Early Childhood Assessment	Reflect present action				x	
ETE 467	M	History & Philosophy of Early Childhood Education: An Analysis	Reflect present action				x	
ETE 497	M	Student Teaching in Early Childhood	State all courses required				x	

4. Actuarial Science Business – ASB

Change in the major requirements

Current requirements include

CS106, RMI 315, one additional 3 hour RMA course plus “encouraged” to take at least one of following: ECO301, FIN325, FIN425

These requirements will be replaced with BMA 175, plus 3 courses from the following list: ECO301, FIN325, FIN327, FIN328, FIN423, FIN425, ASB315

The remaining hours in MTH and IME remain unchanged.

5. Electrical Engineering

Course Deletion – EE501

TO: Molly Cluskey, University Senate President
FROM: Dr. Kurt Field, Interim Associate Provost for Research
and Interim Dean of the Graduate School

Date: April 6, 2009

Re: Senate Committee on Curriculum and Regulations Meeting of March 31, 2009

The Curriculum and Regulations Committee has reviewed and approved the following course and program additions, deletions, and modifications pertaining to the Graduate School.

Program Additions

CMHC

Program Modifications

MS Electrical Engineering

HDC

C & I Graduate Program

C & I Certificate

C & I SPED

Program Deletions

EDCA

Course Additions

ELH 622 - Counseling: Ethics and the Law

An advanced exploration of the legal, professional, and ethical dilemmas faced by professional counselors and supervisors. Familiarity with an application of the current American Counseling Association Code of Ethics as well as relevant State of Illinois and Federal civil and criminal law will be demonstrated by students.

Prerequisite: None

Rationale: ELH 620 Human Development Counseling is being modified from three semester hours to two semester hours and ethics will be dropped from the curriculum in 620 and separated into this new one hour course in order to give ethics greater emphasis.

ELH 630 - Psychodiagnostics, Psychopathology, Psychopharmacology in Counseling

An overview of psychodiagnostics and psychopathology along with interventions such as psychopharmacology. Basics of psychodiagnostics, psychopathology and psychopharmacology will be covered. Students will gain a working knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM) as a basis of counseling and pharmacological treatments.

Prerequisite: ELH 624

Rationale: Course will prepare students in these three areas to work effectively with a wide range of clients by learning about applying the current DSM standards, choosing appropriate interventions, and understanding the use of pharmaceuticals in the treatment of mental illness.

ELH 631 - Crisis Intervention Counseling

An overview of responses to crises of various types including those that are more individual, those that affect families, and those that have wider impact for entire communities. When these crises occur, normal problem-solving methods are typically insufficient to address the level of emotional and social difficulties involved. Practical intervention techniques are practiced and opportunities to observe people in the field are offered.

Prerequisite: None

Rationale: Previously offered as a topics class. Created as a one hour mandatory course because all prospective counselors must be prepared for the possibility of dealing with crisis situations in counseling.

ELH 640 - Clinical Supervision in Counseling

Offers students the opportunity to better understand the supervisory process. Evidenced-based supervision (EBS) will be at the core. Students will learn the different models of supervision and a common factors approach.

Prerequisite: ELH 623 and ELH 624

Rationale: Course will prepare students to become supervisors in the future and continue supervision over the span of their counseling careers.

ELH 653 - Professional School Counseling K-8

Elementary and middle professional school counseling programs, including administration, finance, and accountability; cognitive and experiential skills. History and development of school counseling; elementary and middle school education and counseling programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. (Area d)

Prerequisite: ELH 620 or consent of instructor.

Rationale: It has been proposed that counseling in the schools be taught at two levels through two courses, K to 8 and secondary. In this manner the developmental, social, academic, and career issues that exist in each age group may be more appropriately addressed and taught to school counselors in-training.

ELH 655 - Professional School Counseling in Secondary Schools

Secondary professional school counseling programs, including administration, finance, and accountability; cognitive and experiential skills. History and development of school counseling; secondary school education and counseling programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences.

Prerequisite: ELH 620 or consent of instructor.

Rationale: It has been proposed that counseling in the schools be taught at two levels through two courses, K to 8 and secondary. In this manner the developmental, social, academic, and career issues that exist in each age group may be more appropriately addressed and taught to school counselors in-training.

ETE 630 - Critical Foundations of Literacy Instruction

A study of current theories and practices in reading instruction: the development of the reader, historical, sociological, and psychological perspectives.

Prerequisite: At least one undergraduate reading methods course

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 631 - Resources and Strategies for the Reading Teacher

A study of the resources, services, and instructional strategies to support the learning of the elementary and secondary student in regular school classrooms as well as in remedial settings.

Prerequisite: ETE 630

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 632 - Reading in the Content Areas

Focus on reading instruction assisting educators to integrate literacy in the content areas in grades K-8. Designed for the identification of reading and study strategies to enhance students' comprehension of texts other than narrative (i.e., expository, visual, graphic, etc.).

Prerequisite: ETE 630

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 636 - Assessment in Reading

Reading assessment and evaluation theories and methods for the reading teacher or specialist in classrooms K through 12.

Prerequisite: ETE 630

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 637 - Remediation of Reading Difficulties

Methods and procedures for integrated diagnosis and correction of reading difficulties; interpretation of reading assessments for tailoring remediation and instruction within the elementary and/or secondary reading or language arts classroom.

Prerequisite: ETE 630; ETE 636

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 639 - Roles and Responsibilities of the Literacy Professional

Seminar in current practices and responsibilities assumed by literacy professionals. Involves comparative study of existing models of leadership including collaboration with key leaders in programs throughout the United States. Requires the actual development of a program plan and the means to disseminate it.

Prerequisite: ETE 636, 637, 640, 642

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 640 - Reading Practicum

Field experience in elementary and/or secondary reading. Focuses on integrating assessment and evaluation into balanced literacy practice as well as individualized remediation. Course is tailored to the needs of the graduate student and may be repeated for a maximum of six credit hours.

Prerequisite: ETE 631; ETE 636; ETE 637

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 641 - Remedial Reading Practicum

Practicum in diagnosing, evaluating, and treating reading difficulties in individual children with severe deficits in literacy.

Prerequisite: ETE 630, 636, 637

Rationale: Course is required by the state for the Reading Teacher Endorsement.

ETE 663 - Schooling in a Diverse World

Multicultural issues, perspectives, and current trends. Role of the teacher as an advocate and change agent. Evaluation of materials, methods, and programs.

Prerequisite: None

Rationale: Course needed to be updated in content, theories, research, approach, and assessment.

ETE 664 - Classroom Assessments

Provides an overview of classroom-based assessment methods, both qualitative and quantitative. Emphasizes the different types and purposes of assessment, as well as creative alternatives to traditional assessment techniques. Tailored to graduate students' needs and interests.

Prerequisite: None

Rationale: Course has been updated so that it is clearly a graduate level course and covers the assessment and testing that is currently in use.

ETE 665 - Technology Infusion

Infusing technology into PreK-12 curriculum. Emphasizes computer as tutor; productivity tool; multimedia tool; modeling tool; communication tool; and the future impact the technology will have on classrooms.

Prerequisite: None

Rationale: Course needed to be updated in content, theories, research, approach, and assessment.

ETE 671 - Instructional Strategies & Designs in Special Education

Addresses in-depth planning and implementation of instructional methods and strategies to meet diverse needs of learners with exceptionalities across environments. Application of current evidenced-based strategies in special education including topics such as: eligibility, placement, assessment, curricular decisions. Response to Intervention, and individual program implementation will be discussed.

Prerequisite: None

Rationale: Needed for enhancement of teaching.

ETE 672 - Technology Applications for Learners with Exceptionalities

Provides current research-based applications of technology and universal design that will enhance learning and active involvement of learners with exceptionalities across environments. Emphasis will be given to the advocacy roles and responsibilities of the teacher relevant to the implementation of a continuum of Assistive Technology services (AT) and Universal Design for Learning (UDL) in collaboration with all stakeholders involved in the education of learners with exceptionalities.

Prerequisite: None

Rationale: Needed for technology background.

ETE 678 - Leadership and Collaboration in Special Education

Provides advanced professional collaboration and leadership strategies to effectively work with the greater school community including families, other educators, related service providers, and personnel from community education agencies. Emphasis will be given toward honing candidates' leadership and collaboration skills essential to current practices across environments. Evidence-based, culturally responsive practices critical for the education leader and advocate in meeting the unique needs of individuals with exceptionalities will be discussed.

Prerequisite: None

Rationale: Needed for professionalism.

Course Modifications

EE 640 - Dynamic Systems Analysis

Advanced techniques for analysis of electrical, mechanical, and electromechanical systems. State function concepts are emphasized with applications for determining state equations, system stability, and control.

Prerequisite: EE 301 or equivalent. Completion of a senior- or graduate-level signals and systems oriented course with a minimum grade of C.

Rationale: Will allow coverage of the course topics with more mathematical sophistication and will preclude undergraduates from taking the course.

ELH 620 - Human Development Counseling

A survey course introducing the counseling profession as the promotion of human development, including an overview of the historical and philosophical development of the field, a survey of relevant skills, client populations, and settings. Required of all students preparing to become leaders in the profession of counseling.

Prerequisite: None

Rationale: Course is being modified from three semester hours to two semester hours. The time spent on ethics will be separated into a one hour course (ELH 622).

ELH 651 - Community Counseling

How communities and community agencies can work to promote human development. Role of the counselor as a change agent and client advocate within the network of community agencies along with an introduction to administration, finance, and accountability within mental health organizations.

Prerequisite: ELH 620 or consent of instructor

Rationale: Changes in CACREP requirements mandate inclusion of training covering administration, finance and accountability.

ELH 662 – Community Relations

Developing effective community relations through a four-step process involving two-way communication and researching, planning, communicating, and evaluating.

Prerequisite: None

Rationale: Course has traditionally been a two hour course but the content and material is more suited to a one semester hour course.

ELH 663 - Counseling and the Dynamics of Aging

The mental health dynamics of aging and its impact on the human service professions. Practical skills of gerontology counseling and their relationship to the concerns of aging.

Prerequisite: None

Rationale: Population-specific course is being changed from three hours to one hour.

ELH 669 - Special Education Law

Statutory provisions of IDEA, Section 504, and ADA. Special education process including classification, identification and evaluation, related services, least restrictive environment, and due process proceedings.

Prerequisite: None

Rationale: Course has traditionally been a one-hour course but the content has grown both in volume and complexity, necessitating the change to two hours.

Course Deletions**ELH 652 - Professional School Counseling**

Elementary and secondary school counseling programs; cognitive and experiential skills. History and development of school counseling; elementary and secondary school counseling programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. (Area d)

Prerequisite: ELH 620 or consent of instructor.

Rationale: Course is being replaced with two new courses that cover K-8 and secondary schools separately.

ETE 675 - Characteristics of Learners with Special Needs

Interdisciplinary study of literature and research in specific learning disabilities, social emotional disorders, developmental disabilities, autism, traumatic brain injury, orthopedic and other health impairments. Social, educational, psychological, and legal implications are explored.

Prerequisite: None

Rationale: Outdated for advanced program.

ETE 676 - Methods for Specific Learning Disabilities, Emotional and Other Disorders

Practical applications of educational and psychological strategies that promote learning for children and youth with learning disabilities, emotional and other disorders. The process of assessment, planning for instruction, creating positive learning environments, instructional delivery, developing collaborative relationships will be examined.

Prerequisite: ETE 675

Rationale: Outdated for advanced program.

ETE 677 - Methods for Developmental Disabilities

Practical applications of educational strategies that promote learning for children and youth with a spectrum of special needs (i.e., developmental disabilities, autism, traumatic brain injury, orthopedic, and other health impairments). The process of assessment, planning, program implementation, and evaluating the learning of individuals will be emphasized.

Prerequisite: ETE 675

Rationale: Outdated for advanced program.

Course Modifications

ETE 616 - Analysis & Evaluation of Children's Literature

Evaluation and selection of children's literature; current trends and issues; applications in school classrooms for elementary and secondary students.

Prerequisite: None

Rationale: Course needed to be updated in content, theories, research, approach, and assessment.

ETE 620 - Writing Across the Curriculum

Designed to increase a teacher's understanding of the integration of writing across the content areas in elementary and secondary classrooms. Topics include research and practice regarding exposition, persuasion, and narrative; instructional methods including creative writing; community and family leadership.

Prerequisite: Admission to the C&I Program

Rationale: Course needed to be updated in content, theories, research, approach, and assessment.

ETE 667 – Characteristics of and Methods for Students Who Are Gifted

A focus on all aspects of the gifted learner: cognition, psycho-social, affective, and talent development. Field placement requires curriculum design, testing procedures, identification, and direct instruction of gifted learners. Repeatable for a maximum of six hours.

Prerequisite: None

Rationale: Course number updated to identify it as a graduate course. Topic is important in meeting national accreditation requirements.

ETE 697 - Advanced Practicum In Special Education

Supervised field experience in special education or related program tailored to meet the learning and professional growth needs of graduate candidates.

Prerequisite: ETE 643, 671 and 672; 678 (or concurrent).

Rationale: Updated for advanced program.

ACADEMIC CALENDAR 2012-2013

FIRST SEMESTER

August 13, Monday	Reporting date for faculty
August 18, Saturday	Residence halls open
August 22, Wednesday	Classes begin
October 6, Saturday	Fall Recess begins
October 10, Wednesday	Classes resume
November 21, Wednesday	Thanksgiving Recess begins
November 26, Monday	Classes resume
December 4, Tuesday	Last day of classes
December 5, Wednesday	Study Day
December 6, Thursday	Final Examinations begin
December 12, Wednesday	Final Examinations end
December 15, Saturday	Commencement

JANUARY INTERIM

January 2, Wednesday	First day of classes Classes meet Monday – Saturday
January 21, Monday	Final Examinations

SECOND SEMESTER

January 14, Monday	Reporting date for new faculty
January 20, Sunday	Residence halls open
January 23, Wednesday	Classes begin
March 16, Saturday	Spring Recess begins

2012 – 2013, continued

SECOND SEMESTER, continued

March 25, Monday	Classes resume
May 7, Tuesday	Last day of classes
May 8, Wednesday	Study Day
May 9, Thursday	Final Examinations begin
May 15, Wednesday	Final Examinations end
May 18, Saturday	Commencement

SUMMER SESSIONS

May 20, Monday	May Interim 1 begins
May 20, Monday	May Interim 2 begins
NO CLASSES on Memorial Day Holiday	
June 7, Friday	May Interim 1 ends
June 10, Monday	Summer Session 1 begins
NO CLASSES on Fourth of July Holiday	
July 12 Friday	Summer Session 1 ends May Interim 2 ends
July 15, Monday	Summer Session 2 begins
August 16, Friday	Summer Session 2 ends

To Whom it May Concern:

The Recommended Processes (process 1, 2 or 3) for modification of Handbook material appear below regarding "F. Committee on use of Human subjects in research - Policies and Procedures " that were prepared at the request of the Senate President.

It should be noted that the Handbook provides three processes for Handbook modification:

Process 1 (proposal presented to Senate);

Process 2 (reviewed by Senate President after discussion with administrative officer(s) and appropriate faculty committee(s); and

Process 3, where proposed changes are reviewed by an appropriate advisory committee.

Sincerely,
Ad hoc Committee
B. Goitein, Chair
S. Perry
R. Fink
R. Bertram,
J. Lozano,
W. Schweigert

PROPOSAL

F. Committee on use of Human subjects in research Policies and Procedures

Recommended Section Process for modification

1-5	1
6	2
7	3
8	3
9	2
10A	3
B	3
C	2
D	3
E	3
F	2
G	1
11-14	3
15	2