

GILLIS, BERNARD T.

OFFICE OF THE PROVOST

ACADEMIC SENATE MINUTES

March 6, 1985

RECEIVED

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OFFICE OF THE PROVOST

CALL TO ORDER

L. Esterly noted a quorum and called the meeting to order at 4:05 p.m.

APPROVAL OF MINUTES OF FEBRUARY 6, 1985

The minutes of the February 6, 1985, meeting were approved as distributed.

REPORT OF CHARTER AND BYLAWS COMMITTEE

W. Jenkins, Chairman, reported.

Interpretation of Article 3, Section 2 (c)

The Elections and Balloting Committee made inquiry about Article 3, Section 2 (c) of the Charter asking for an interpretation regarding the apportionment of Senate seats. The following interpretation was made by the Charter and ByLaws Committee and communicated to the Elections and Balloting Committee.

1. Each college merits four seats as a base.
2. The remaining seats (70-24) should be apportioned to schools based on the percentage of faculty in each school (figures are supplied by the Vice President of Personnel and include fractional assignments). Departmental seats are assigned from the total of the base plus the apportionment.

Change in ByLaw 4, Section 1 (b) and Article III, Section 4(a)

Bylaw 4, Section 1 (b), reads as if candidates should be nominated for both the office of Chairman of the Senate and Vice-Chairman of the Senate. Past practice has been that the runner-up in the election is designated as Vice-Chairman. The change is to try to make the Charter accord with custom. The Charter and ByLaw changes set up a system whereby nominations for Chairman are received, the election is held, the winner is Chairman, and the runner-up is Vice-Chairman. The change in the Charter will require a majority vote of the Senators and approval of 2/3 of the faculty.

MOTION TO CHANGE ARTICLE III, SECTION 4 (a) of the CHARTER and BYLAW 4, Section 1

W. Jenkins moved that the Charter and By Law changes proposed on page 3 of the Agenda be approved. J. Philipp seconded the motion. There was no discussion. Motion carried.

REPORT OF SENATE EXECUTIVE COMMITTEE

The April meeting will be held on Wednesday, April 3, 1985. Agenda items must be in the Political Science office by Friday, March 15. A review of the Black Studies Program will be on the agenda.

Dr. Lee Slivinske has replaced Dr. Stephen Graf on the Computer Services Committee.

Materials to register choices as to Senate Committee and Advisory Board appointments will be in the mail by May 1.

E. Largent attended the February 6 meeting of the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents in place of G. Beelen. He will present the report.

Report from the February 6 meeting of the Faculty Advisory Committee

E. Largent reported.

The a.m. session was a caucus session to identify concerns and issues. Discussion items included: How individual institutions are addressing the N.I.E. report, institutional profiles, what has happened to the subsidy formula, articulation between high schools and colleges, State policy regarding patents expressly as it relates to computer hardware and software developed by faculty, and status of collective bargaining and what the relationship is or might be of part-time faculty.

The p.m. session included a visit by the Chancellor. Comments by the Chancellor included: The budget is a primary concern; There is a concern that the student's share of expenses for education has increased from 33% to 47% and there will be an attempt to get it back down to 38%; The formula for funding will remain the same; There will be a tax cut--there is a budget buffer of 10% in the educational apportionment but if the tax cut goes beyond that, every institution including Education will be in trouble.

Question: F. Barger asked if there was a discussion on what might be cut. The answer was "No".

A complete copy of the Executive Committee Report is attached (See Attachment 1).

REPORT OF THE ELECTIONS AND BALLOTING COMMITTEE

NO REPORT

REPORT OF THE CURRICULUM DIVISION, ACADEMIC PROGRAMS AND CURRICULUM

A. Viehmeyer reported. March 15, 1985, is the deadline for course proposals to reach the University Committee for review. Approximately 260 course proposals have been logged which does not include the 900+ course proposals received from Applied Music. A package including one sample of a change in an Applied Music course will be circulated. There are copies in the Maag Library of all 900+ changes for those who wish to review all the proposed changes.

Another important component of the package being circulated is the mathematics package. Course content has been reorganized and the course numbers changed. The proposed changes may require changes in prerequisites in existing course descriptions in other departments.

The courses described in the Agenda attachment beginning on page 5 have been reviewed and approved at all levels and are presented as information.

#### REPORT OF ACADEMIC STANDARDS AND EVENTS COMMITTEE

B. Brothers reported. Conditional students require special advisement. The recommendations contained on page 14 of the Agenda attempt to identify the group of students who need special advisement. The ACT of 16 is a cutoff point recognized across the state. The English placement test is now being used to identify students with reading and writing deficiencies. The purpose of the proposal is to ensure that students take advantage of the opportunities available to bring their work up to standard and to avail themselves of the advisement they need.

#### MOTION TO APPROVE MOTION 1, PAGE 14

B. Brothers moved to approve Motion 1 as listed on page 14 of the Agenda. A lengthy discussion period and several amendments to the motion followed. A brief summary of the discussion and questions raised are listed below.

D. Robinson--Would it be useful to point out who makes the judgmental decision as to whether a student should be reduced below 12 credit hours? ANSWER: It is the advisor to whom the student is assigned. Does this mean an advisor can mandate a student drop out of school. ANSWER: The normal appeal process applies.

F. Barger--Does Item 2 imply new requirements? It creates a question about variances between rules. Did the committee address this issue? ANSWER: The committee incorporated the language already in place and approved by the Senate last year. RESPONSE--It strengthens the language of the past proposal. This says a student must register for a second course in the same quarter to remove deficiencies. ANSWER: It could happen that a number of mechanisms place the student in the conditional group. A student could take several courses to make up deficiencies the same quarter.

G. Murphy--Is the ACT score the composite score. ANSWER: Yes.

D. Robinson--Which students who are conditionally admitted must take Education 510; is it only those who have a language deficiency? The language does not say this. It says all students with deficiencies will enroll in Education 510. ANSWER: Students only take courses in which they are deficient.

V. Richley--The intent is one thing; the reading is different. How will Item 3 impact on the nontraditional student. ANSWER: No impact.

Motion to Amend Recommendation 2

G. Sutton moved to amend Recommendation 2 to read "Students in Category 4 will enroll in English 520, English 540, and Education 510 until these deficiencies are remedied; and, ...." Motion received a second. Call for question. Motion carried.

G. Leck--Will the University make available to these students sufficient sections of these courses to permit them to follow these rules? ANSWER: This proposal was taken to the Dean's Council. At the present time, the English department does not offer any 520 courses during the summer quarter. Summer workshops are offered. These workshops will probably be replaced by sections of English 520. Additional monies will have to be provided to offer a sufficient number of courses. RESPONSE: Will students be asked to leave the university if courses are not available?.

Provost Gillis--There should be a correlation of numbers following "This Group Includes" and "Recommendations". Is this assumption correct? This needs to be clarified for catalog purposes.

Motion to Split and Revise Recommendation 2

G. Murphy moved to amend Recommendation 2 to read: "Students in Category 2 will enroll in at least one course each quarter aimed at removing their deficiency." "Students in Category 4 will enroll in English 510, English 540, and Education 510 until these deficiencies are remedied; and, ...." is to be moved to a separate recommendation. G. Leck seconded the motion.

M. Beaubien--The meaning of "deficiencies" in the recommendation is vague.

F. Barger--This could force students to take two courses; either list the priority for courses to be taken or make a statement that requires them to take two or more the same quarter. ANSWER: Students in Category 2 will enroll in at least one course aimed at removing deficiencies each quarter until conditional status is removed.

Call for question. Motion to amend to split and revise Recommendation 2 carried.

It was noted that an editorial change to renumber the recommendations will be required. See Attachment 2 to the Minutes for edited proposal.

I. Khawaja--Who assigns advisors? ANSWER: It will depend on the College situation. Special advisors may have to be hired. It is preferred to assign these students to faculty advisors.

P. Dalbec--What percentage of students have an ACT composite L.T. 16? ANSWER: 37%. 35% of entering freshmen this year were recommended for Education 510; 33% were recommended for English 540; and 18% were recommended for English 520. Under Recommendation 2, these students will enroll in English courses until these courses are completed.

Motion to Amend Recommendation 2

M. Beaubien moved to amend Recommendation 2 as listed on Page 14 of the Agenda to read "...until reading and writing deficiencies are remedied; and, ...." Motion seconded by S. Roberts. Motion Carried.

V. Richley--Has the committee been able to collect data that would give some measure of the impact of the need for advisors. ANSWER: The committee only has percentage figures and a recognition of the problem with conditionally admitted students.

Call for question on Amended Motion

The motion carried as amended. See Attachment 2 for a copy of the amended motion.

MOTION TO APPROVE MOTION 2, Page 16

After noting that this motion is a result of a concern regarding the present suspension policy and that the change specifies two academic quarters for the first suspension and specifies a period of time for the second suspension, B. Brothers moved adoption of the motion found on page 16 of the Agenda. L. Hill seconded the motion. A summary of the discussion follows:

S. Roberts--What is the purpose of the second suspension being extended to two years? Does academic soundness require a longer period of time? ANSWER: There is some reasonable expectation that students will be more intellectually mature and will do better after the progression of events that leads to the first suspension. If they do not do better when reinstated, a longer suspension period is warranted. RESPONSE: Is there a correlation between years suspended and intellectual and academic growth? ANSWER: Life experiences help students mature.

D. Robinson--Where does this new language fit into the catalog? ANSWER: This motion does not attempt to write catalog material. RESPONSE: The old catalog statement says the Deans determine the length of suspension; the motion says the suspension period will be two years.

I. Khawaja--Why do you want to drop the word "generally"? This is more desirable because it leaves the decision to the Dean. ANSWER: Students were being suspended and readmitted repeatedly.

Provost Gillis--This is a clarification. You are specifically stating that suspension is for two academic quarters.

H. Yiannaki--A lot of research says that separation is desirable. Why not lengthen the first suspension period? ANSWER: The first suspension may be a shock that motivates the student. The second suspension indicates a larger problem that the student needs to address.

RESPONSE: How does this fit in with the present policy that prohibits a student from attending another university during the suspension period? Will the University refuse to recognize credits

earned during the suspension period? ANSWER: The present policy applies.

V. Richley--The last sentence is a parachute clause. The student does not need to necessarily stay out two quarters or two years; there is an opportunity for redress.

Motion to Amend

G. Sutton moved to insert "at least" before "two academic quarters and before "two academic years." P. Munro seconded the motion. Discussion followed.

J. Philipp--This inclusion may discriminate against some students.

Motion to Divide the Question

Provost Gillis moved to divide the question. The question should be addressed as two separate issues. Motion received a second. The Chair ruled that this motion was to be voted on without discussion. Motion Carried.

Discussion and Vote on First Division

G. Murphy--Does two quarters include summer quarter? ANSWER: Yes. Call for question. Motion to insert "at least" before "two academic quarters" carried.

Discussion and Vote on Second Division

Call for question. Motion to insert "at least" before "two years" carried.

Motion to Amend the Last Sentence

V. Richley moved to amend the last sentence to replace "Provost" with "Dean" and delete the last three words "and the Dean". I. Khawaja seconded the motion. Discussion followed.

S. Roberts--There is a problem with the language and the amendment exacerbates the problem. If student changes colleges, which Dean does the student go to for a recommendation: ANSWER: Students have to be readmitted before they can change majors. RESPONSE: That is not the way it works now.

V. Richley--It has been common practice for suspended students to approach a Dean to initiate reinstatement. The Dean gets recommendations from the student's advisor and the Department Chairman before making judgment.

Call for Question. A voice vote was inconclusive. The Chair called for the tellers to count a show of hands. The vote was 38 for the motion to amend and 15 against the motion to amend. Motion carried.

G. Murphy--Transfer students may be suspended immediately. Has the committee considered this? ANSWER: Yes; it is recognized there are occasions on which exceptions should be made.

Student--Do we have any figures as to how many students have been suspended twice for academic reasons? ANSWER: No.

S. Roberts--Is there any provision that recognizes a difference between a student suspended with a 1.98 G.P.A. and a .98 G.P.A? ANSWER: The hours accumulated and the G.P.A. determine suspension.

H. Earnhart--When does this go into effect? ANSWER: In all fairness, the effective date should be Fall, 1985, to give students sufficient notification.

H. Yiannaki--Does the exception apply to both the first and the second statements? ANSWER: Yes.

Call for Question. The amended motion carried. See Attachment 3 for a copy of the amended motion.

UNFINISHED BUSINESS

NONE

NEW BUSINESS

NONE

ADJOURNMENT

The Chair adjourned the meeting at 5:15 p.m.

SENATE EXECUTIVE COMMITTEE

REPORT

Wednesday, 6 March 1985

The April meeting of the Academic Senate will be held on Wednesday, April 3, at 4:00 p.m., in this auditorium. Because of Spring break week, the deadline date for submitting agenda items is somewhat advanced--agenda items must reach the Political Science Department Office no later than 2:00 p.m., on Friday, March 15. It is anticipated by the SEC that the report of the Ad Hoc Subcommittee for Review of the Black Studies Program will be part of the April agenda.

Because of a schedule conflict, Dr. Stephen Graf, Department of Psychology, has resigned from the Computer Services Committee. The SEC has appointed Dr. Lee Slivinske, Department of Sociology/Anthropology/Social Work, to fill that vacancy.

The SEC is at work on the mechanics of the procedure by which faculty members will be asked to register their choices as to Senate Committee and Advisory Board service for academic 1985-86. It is expected that materials will be distributed through intra-university mail by May 1.

Dr. George Beelen, YSU representative on the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents, was unable to attend the February 6 meeting of that committee. Dr. Humphrey, after consulting with the Senate chairperson, invited Dr. Edward Largent, former YSU representative to FAC, to deputize for Dr. Beelen. Dr. Largent will now report on that February 6 meeting.



ACADEMIC STANDARDS AND EVENTS COMMITTEE

REPORT

MOTION 1

Recommendations for student having academic deficiencies.

This group includes:

1. Students on warning or probation (inadequate GPA for good standing);
2. Students on conditional admission status;
3. Entering students with an ACT score of less than 16 (or the SAT equivalent) and with less than 48 hours of academic credit;
4. Students whose English Placement is for English 520 or 540 or who are recommended for Education 510 until these courses have been successfully completed.

Recommendations:

1. Such students will be assigned special academic advisors to monitor their academic registration and progress including drop and adds.<sup>a</sup>
2. Students in category (2) will enroll in at least one course each quarter aimed at removing their deficiency.
3. Students in category (4) will enroll in English 520, English 540, and Education 510 until reading and writing deficiencies are remedied.
4. A student is required to complete English 520, English 540 and/or Education 510 <sup>b</sup>within the first 45 hours or to be limited to only those courses.
5. Students will be restricted to less than 12 hours when this is appropriate.

These recommendations are to be effective when personnel and computer programming are in place, but not later than beginning fall quarter, 1986.

<sup>a</sup>Special academic advisors include both school and department advisors who have been identified as having the knowledge, commitment and time to handle the special problems of these students. Some departments and schools may need additional money (to provide released time for faculty or to hire special advisors) to make possible the fulfillment of these additional advising duties.

<sup>b</sup>The administration should provide the academic resources to offer adequate sections of English 520, English 540, and Education 510 each quarter, including summer, to sufficiently implement this requirement.

ACADEMIC STANDARDS AND EVENTS COMMITTEE

REPORT

MOTION 2

Any student who is suspended from the University for academic reasons is not eligible for readmission until the lapse of at least two academic quarters, for the first suspension. If a student is suspended twice for academic reasons, the second suspension shall be for a duration of at least two years. An exception may be granted in rare and unusual cases upon the recommendation to the Dean by the student's advisor and department chairperson.

## LIST PREPARED BY THE CURRICULUM DIVISION

- 85- 1                Sociology/Social Work     (Add)  
850.                Interventions with Families.    The analysis of  
major social work processes applied to family system  
characteristics, observed in functional and dysfunctional  
families. Illustrated by family case situations typically  
seen within various types of social agencies. Will include  
role-playing and case discussion. Prereq.: Social Work 722  
or admission to the graduate school.     4 q.h.
- 85-32                Speech Communication and Theatre     (Change)  
540.                Introduction to Rhetoric.    An intro-  
duction to ideas and writings of thinkers concerned with  
communication as a practical art. Concepts from lecture and  
discussion sections will be applied in practical experiences.     4 q.h.
- 85-33                Sociology/Social Work     (Delete)  
737.                Social Work Interventions with Family.    Basic  
theoretical approaches to social work with family members,  
illustrated by case studies. Problems of social adjustment  
seen within various types of social agencies. Prereq.:  
Social Work 722.     4 q.h.
- 85-34                Foreign Languages (French)     (Delete)  
605-606.                Intermediate Dual-Language Readings.  
These courses are designed for the student whose work in  
high school French was average or better, but who does not  
feel able to undertake the regular 601 courses. The ob-  
jective is to revive skill in reading French by starting  
with the study of bilingual materials and gradually pro-  
ceeding to the reading of texts entirely in French. The  
prerequisite for French 605 is two years of high school  
French; no University credit is given for it if the student  
has credit for more than two years of high school French  
or any college French course. The prerequisite for French  
606 is French 605. Admission by permission of department  
chairperson only.     4 + 4 q.h.
- 85-35                Health & Physical Education     (Change)  
721.                Health Education in the Elementary Grades.  
Curricula, principles, planning, methods, and materials for  
the teaching of health in the elementary schools. Approxi-  
mately 15 hours of laboratory and/or field work required.  
Prereq.: HPE 590 and either admission to upper division  
status in the School of Education or Elementary Education 630.     3 q.h.

- 85-37 Allied Health (Change)  
 804. Stress and the Health Care Practitioner.  
 This course will examine the personal reactions of health care workers to patients, families, and their health care environment. Specifically, it will help the student identify stress and explore coping options. Other topics discussed include organizational systems, communication theory, conflict resolution, problem solving, and burnout. This course is recommended for individuals who have some work experience in the health care field. Prereq.: Psych 780 or permission of instructor. 3 q.h.
- 85-38 Allied Health (Change)  
 801. Special Topics in Allied Health. The directed study and research of a special problem or issue related to the health field. The topic of interest will allow the student to participate in the investigation of aspects of administration, education, business, or research as these pertain to the particular health specialty. Prereq.: Senior standing and an Associate of Applied Science degree in a health-related profession or permission of instructor. May be repeated for a total of 10 hours. 1 - 5 q.h.
- 85-39 Home Economics (Change)  
 551L. Nutrition Laboratory. Evaluation of diets through analysis and calculation of content in addition to computation of body fat content from anthropometric data. Four hours of laboratory a week. Prereq.: Math 500 or equivalent; Home Ec. 551 (or concurrent). 2 q.h.
- 85-40 Home Economics (Change)  
 603. Diet Therapy. The purpose of diet therapy; policies and procedures for diet modifications; modified diet patterns in various types of settings. Prereq.: Home Ec. 551 and 551L. 4 q.h.
- 85-41 Home Economics (Change)  
 626. Food Service Management. Employee and client education, labor relations management, affirmative action, quality control, marketing services and development of materials and resource files for the clinical setting; computer applications. Prereq.: Home Ec 609, 610, 611. 4 q.h.
- 85-42 Home Economics (Change)  
 628. Practicum in Dietetic Technology. Experience in supervision of food production, assisting in the assessment of the individual patient, and participating with

health care professional in documentation and teaching. Student will work 21 hours a week at assigned facilities and complete written assignments. The student must have a 3.0 average in the major courses and 2.5 overall. Prereq.: Home Ec. 609, 610, 611, 626 and application filed with the instructor one quarter prior to registration in the course. 4 q.h.

85-43 Home Economics (Change)  
631. Parent Involvement. Planning experiences and activities with and for parents which will provide continuity of child care between the home and the day care center. Prereq.: English 551. 4 q.h.

85-44 Home Economics (Change)  
759. Normal Nutrition II. Designed to broaden and extend the student's knowledge of the science of nutrition, with emphasis on the metabolism of nutrients at the cellular level. Current research in the field of nutrition will be included. Prereq.: Home Ec. 551, Biology 552, Chemistry 705 (or concurrent). 4 q.h.

85-45 Home Economics (Change)  
835. Field Experience in Home Economics. Experience in a community agency or commercial enterprise related to Home Economics. Seven hours of experience or two hours of seminar weekly equal one credit hour. May be repeated up to eight (8) hours of credit. Prereq.: Twelve hours of Home Economics credit. Student must file application one quarter prior to registering. 2 - 8 q.h.

85-46 Home Economics (Change)  
890. Job Training Methods. Principles of laboratory organization and class instruction for home economics related occupations. Course meets requirements for certification in food service, child care, community and home service, fabric service, and multi-area programs. Prereq.: Education 706 and Senior Standing. 4 q.h.

85-48 Nursing (Change)  
641. Concepts and Theories of Self-Care I. Concepts and theories related to Orem's conceptual framework are presented from a health focus of wellness. Open to non-nursing majors. 2 q.h.

85-49 Nursing (Change)  
642. Health Deviation Self-Care Requisites. Knowledge from basic and clinical science is applied to the understanding of biological alterations which affect individuals' ability to perform self-care activities. Prereq.: Admission to the BSN-G Program, Biology 710, 792, 702, or 787/787L. 4 q.h.



85-56 Nursing (Change)  
 741L. Nursing Systems II Laboratory. Selected clinical experiences are provided for the application of the system of nursing care with adults and families in a partly compensatory and educative-supportive nursing situation. The health foci are recovery and illness of undetermined origin. Nine hours of laboratory each week. To be taken concurrently with N740, N741. 3 q.h.

85-57 Nursing (Change)  
 742. Nursing Systems III. Nursing assistive actions and the system of nursing care are studied as they apply to acutely ill adults. This course focuses upon health deviation requisites as well as other therapeutic self-care requisites within partly compensatory and educative-supportive situations. To be taken concurrently with N742L, N743. Prereq.: Home Ec 551, Psych 755, N741. 3 q.h.

85-58 Nursing (Change)  
 742L. Nursing Systems III Laboratory. Selected clinical experiences provide for the application of the system of nursing care in partly compensatory and educative-supportive nursing situations. The health foci are recovery, illness of undetermined origin, and active treatment. Nine hours of laboratory each week. To be taken concurrently with N742, N743. 3 q.h.

85-59 Nursing (Change)  
 744. Nursing Systems IV. Nursing assistive actions and the system of nursing care are studied as they relate to clients experiencing developmental and health-deviation self-care requisites in the antepartum, intrapartum, and post-partum phases. To be taken concurrently with N744L, N745, N745L. Prereq.: N742, N743, Biology 721. 3 q.h.

85-60 Nursing (Change)  
 743. Leadership. Leadership concepts, theories, and roles are explored as they relate to the practice of professional nursing. To be taken concurrently with N742, N742L. Prereq.: Home Ec 551, Psych 755, 756, N741. 3 q.h.

85-61 Nursing (Change)  
 744L. Nursing Systems IV Laboratory. Selected clinical experiences provide for the application of the system of nursing care with clients experiencing developmental and health-deviation self-care requisites in the antepartum, intrapartum, and post-partum phases. Nine hours of laboratory each week. To be taken concurrently with N744, N745, N45L. 3 q.h.





85-68 Nursing (Change)  
842L. Nursing Systems VI Laboratory. Selected clinical experiences are provided for application of the system of nursing care with clients experiencing intrapersonal, interpersonal, family, and social deficits. Nine hours of laboratory each week. To be taken concurrently with N842, N843, N843L. 3 q.h.

85-69 Nursing (Change)  
843. Nursing Systems VIII. Nursing assistive actions and the system of nursing care are studied as they relate to adult clients experiencing chronic developmental and health-deviation self-care requisites. To be taken concurrently with N843L, N842, N842L. Prereq.: N840, N841. 3 q.h.

85-70 Nursing (Change)  
843L. Nursing Systems VIII Laboratory. Selected clinical experiences are provided for the application of the system of nursing care to adult clients experiencing chronic developmental and health-deviation self-care requisites. Nine hours of laboratory each week. To be taken concurrently with N843, N842, N842L. 3 q.h.

85-71 Nursing (Change)  
844. Nursing Systems IX. Nursing assistive actions and the system of nursing care are studied as they apply to communities and clients within the community experiencing therapeutic self-care requisites. To be taken concurrently with N844L, N845, N847, N847L. Prereq.: N743, N841, N842, N843. 3 q.h.

85-72 Nursing (Change)  
844L. Nursing Systems IX Laboratory. Selected laboratory experiences are provided for the application of the system of nursing care to communities and individuals within the community experiencing therapeutic self-care requisites. Nine hours of laboratory each week. To be taken concurrently with N844, N845, N847, N847L. 3 q.h.

85-73 Nursing (Change)  
845. Professional Issues. Contemporary issues related to the practice of professional nursing and the emerging roles on the nurse are analyzed. To be taken concurrently with N844, N844L, N847, N847L. Prereq.: N743, N841, N842, N843. 2 q.h.

85-74 Nursing (Delete)  
 846. Nursing Research II. Research reports are analyzed, and students prepare a research proposal followed by implementation of the research project. Emphasis is on applying knowledge of the research process. Prereq.: N841. 4 q.h.

85-75 Nursing (Add)  
 847. Nursing Systems Synthesis. Synthesis of the professional practice of nursing as it relates to clinical practice in a variety of nursing situations. To be taken concurrently with N847L, N844, N844L, N845. Prereq.: N743, N841, N842, N843. 1 q.h.

85-76 Nursing (Add)  
 847L. Nursing System Synthesis Laboratory. Selected clinical experiences provide for synthesis of the roles of the professional nurse in a variety of nursing situations. Nine hours of clinical laboratory experience each week. To be taken concurrently with N847, N844, N844L, N845. 3 q.h.

85-77 Allied Health/Dental Hygiene (Change)  
 501. Dental Hygiene I. An introduction to dental hygiene and its role as an integral part of the dental health profession. Prevention of disease transmission through sterilization and asepsis is also discussed. Medical/Dental history, vital signs, and oral inspection are discussed and periodontal disease is introduced. Prereq.: Admission to Dental Hygiene program. 3 q.h.

85-78 Allied Health/Dental Hygiene (Change)  
 611L. Dental Materials Laboratory. Selected dental materials are manipulated in laboratory procedures so that the student will be able to assist the dentist at the chair as well as perform certain laboratory procedures and specified clinical duties. Three hours of laboratory a week. Prereq.: Second-year standing in DH program. 1 q.h.

85-79 Allied Health/Dental Hygiene (Change)  
 620. Periodontics I. Introduction to periodontics for the dental hygienist. Etiology, clinical features, and classification of periodontal disease, and the treatment-planning for it, and the hygienists role in its prevention through patient education. Prereq.: DH535. 2 q.h.

85-80 Allied Health/Dental Hygiene (Add)  
 621. Periodontics II. Surgical techniques, root planing, curettage, and periodontal maintenance therapy will be presented and discussed. Prereq.: DH620. 2 q.h.

ATTENDANCE SHEET\*

Academic Senate, 1984-85

Date: 3/1/85

**APPLIED SCIENCE AND TECHNOLOGY**

At-Large

Barbara Engelhardt BEM  
Maureen Mitchell MM  
Nancy Mosca N Mosca  
Maureen Vendemia mv

Departmental

\*Louis Harris, Allied Health Flann  
\*\*James Kohut, Business Education SMK  
\*\*Bari Lateef, Criminal Justice BL  
\*Ajit Kumar, Engineering Tech. AK  
\*Mary Beaubien, Home Economics mb  
\*\*Diane Bateman, Nursing DB

**ARTS AND SCIENCES**

At-Large

Everette Abram EA  
George Beelen GB  
Frederick Blue FB  
Barbara Brothers BB  
Paul Dalbec P.D.  
Janet Del Bene JD  
Leslie Domonkos LD  
Hugh Earnhart HE  
Larry Esterly LE  
Ikram Khawaja IK  
Howard Mettee HM  
Gratia Murphy GM  
Joan Philipp JP  
Sidney Roberts SR  
Lowell Satre LS  
JOHN WHITE JW

Departmental

\*Paul Van Zandt, Biology PVZ  
\*Thomas Dobbelstein, Chemistry TD  
\*Richard Bee, Economics RB  
\*\*Thomas Gay, English TG  
\*Renee Linkhorn, Foreign Langs. RL  
\*Patricia Humbertson, Geography PH  
\*\*C. Earl Harris, Geology CEH  
\*Barbara Wright, Health/Phys. Ed BW  
\*\*William Jenkins, History WJ  
\*S. Floyd Barger, Mathematics SFB  
\*\*Eugene Eminhizer, Philosophy EE  
\*Edwin Bishop, Physics/Astronomy EB  
\*\*William Binning, Political Sci. WB  
\*Gilbert Atkinson, Psychology GA  
\*\*Joan DiGiulio, Sociology JD

**BUSINESS ADMINISTRATION**

At-Large

Dennis Bensinger DB  
Lawrence Davis LD  
E. Terry Deiderick ETD  
Inez Gross IG  
Clement Psenicka CP

Departmental

\*Gerald Smolen, Accounting GS  
\*Anne McMahon, Management AM  
\*\*Phyllis Stoll, Marketing PS

**EDUCATION**

At-Large

James Douglass JD  
Glorianne Leck GL

Departmental

\*Dorothy Scott, Elementary Ed. DS  
\*\*Joseph Kirschner, Foundations JK  
\*\*Lawrence DiRusso, Guidance/Coun. LD  
\*Louis Hill, Secondary Ed. LH  
\*\*Robert Nickelsburg, Special Ed. RN

\*Effective: February 18, 1985

ENGINEERING

At-Large

Jack Bakos  
Salvatore Pansino

                      
                    

Departmental

\*\*T. K. Slewecki, Chemical Eng.  
\*\*Javed Alam, Civil Engineering  
\*Philip Munro, Electrical Eng.  
\*Hojjat Mehri, Industrial Eng.  
\*Thomas Elias, Mechanical Eng.

                      
                      
                      
                      
                    

FINE AND PERFORMING ARTS

At-Large

Frank Castronovo  
Darla Funk  
Joseph Lapinski  
Louis Zona

                      
                      
                      
                    

Departmental

\*Richard Mitchell, Art  
\*Donald W. Byo, Music  
\*\*James LaLumia, Speech/Theatre

                      
                      
                      
                    

STUDENT

At-Large

Greg Ball  
J. Lisa Hardin  
Kathy Jickess  
Kristy Organ  
Steve Schmidt  
Pam Tolliver

                      
                      
                      
                      
                      
                    

School/College

Dana Sutton, Arts/Sciences  
                    , Business Admin.  
Francine Palumbo, CAST  
Mary Matthews, Education  
Brian Evans, Engineering  
Dwayne Williams, FPA  
Steve Burks, Graduate Programs

                      
                      
                      
                      
                      
                      
                    

Ex-Officio

Tony Dudzik, Student Council Chairman  
Walt Avdey, Student Council President

                      
                      
                    

ADMINISTRATION

Taylor Alderman  
H. Robert Dodge  
David Genaway  
Bernard Gillis  
Sally Hotchkiss  
Charles McBriarty  
David McBride  
William McGraw

                      
                      
                      
                      
                      
                      
                      
                    

Victor Richley  
David Ruggles  
James Scriven  
George Sutton  
Gloria Tribble  
L. Allen Viehmeyer  
Bernard Yozwiak

                      
                      
                      
                      
                      
                      
                      
                    

Key: \*Departmental Senator in first year of two year term.  
\*\*Departmental Senator in second year of two year term.