



COLLEGE SENATE BULLETIN

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College of Arts and Sciences

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Announcements

Spring Senate Schedule Reminder (as published in Bulletin #1, page 3). Meetings take place at 4:00 PM on Tuesdays in Newton 204.

February 1
February 22 (Preceded by the All College Meeting)
March 22
April 19

Deadline for UCC submissions for spring 2006.

The deadline to submit proposals to UCC for new courses to be included in the Spring 06 Master Schedule is March 1, 2005

Agenda for Senate Meeting on February 1, 2005

Call to Order

Adoption of the Agenda

Approval of the Minutes of the All-College Meeting October 19, 2004 (Bulletin 5, pp 39-40.

Approval of the Minutes of the Senate Meeting October 19, 2004 (Bulletin 5, pp 40-43.

Approval of the Minutes of the Senate Meeting November 9, 2004 (Bulletin 7, pp 67-71.

Senate Reports

President	Christopher Dahl
Provost	Kate Conway-Turner
Chair	Gregg Hartvigsen
Vice Chair	Maria Lima
Treasurer	Ming-Mei Chang
University Senator	Terry Browne
Vice President Student Association	David LaMagna

Reports of the Standing Committees of the Senate

Undergraduate Curricula	Meg Stolee
Undergraduate Policies	Jeff Over
Graduate Academic Affairs	Dale Metz
Student Affairs	Kim Davies
Faculty Affairs	Bill Gohlman

Old Business

New Business

Adjournment

Minutes: Policy Committee, December 7, 2004

Members in attendance:

D. Over, L. Chatterton, A. Shenoy, C. Truglia, K. Deutsch, E. Gillin, D. Johnson, D. Levy, D. McPherson, H. Myers, A. Rutkowski, E. Coloccia, M. Jadlos, D. Anderson, S. Bailey

Meeting called to order at 4:30 PM.

Jeff Over opened discussion on the proposed policy change noted in the November 26, 2004 memo sent to all College Senate Policy Committee members.

26 November 2004

College Senate Policy Committee

Dear Committee Members:

We have been given a proposal to consider in regard to the current college policy on distribution of syllabi at the beginning of each semester. It has been proposed that electronic syllabi be made available to students as an option to paper copies. A letter from the Dean of the College to faculty at the start of each semester indicates that a paper copy of the syllabus must be distributed.

Current policy: **Approved by College Senate on November 17, 2000, 2nd reading:** “Each faculty member is required to prepare course outlines, a paper copy of which will be distributed to students during the first week of each semester.

The statement in the bulletin is different: **As appears in the Bulletin: 2004-2006, p. 41-42:** “During the first week of each semester members of the teaching faculty are required to make available a course outline or syllabus for each course they teach.”

The proposed policy change is: “Each faculty member is required to prepare course outlines, *a copy of which will be made available by electronic means* or distributed as a paper copy to students during the first week of each semester.”

Discussion as follows:

Opposition to the proposed change based on wasting paper, since faculty can print double-sided copies and students only single-sided.

Opposition regarding shifting the responsibility for printing to students.

Discussion of giving the faculty options for distribution of syllabi since each professor would have their own choice.

Dean Susan Bailey clarified the current proposal vs. the new proposal, and discussion continued.

Discussion of the proposed change encouraging faculty to consider digital copies, and the benefit to students of having access to digital copies of syllabi. It was noted that every department has availability to a web site. Discussion of not every department (such as Philosophy) utilizing that possibility.

Student member inquired whether faculty have unlimited copy privileges, felt that web only syllabi would stress students' copy accounts.

Discussion of the new proposal as a good compromise and recommendation of passage.

CIT has analyzed student copy accounts, and only 5% have used their print allocations. Clarification of printing costs at the print center for students: \$.07 single-sided copies, \$.10 double-sided copies, and departments: \$.05 single-sided copies, \$.09 double-sided copies.

Further discussion on placing additional printing costs on students, and clarification of the issues – saving paper? cost to students?

Support for encouraging faculty to place course syllabi on the web.

Jeff Over clarified the purpose of this committee as related to this proposal and called for a vote.

Vote results: unanimous NO, no abstentions, no yes votes - Motion Failed

Meeting minutes submitted by Helen Myers.

Minutes: Research Council Meeting, December 14, 2004

Present: N. Asgary, D. Balwin, L. Bosch, G. DeHart, A. Eisenberg, D. Harke, T. Hon, S. Iyer, R. Johnson, P. Pacheco, A. Reynolds

N. Asgary called the meeting to order at 12:50 pm.

Job Description Proposals. N. Asgary announced that, due to limited time, the Council will postpone the discussion of the job description proposals for Dr. Harke's replacement, assistant to Dr. Harke, and faculty mentor for grant writing. In the next meeting, Spring of 05, the three subcommittees will bring their proposals.

Review of Summer Research Fellowships. Review of Summer Research Fellowships. D. Harke reported that the number of applicants for Presidential Summer Fellowships has been declining in recent years, falling from almost 20 applications per year in early 1990s to 3 per year in the last few years. R. Johnston and D. Harke noted the Geneseo Foundation and the Office of Sponsored Research have worked cooperatively and collaboratively over the years to fund research at the College. Presidential Summer Fellowships are funded by the Office of Sponsored Research and Mid Career Fellowships are funded by the Geneseo Foundation. Over the past few years, when budget allowed, the Office of Sponsored Research has diverted unused Presidential Summer Fellowship money to help fund a Mid-Career Summer Fellowship. The Council voted unanimously to eliminate the specific number listed (currently, 3) in the description of the Mid-Career Summer Fellowships to reflect these fluctuations in funding. The last line of the description of Mid-Career Summer Fellowships now reads: "The awards will be \$4000 which can be used for a stipend and/or support."

The discussion turned to the restriction of "six year employment" for applying for Mid-Career Summer Fellowships. It was pointed out that in recent years, there has been an increase in the number of faculty who enter the college with tenure or prior service credit, and therefore the "six year employment" restriction is somewhat dated. The Council voted unanimously to eliminate the restriction. The fourth line of the description of Mid Career Summer Fellowships now reads: "Tenured faculty are eligible."

The Council approved changing the deadline of application for all three summer research fellowships from January 10, 2005 to February 4, 2005, effective immediately.

Travel Grants. D. Harke reported that raising the limited on travel grants has had a great impact on faculty morale. Based on the recommendation of Travel Subcommittee, council approved that applicants who plan to attend a conference as a *chair and/or a discussant/panelist* will be required to submit justification how it is going to enhance their academic accomplishments.

New Faculty Research Information Session. D. Harke announced that he will host a research information session for up to 20 new faculty members in January, 2005.

Next Meeting. The next Research Council Meeting will take place in the second week of the spring semester. Exact date and location will be announced later.

The meeting adjourned at 1: 50 pm.

Respectfully submitted by Tze-ki Hon

Minutes: GAAC Meeting of December 17, 2004

Present; A. Eisenberg, G. Gouvernet, X. Hursh, A. Mapes, D. Metz (Chair), Guest: L. House

GAAC met on December 17, 2004 and reviewed two proposals: (1) a proposed revision to the M.A. Program in Speech-Language Pathology with six (6) revised and two (2) new courses, and; (2) two new graduate level courses in Anthropology. Linda House, CDSC Chairperson, made a brief presentation regarding the rationale for the proposed changes to the M.A. Program in Speech-Language Pathology. Following a brief question/answer period, GAAC unanimously approved the proposed program modifications, the six revised courses, and the two new courses. The program revision and new courses are detailed below. Complete proposals can be seen in the Dean's Office. The proposals from the Anthropology Department were tabled and will be discussed by GAAC in January, 2005 when the department chairperson, E. Kintz and S. Burwood can be present.

Proposed Program Changes in Grad Program in Speech-Language Pathology

Proposed Change

First, change overall graduate credits from 48 to 56.

Second, change prerequisite credits from 48 to 51.

Increase from one practicum to two.

Delete need for Code of Ethics course

Third, change program requirement.

Add required courses: CDSC 420 & 582

Rationale

To accommodate course changes

To come more in line with other programs

To better prepare students for graduate off-site practicum

To accommodate new influx of students with no undergraduate practicum

To provide a gradient of practicum experiences as required by ASHA

Information covered in CDSC 420, 421, and 582.

To better prepare students for graduate off-site practicum

To accommodate new influx of students with no undergraduate practicum

<p>Change disorder course requirement from seven to eight courses with at least one undergraduate or graduate course in each of the following disorder areas: articulation/phonology, fluency, voice, language, and dysphagia.</p>	<p>To provide a gradient of practicum experiences as required by ASHA To increase program quality. To meet ASHA requirements To give students more flexibility To offer courses in new disorder areas recommended by ASHA</p>
<p>Fourth, add new courses CDSC 420 – Required CDSC 528 – Disorder elective</p>	<p>To accommodate new influx of students with no undergraduate practicum To provide a gradient of practicum experiences as required by ASHA</p>
<p>Fifth, proposed course changes CDSC 582 – From one credit to two, required. CDSC 583 – Change prerequisite to CDSC 420, 421, and 330 or equivalent</p>	<p>To accommodate new influx of students with no undergraduate practicum To provide a gradient of practicum experiences as required by ASHA</p>
<p>CDSC 443 – Name and description change. Advanced Articulation and Phonology Intervention CDSC 445 – Change name by deleting “And AAC” CDSC 585 – Prerequisite change CDSC 587 – Prerequisite change</p>	<p>To more accurately reflect course content To more accurately reflect course content To reflect program changes To reflect program changes</p>

Here’s the proposed as it would appear in our literature. Old requirements are lined through, proposed requirements appear in bold.

GRADUATE PROGRAM IN SPEECH-LANGUAGE PATHOLOGY PROGRAM REQUIREMENTS

PREREQUISITE COURSEWORK

Students must complete a minimum of ~~48~~ **51** hours of undergraduate coursework as prerequisites to the Master's degree program. Prerequisite courses must include the following:

1. Three credits in Biological Sciences
2. Three credits in Physical Sciences (Chemistry or Physics only)
3. Three credits in Mathematics/Statistics
4. Three credits in Behavioral and/or Social Sciences
5. Fifteen credits in Basic Communication Processes, including at least one course in each of three areas of Anatomical and Physiological Bases, Physical and Psychophysical Bases, and Linguistic and Psycholinguistic Bases of Communication.
6. Twelve credits of introductory courses in Speech-Language Pathology ~~including at least one specific course that addresses the ASHA Code of Ethics, professional issues, certification, specialty recognition, and licensure.~~
7. Six credits of introductory courses in Audiology, including one course in Auditory Disorders and Assessment and one course in Aural Rehabilitation.
8. ~~Two~~ **Two** An introductory Clinical Practicum courses. (CDSC 330, 331, 363 or equivalent).

Students accepted with undergraduate degrees from other institutions may be deficient in this coursework and must complete it prior to or concurrent with graduate courses. SUNY Geneseo requires that the first 25 hours of clinical practicum be completed under the supervision of the faculty of the department. This is accomplished through CDSC 330 and 331 for those lacking undergraduate clinical practicum ~~or through CDSC 583~~. **Incoming graduate students with no practicum experience can only begin in fall and must complete both CDSC 330, Clinical Intervention I, and 331, Clinical Intervention II, prior to taking CDSC 420, Advanced Clinical Intervention.**

GRADUATE COURSE REQUIREMENTS IN SPEECH PATHOLOGY

Students must complete a minimum of ~~48~~ **56** hours of graduate coursework to be eligible for a Master's degree in speech pathology.

Required Courses

<i>Course No.</i>	<i>Course Title</i>	<i>Sem. Hrs.</i>
CDSC 420	Advanced Clinical Intervention (New required course)	3
CDSC 421	Diagnosis of Speech and Language Disorders	3
CDSC 435	Research Design in Communication Disorders	3
	A graduate course in Audiology	3

CDSC 434	Neurological Bases of Communication	3
CDSC 533	Clinical Instrumentation in Speech Disorders	3
CDSC 582	Clinical Practicum in Assessment (New required course)	2
CDSC 585	Advanced Practicum in Speech Pathology (2-3 days/week) (3 + 3) and/or	6
CDSC 587	Graduate Internship in Communication Disorders (4-5 days/week) (6 credits)	

CDSC 421 is a prerequisite to CDSC 585/587. Students must enroll in practicum and/or internship by advisement until they have completed ASHA practicum hour requirements. One 587 may be substituted for one 585's for no more than 9 hours of practicum/internship.

Seven ~~Seven~~ **Eight** speech and language disorder courses. **24**
Students must have at least one undergraduate or graduate course in each of the following disorder areas: articulation/phonology, fluency, voice, language, and dysphagia. All graduate students are required to complete CDSC 541, 445, and 527.

Language

- CDSC 541 Adult Language Disorders
- CDSC 445 Severe Language Impairment & AAC

And at least one of the following:

- CDSC 447 Language Disorders in Children
- CDSC 528 Augmentative & Alternative Communication

Speech: At least two of the following:

- CDSC 423 Craniofacial anomalies
- CDSC 443 Advanced Articulation and Phonology Intervention
- CDSC 519 Fluency Disorders
- CDSC 522 Neurogenic Speech Disorders
- CDSC 526 Voice Disorders and Alaryngeal Speech

Swallowing

- CDSC 527 Dysphagia

CDSC 599, Directed Study, pre-approved by both the Program Director and Department Chair, may be taken in lieu of one of the non-required disorder courses listed above as long as the content of the directed study is different from course offerings.

Two elective courses. 6

Total **56**

ELECTIVE COURSES

An elective may include any of the following courses:

Any speech and language disorder course

Any pre-approved course outside the department
 CDSC 470, Counseling in Communicative Disorders
 CDSC 436, Communicative Disorders Research
 Any audiology course
 Three or fewer credits of CDSC 599 (Directed study)
 A combination of one credit courses not to exceed three credits (CDSC 581, ~~582~~, 583,
 and 570 which may each be taken more than once)
 Six credits of thesis.

Revised Courses:

Course Subject, Number and Title	CDSc 443 Advanced Articulation and Phonology Intervention
Bulletin Description (include prerequisites and number of credit hours)	An in-depth study of childhood articulation and linguistically rule-based phonological disorders. Emphasis is on causes and characteristics, formal and informal assessment, and structured and conversational intervention. This course addresses issues pertaining to normal and abnormal human development and behavior across the life span and in culturally diverse populations. Credits: 3(3-0) Offered every spring

Course Subject, Number and Title	CDSC 445 Severe Language Impairment
Bulletin Description (include prerequisites and number of credit hours)	An in-depth study is made of formal and informal language assessment and intervention procedures (including augmentative/alternative communication) for preverbal and early verbal individuals, with emphasis on infants. Severe language delays and disorders are also discussed. Intervention techniques include essential presymbolic, social/communication and language skills, and augmentative/alternative modes of communication. This course addresses issues pertaining to normal and abnormal human development and behavior across the life span. Credits: 3(3-0) Offered every fall

Course Subject, Number and Title	CDSc 582 Clinical Practicum in Speech-Language Assessment
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Bulletin Description (include prerequisites and number of credit hours)	An introduction to diagnostic assessment of a variety of clinical disorders across the life span, this course addresses issues such as diagnostic planning, formal and informal assessment procedures and interpretation, data collection, team assessment, decision-making, and report writing. Through a variety of guided clinical experiences in the College Speech and Hearing Clinic, students obtain practical application of learned principles of assessment. Prerequisite: CDSC 420, 421, and 330 or its equivalent. 2(1-2) Offered every fall and spring
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Course Subject, Number and Title	CDSc 583 Clinical Practicum in Speech-Language Pathology
Bulletin Description (include prerequisites and number of credit hours)	A variety of clinical experiences in remediation of speech-language disorders is obtained through assignment of cases in the College Speech and Hearing clinic. Grading is on S/U basis. Prerequisite: CDSC 420, 421, and 330 or its equivalent. Credits: 1(0-2) Offered every fall and spring.

Course Subject, Number and Title	CDSc 585 Advanced Clinical Practicum in Speech Pathology
Bulletin Description (include prerequisites and number of credit hours)	A wide variety of experiences is obtained through assignment of cases at various off-campus clinical affiliations. Prerequisites: CDSc. 420, CDSc. 421 and certification of 25 hours of observation of ASHA CCC holder. Credits: 3-6(3-6-0) Offered every fall and spring.

Course Subject, Number and Title	CDSc 587 Graduate Internship in Communication Disorders
Description (include prerequisites and number of credit hours)	An intensive clinical experience is obtained through assignment to an affiliated off-campus facility. Prerequisites: CDSC 421 and/or CDSC 550 and certification of 25 hours of observation of ASHA CCC holder. Credits: 6(6-0) Offered every fall and spring

New Courses:

CDSC 420 Advanced Clinical Intervention

An introduction to the graduate clinical experience and the mechanics of the clinical process, the course reviews data collection, report writing, goal selection, record-keeping, and behaviour management techniques. Other topics include clinical procedures, goal identification, outcome-based intervention, lesson plans, ASHA Code of Ethics and certification, NYS licensure and teachers' certification, current professional issues, and research and technology. Practical application with a range of clinical populations will be accomplished in the College Speech and Hearing Clinic. Prerequisite: CDSC 330 or its equivalent. 3(2-2). Offered every summer.

Course Subject, Number and Title	CDSc 528 (proposed) Augmentative and Alternative Communication (AAC)
<p>Bulletin Description (include prerequisites and number of credit hours)</p>	<p>This course will provide an in-depth exploration of the range of augmentative and alternative communication (AAC) applications available for individuals who are not able to communicate verbally as the result of a developmental or acquired disability. Detailed assessment procedures and intervention strategies will be presented which address such areas as vocabulary selection, page layout and organization, symbol assessment and selection, the range of access methods and the unique intervention challenges of each, positioning considerations and switch assessment strategies. The students will also experience a wide range of commercially available electronic communication devices ranging from simple to complex, and will have an opportunity to program and use some of them. Additionally, strategies and procedures required to fund electronic communication devices will also be addressed. 3(3-0). Offered every spring.</p>