

RECEIVED

JAN 29 1976

MINUTES
ACADEMIC SENATE
Friday, January 9, 1976

DR. EARL E. EDGAR
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

PRESENT: T. Alderman, G. Almond, R. Arnold, J. Bakos, P. Baldino, G. Beelen, F. Blue, N. Bradish, B. Brothers, A. Budge, R. Burkholder, F. Castronovo, T. Chrobak, E. Cobett, H. Cox, R. Crum, A. R. Curran, P. Dalbec, E. T. Deiderick, J. Del Bene, R. DiGiulio, L. DiRusso, T. Dobbelstein, C. Dykema, Vice President Edgar, R. Ervin, F. Feitler, I. Feldmiller, M. Gubser, P. Hahn, S. Hanzely, E. Harris, D. Hille, G. Kafantaris, J. Kirschner, E. Largent, C. McBriarty, R. Miller, T. Miner, W. Miner, A. Moore, L. Motosko, C. Owens, G. Owens, N. Paraska, P. Peterson, L. Rand, V. Richley, D. Rost, K. Salaka, D. Sample, G. Schoenhard, J. Scriven, J. Senary, M. K. Senary, H. Sheng, T. K. Slawewski, A. Smith, C. Smith, S. Sniderman, A. Spiro, E. Sterenberg, C. Sweeney, C. Vanaman, B. Yozwiak, L. Zaccaro.

A quorum having assembled, the meeting was called to order at 4:00 p.m. by Chairman of the Senate, Clyde Vanaman. The minutes of the previous meeting, November 7, 1975, were approved as distributed.

COMMITTEE REPORTS

Charter and Bylaws Committee. Dr. Singler reported for the Committee, which recommended adoption of several changes in the Articles and Bylaws of the Academic Senate. (The proposed changes were circulated with the Agenda.) The change proposed for Article IV was withdrawn. The Charter and Bylaws Committee had considered and recommended the following:

- 1) Article VI (Amendments), Section 1 (c)--the addition of the word "voting."
- 2) Article IV--proposed change withdrawn.
- 3) Bylaw 6 (Appointed Charter Committees), Section 1 (d)--the addition of the word "Appointed."
- 4) Bylaw 4 (Other Elections), Section 5--(addition and change) ". . . by the committee at their organizational meeting.
The organizational meeting shall be called by the member whose name is first alphabetically."
- 5) Bylaw 6 (Appointed Chartered Committees), Section 1 (e)--(addition) "The organizational meeting shall be called by the member whose name is first alphabetically."

- 6) Bylaw 8 (Vacancies), Section 2 (a) (addition) " . . . received the highest number of votes in the election in which the vacated member was elected, as certified . . ."
- 7) Bylaw 2 (Election and Balloting Procedures)--the Elections and Balloting procedures were rewritten but they are basically the same. Changes were in the procedures in which elections and balloting are to be conducted at Senate meetings, and the length of time for which the results are to be retained by the Elections and Balloting Committee.

Dr. Singler moved acceptance of the revisions as distributed, with the exception of the withdrawn Article IV. The motion was seconded by Dr. Hahn. Dr. Kirschner moved to amend the motion by inserting the word "chairperson" wherever "chairman" occurs, which would bring the Article and Bylaw revisions into agreement with the OEA contract. The motion was seconded by Dr. Curran. The motion carried.

Dr. Jones pointed out that the approval of the motion meant that Article VI would have to be approved by the faculty. (Amendments to Bylaws go into effect immediately.)

Mr. Kafantaris moved a change from "voting faculty" to "voting Senate members" wherever it occurs in the Articles and Bylaws under discussion. The motion was seconded by Mr. Owens. Dean Yozwiak stated that amendments to the charter must be approved by a majority vote of the Senate, then sent to the faculty for 2/3 approval by mail vote. To change the wording from "voting faculty" to "voting Senate members" would not be in accordance with the Constitution and Bylaws. Mrs. Dykema, the Parliamentarian, ruled this a correct interpretation.

Dr. Ward Miner said that the students are represented in the Senate. The students that are in the Senate represent the student body and have a vote in the Senate deliberation. Dr. Baldino asked if we were attempting to disenfranchise the students.

Mrs. Dykema said that any amendments to the Charter are voted on at a Senate meeting, according to Article VI, Section 1 (b): "Upon affirmative majority vote of the Senate, the Amendments shall be submitted to the faculty by the Secretary for mail balloting." At that point, only the faculty vote. A change is voted on by the Senate, then the faculty.

Dr. Baldino said that students apparently were not taken into account when the charter was written. Dr. Vanaman suggested that the matter be taken to the Charter and Bylaws Committee. Dr. Vanaman then ruled the amendment out of order. He called for the question with the approved amendment. The motion carried.

Executive Committee: Dr. Jones said that the Executive Committee is ready to start deliberation on the appointment of faculty to committees for next year. Within two weeks, faculty will receive a letter and scan sheet. The scan sheet is to be filled out to indicate what committees the faculty member would be willing to serve on. The deadline for return of the scan sheets is February 3.

Dr. Jones said that there is a change of procedure this year. There are two groups of committees--Senate Committees and Presidential Advisory Committees. The Executive Committee appoints people to the Senate committees and recommends people for appointment to Presidential Advisory Committees. Last year, faculty had a choice of three committees from each group. This year there will be a choice of three committees from the combined groups.

Elections and Balloting Committee: No report.

Academic Affairs Committee: Dr. Sheng moved approval of the new Marketing Management Major as distributed with the Agenda. Dr. Cox seconded the motion. Dean Miller announced several changes in the curriculum. Economics 622 is now 4 hours. The Humanities elective should be 4 hours. This would give a total for the second year of 48, and the electives for the fourth year should be reduced from 10 to 8, and the total from 48 to 46 for the fourth year.

There was a call for the question, and the motion carried.

Curriculum Committee: Mrs. Phillips said that all the courses that the Curriculum Committee recommended for approval by Senate were on the list attached to the Agenda. She pointed out that Management 719 was sent back to the Curriculum Committee last spring by the Senate. A change in title and description was recommended after all parties involved were heard again.

A motion was made by Dr. Largent for approval of all the courses listed except Management 719. The motion was seconded by Dr. Jones. There was a call for the question, and the motion carried.

A separate motion for approval of Management 719 was made by Dr. Largent and seconded by Mr. Senary.

Dr. Sweeney read a letter from Dr. Hotchkiss, Chairman of the Psychology Department, regarding Management 719. (A copy of the letter is attached.) Dr. Sweeney said that Dr. Morrison and Dr. Hotchkiss of the Psychology Department feel that the course may duplicate portions of two Psychology courses--Psychology of Interviewing 805 and Industrial Psychology 712. They requested a month postponement of Senate action to allow a renewed effort to see if a resolution can be brought about.

Mr. Senary pointed out that a student taking Psychology 805 in the Psychology Department would almost have to be a psychology major because 20 hours of psychology are required as a prerequisite.

Mrs. Phillips pointed out that the prerequisite of "junior standing in the School of Business Administration" does not mean the same thing as junior standing in the university. She said that the inclusion of "consent of the instructor" would permit other students to take the course.

Dr. Richley asked how much time the two departments had had to resolve their differences since the course was presented to the Senate for the first time.

Mrs. Phillips said that the Curriculum Committee had heard both the Psychology Department and the Management Department again. It was the opinion of the Curriculum Committee that there was not the overlap referred to in Dr. Hotchkiss' letter. She said that the Curriculum Committee had heard arguments for an hour and a half at the October 6, 1975 Curriculum Committee meeting.

Dr. Richley said that it then seemed that there had been a sufficient lapse of time during which both parties could get together, and settle their differences.

Dr. Sweeney said that he did not mean that the course would not be a help to students and should be defeated, but that two people in the Psychology Department felt that portions of this course may overlap two existing Psychology courses. Therefore, he asked that Senate defer action for one month, and if the Psychology Department cannot resolve the problem in one month, then action be taken.

Dr. Sweeney moved to postpone action on Management 719 for one month. The motion was seconded by Dr. Largent.

In response to a question by Dr. Baldino, Dr. Sweeney said that last year when he was acting as chairman of the Arts & Sciences Curriculum Committee, he went before the University Curriculum Committee, and subsequent to that, the University Curriculum Committee recommended that Senate not approve the course. Since then, the course had been put back to the University Curriculum Committee. He had not spoken to the course or seen it since then, and Dr. Hotchkiss had not seen the new description or the new title until it was circulated with the Senate Agenda.

Dr. Alderman said that a different course description was received the first time. It was called "Job Search." He asked if Dr. Hotchkiss was provided with a copy of the new description.

Mrs. Phillips said no, that it was the consensus of the University Curriculum Committee that the course did not have to be recirculated because it had already been brought before the Senate.

Dr. Alderman said that this course, "Personnel Selection," is different from the first course; therefore, he would support the motion to postpone action for one month. He said that there was a possibility of a flaw in the procedure when an objection is made and it is resolved with resulting changes in the course as originally circulated. It is possible that other parties may object to the revised description.

Dr. Curran said that the redesigned course fits the needs of the Management Department. He urged that the course be accepted by the Senate.

Dean Scriven pointed out that the course could not possibly be offered before summer; therefore, that it would not make any difference if the course were postponed for a month.

Dr. Krishnan said that there is a definite need for the course in the Management Department; the course in the Psychology Department requires a certain number of hours of Psychology before it can be taken. He cited Statistics as an example of a course that is offered by several departments. He did not see any significant overlap between the two courses or a need for postponement.

Dr. Baldino asked if Dr. Hotchkiss and Dr. Sweeney spoke only to the original course or to the revision. Mrs. Phillips said that they spoke to the original course. The Curriculum Committee recommended the new title and description to iron out all the problems that had been raised at the previous Senate meeting. She said that Dr. Hotchkiss had appeared before the Curriculum Committee when they were planning to revise the Job Search course. He said that each time Psychology 805 is offered, it is offered to a different clientele. Dr. Hotchkiss said that the 805 instructor determined the slant that the course would take. This is one reason why the Curriculum Committee decided that there was not significant overlap in recommending the course for approval.

Mr. Kafantaris advocated that the course not be postponed.

A vote was held on the motion to postpone action on Management 719 for 30 days (or until the next Senate meeting). The vote was 43 in favor and 19 opposed; the motion carried.

Library Committee: Mr. Carl Chuey reported for the Committee. He pointed out one error in the report that was circulated with the agenda--the amount allocated for the Chemistry Department of Arts & Sciences should be \$35,000, not \$3,500. He said that the Library Committee report required no action.

Dean Paraska said that when four departments can get a larger portion of the library money than any of the other schools, the procedure should be examined. Dean Miller pointed out that both T & CC and the School of Business Administration have a large number of graduate students, and this should be considered.

Dean Yozwiak asked if the T & CC and the School of Business had ever requested books and been denied because they had exceeded their budget. Mr. Owen, the Librarian, replied that they had not, to his knowledge. Dean Paraska said that an effort should be made to increase holdings, especially in some technical and business areas.

Dean Rand asked who would be responsible for increasing the holdings. Dean Paraska said that an effort should be made by the school or college involved.

Mr. Chuey listed five factors that are used in determining the amount allocated to each school: enrollment in the school or department, need for increased holdings, cost of materials, growth rate, and past policies. He said that the increase in graduate enrollment had been considered.

Dr. Brothers said that we should be concerned with whether or not the books that departments need are in the library, rather than the dollar amount of the allocation.

It was pointed out that the library figures had not been circulated in this manner (with the Senate Agenda) in previous years.

Ad Hoc Committee on the Relationships Among Schools: Dr. Chrisp reviewed the Committee report that was circulated with the Agenda. He said that the committee had decided that the university objectives needed to be rewritten, and that the schools' objectives needed to be restated. It was found that autonomy within schools sometimes

interferes with service to the students. The Committee found possible mechanisms for increased cooperation among schools: more clearly defined administrative responsibility, better communication, faculty identification with the University, rather than just with the department or school. They think that the University should be less concerned with student credit hours as a specific course level, and more concerned with student credit hours as they relate to school programs. The Committee feels that the University will be more united in its efforts if statistical information permits inter-university comparison.

Dr. Chrisp asked for 1) acceptance of the report, and 2) approval of the proposed Statement of University Mission. Dr. Almond moved acceptance of the report. The motion was seconded by Dr. Richley. The motion carried.

A motion to adopt the Statement of University Mission was made by Dr. Schoenhard and seconded by Dr. Sweeney. It was pointed out that the Statement had administrative approval--Vice President Edgar had attended the committee's meetings, and the President had seen the document.

Dr. Del Bene commented on the section entitled "Priorities." She said that the section, as it was written, did not reflect the growth of the University, especially in the graduate areas where research is very important. She did not agree with listing research and scholarship at the end of the section and not ranking them along with instruction and public service in importance. After some discussion about the wording, Dr. Sniderman made a motion to change the word "priority" to "commitment." Mrs. Dykema seconded the motion.

Dr. Alderman said that he thought that the intention of the paragraph was not to indicate degrees of importance. He said that the suggested wording would be ambiguous, since the first sentence lists the items as commitments.

Dean Yozwiak suggested that the Statement of University Mission be returned to the committee to be rewritten, according to the concerns that were expressed.

The motion and second were withdrawn.

Vice President Edgar said that this is not a research institution, such as MIT, and that instruction is primary. The Committee wanted to give note to the importance of research. He said that the paragraph takes proper note of the concept of research, and also reflects the major thrust of the institution.

Dr. Ward Miner said that the word "second" (priority) should be changed.

Dr. Sterenberg suggested that the third sentence be deleted, and the fourth sentence be rewritten.

Dr. Zaccaro objected to the wording "will continue to be" as a form of crystal-balling.

Dr. Schoenhard and Dr. Sweeney agreed to change their motion to include "with editorial changes."

Dr. Vanaman called for the motion with the understanding that a few editorial changes would be made to reflect the suggestions made. The motion carried. Dr. Crisp said that there are recommendations within the report which need to be considered by the University community.

UNFINISHED BUSINESS. None.

NEW BUSINESS. Dr. Sample said that he was very impressed with the services of the library during the moving period. The Senate expressed its appreciation for the calibre of library service with a round of applause.

The next scheduled meeting will be held on February 6 or March 4, depending upon the volume of business to be discussed.

The motion to adjourn the meeting was made at 5:20 p.m. by Mrs. Dykema. The motion was seconded by Mr. Ervin.

Respectfully submitted,

Virginia Phillips
Secretary

Attachments

NOTE: Any committee reports which are to be included with the Agenda of the February 6 meeting should be sent to the Secretary of the Senate no later than January 26, 1976.

UNIVERSITY OF SOUTHERN CALIFORNIA

January 9, 1976

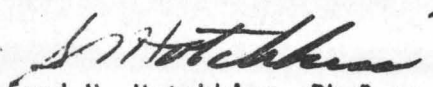
Christopher J. Sweeney, Ph.D.
Faculty Senator
Department of Psychology

Dear Chris,

This letter which I hope you will share with the Faculty Senate reflects my concern with the proposed course Management 719, Personnel Selection. Prior to its inclusion in the report from the University Curriculum Committee circulated with the Agenda for the January 9 Senate meeting, I had not received a copy of the proposed course by this title or with this description. I had received an earlier description of a course by this number to which I objected.

Frankly, I feel that from the description there appears to be a substantial degree of replication between this course and Psychology 805, Interviewing Techniques, and this course and Psychology 712, Industrial Psychology. I am, however, committed to a policy of service to and cooperation with other departments of the university family and I would ask the Senate to table action upon this course for one month or until the next regular Senate meeting so that I could renew my efforts to reach some understanding with the Management Department upon some way that I could equitably share this area of instruction.

Sincerely,


Sanford N. Hotchkiss, Ph.D.
Chairman, Department of Psychology

SNH:ms

CURRICULUM CHANGES TO BE APPENDED TO SENATE MINUTES

(These courses have been circulated according to the procedures outlined in the Constitution and By-Laws--no objections were received)

Department and Catalog Number	Course Title	Description
Home Economics 650 (3 credit hours) (C)	Seminar in Dietetic Technology (Prereq. H. E. 628 or equivalent)	The role of the dietetic technician in the health care delivery system, how the system functions in a community, structure of agencies, delivery, and trends in the industry. Overview of current opportunities in the food service field.
Home Economics 628 (8 credit hours) (C)	Practicum in Dietetic Technology (Prereq. H. E. 611 Application filed with instructor 2 quarters prior to registration for course.)	Experience in the supervision of food production and service under the direction of professional personnel. Study and experience in the role of management in food service including employee training, evaluation, affirmative action, and labor management relations. Two eight-hour days at an assigned health care facility plus 3 hours lecture at the University per week.
Home Economics 627 (2 credit hours) (A)	Practicum for Employed Food Service Worker (Prereq. H. E. 601 Application filed with instructor 1 quarter prior to registration for the course.)	The role of management in food service including the importance of employee training, evaluation, and communication within the department.
Home Economics 620 (4 credit hours) (C)	Food Systems - Menu Planning, Purchasing and Storage (Prereq. H. E. 601)	Menu planning for dietary departments and factors affecting food purchasing policies, the budget, and cost control. Quantity food purchasing procedures, receiving and storage requirements and controls. Three hours lecture, three hours supervised field experience each week.

Curriculum Changes, Page 2

Home Economics 609
(4 credit hours)
(C)

Food Systems-
Planning and Operations
(Prereq. H. E. 601)

Study and practice of efficient work methods; activity analysis, planning, space and equipment arrangements for functional flow of work in food service departments. Three hours lecture, three hours supervised field experience each week.

Home Economics 603
(4 credit hours)
(C)

Diet Therapy
(Prereq. H. E. 551)

The purpose of diet therapy and the policies and procedures for diet modifications as delegated to a dietetic technician. Modified diet patterns in various types of group-care institutions are considered. Three hours of lecture, three hours supervised field experience each week.

Home Economics 652
(4 credit hours)
(C)

Meal Management
(Prereq. H. E. 601)

Nutritional, aesthetic, and social aspects of planning, purchasing, preparing and serving food to families and groups at different income levels. Two hours of lecture and two-three hours lab per week.

Geology 703
(6 credit hours)
(C)

Physiography of
the United States
(Prereq. Geology 607)

A study of the physiographic regions of the United States. Maps, diagrams and aerial photographs are used in laboratory work. Five hours of lecture and four hours of laboratory work per week.

German 601A
(2 credit hours)
(A)

German for Travellers
(Prereq. German 503 or
equivalent)

Practice in German conversation for improving pronunciation and expanding vocabulary. Vocabulary and phrases for traveling in German-speaking countries are stressed.

German 601B
(2 credit hours)
(A)

German Grammar in
Review
(Prereq. German 503
or equivalent)

Review of basic principles of the structure of the language. Intended for those students whose command of grammar is weak.

German 601C
(2 credit hours)
(A)

German Readings
(Prereq. German 503
or equivalent)

Practice in reading German for pleasure. Reading materials will vary and include cultural, literary, and topical items.

German 601D
(2 credit hours)
(A)

Personal Writing in
German
(Prereq. German 503
or equivalent)

Practice in the basic elements of writing German, especially letters.

German 601Y
(2 credit hours)
(A)

Intermediate Special
Topics I
(Prereq. German 503
or equivalent)

Material in German at the 601 level in some specialized area not covered in the other 2-quarter-hour courses. May be taken three times for credit if content is not repeated.

German 602A
(2 credit hours)
(A)

Practical German
(Prereq. German 601
or any two 2-quarter-
hour courses or
equivalent)

Development of oral and written ability specifically designed to be applied in such areas as business.

German 602B
(2 credit hours)
(A)

German Culture
(Prereq. German 601
or any two different
German 601 2-quarter
hour-courses or
equivalent)

Selected readings and discussions to introduce the student to the cultural heritage of German-speaking countries.

German 602C
(2 credit hours)
(A)

German Literary
Readings
(Prereq. German 601 or
German 601C plus any
other German 601 2-
quarter-hour course)

Readings in recent German literature.

German 602Y
(2 credit hours)
(A)

Intermediate Special
Topics II
(Prereq. German 601 or
any two different German
601 2-quarter-hour
courses or equivalent)

Material in German at the 602 level
in some specialized area not
covered in the other 2-quarter-hour
courses. May be taken three times
for credit if content is not re-
peated.

German 707, 708, 709
(4+4+4 cr. hrs.)
(A)

German Cultural Heritage
I, II, III
(Prereq. German 615 or
permission of the in-
structor)

A survey of German civilization from
the beginnings to the present, in-
cluding such topics as literature,
history, music, and art. German
707: The Beginnings to the Refor-
mation; German 708: The 17th, 18th,
and 19th Centuries; German 709:
The 20th Century.

German 705
(4 credit hours)
(D)

Survey of German
Literature
(Prereq. German 615)

An introduction to the study of
German literature. Readings from
major works from the beginnings to
Romanticism.

German 706
(4 credit hours)
(D)

Survey of German
Literature II
(Prereq. German 615)

Continuation of German 705. Readings
from major works from Romanticism
to the present.

German 712
(4 credit hours)
(D)

German Civilization
(Prereq. German 615)

A survey of the historical, cultural,
and social heritage of German
speaking peoples.

German 740
(4 credit hours)
(D)

Advanced German
Grammar
(Prereq. German 620)

Advanced study of German grammar and
sentence structure.

German 745
(4 credit hours)
(D)

Advanced German
Composition
(Prereq. German 620)

Advanced training in written self-
expression. Class discussions of
students' original compositions in
German.

German 815
(4 credit hours)
(C)

Enlightenment Through
Storm and Stress
(Prereq: German 708
or permission of
instructor.)

A study of the literary, critical,
and philosophical works which laid
the foundation for German Classicism
and Romanticism. Includes works of
Lessing, Gottsched, and Klopstock.

German 816
(4 credit hours)
(C)

Goethe and Schiller
(Prereq. German 708 or
permission of the in-
structor)

A study of the lives and works of
Goethe and Schiller with stress on
their classical writings.

German 825 (4 credit hours) (C)	German Romanticism (Prereq. German 708 or permission of instructor)	Intensive study of early and late German Romanticism including the reading of belletristic and theoretical writings.
German 835 (4 credit hours) (C)	German Realism and Naturalism (Prereq. German 708 or permission of the instructor)	Intensive study of German literature from Poetic Realism through Naturalism.
German 845 (4 credit hours) (C)	Recent German Literature (Prereq. German 709 or permission of instructor)	Study of major authors since Naturalism, including Mann, Hesse, Kafka, Rilke, Hoffmannsthal, George and others.
German 855, 856 (4+4 credit hrs.) (A)	Advanced German Grammar and Composition (Prereq. The prerequisite for German 855 is German 620 or permission of the instructor. The prerequisite for German 856 is German 855 or the permission of the instructor.)	A systematic, in-depth review of German grammar through exercises and original composition.
German 885 (2-4 credit hours) (C)	Special Topics (Prereq. German 707, and/or 708 and/or 709 depending on the topic, or consent of the instructor)	Studies in German language, literature or civilization ranging from medieval to modern times. Topic is announced each time course is offered. May be taken for a maximum of 12 hours of credit, if content is not repeated.
Sociology/Anthropology 781 (4 credit hours) (A)	Archeological Laboratory Techniques (Prereq. Soc. Ant. 712 or Permission of Instructor)	Site reconnaissance, artifact analysis and preservation, microwear analysis, analysis of faunal remains, coprolite analysis, archaeological report writing, etc. Some field work may be required.
Management 850 (4 credit hours) (C)	Policy Formulation and Administration (Prereq. Mgt. 725 and Mgt. 750)	Analysis of typical problems faced by complex organizations. The course will integrate the concepts and techniques learned in the functional areas and apply them from a managerial point of view.

Education 843
(9-15 credit hours)
(C) Supervised Student Teaching:
Visual Art, grades K-12
(Prereq. Educ. 704 & 706,
Art 724 & 760, senior status &
approval of the chairperson of
the Art Department.)

Education 844
(9-15 credit hours)
(A) Supervised Student Teaching:
Music, grades K-12 (Prereq.
Educ. 704 & 706; Music 823,
824, 825; senior status and
approval of the director of
Dana School of Music.)

Education 845
(9-15 credit hours)
(A) Supervised Student Teaching:
Health, grades K-12. (Prereq.
Education 704 & 706, H & PE
700, 792 & 890; senior status
and approval of the chairperson
of the H & PE Department.)

Education 846
(9-15 credit hours)
(A) Supervised Student Teaching:
Physical Education, grades
K-12. (Prereq. Educ. 704 &
706; H & PE 750 (men), 761,
762, 765, 780, 785 (women) &
890; senior status and approval
of the chairperson of the H & PE
Department.)

Education 847
(9-15 credit hours)
(A) Supervised Student Teaching:
H & PE, & grades K-12. (Prereq.
Education 704 & 706; H & PE
700, 750 (men), 761, 762, 765,
780, 785 (women), 792 & 890;
senior status and approval of the
chairperson of the H & PE Dept.

Education 848
(6-15 credit hours)
(A) Supervised Student Teaching:
Educable Mentally Retarded (EMR),
grades K-12. (Prereq. Educ. 705,
732, 833, 851, 852, & 853; senior
status and approval of the chair-
person of the Special Education
Dept.)

Education 849
(6-15 credit hours)
(A) Supervised Student Teaching:
Learning Disabilities/Behavior
Disorders (LD/BD), grades K-12.
(Prereq. Educ. 705, 852, 853,
861, 862, 863, & 867; senior
status, hold or be eligible to
hold an Ohio standard teaching
certificate in some other teaching
area; approval of the chairperson
of the Special Education Department.)

Curriculum Changes, Page 7

German 615
(4 credit hours)
(C)

Intermediate German
Readings
(Prereq: German
602 or equivalent)

Improvement of reading
ability in German. The
reading material is
selected from a wide
range of interest areas:

German 602D
(2 credit hours)
(A)

Non-fictional
Readings
(Prereq: German 601
or German 601C plus
any other German
601 2-quarter-hour
course.

Readings in the
social, biological,
or physical sciences,
or other areas as
suited to the interests
of the class.

Finance 840
(3 credit hours)
(A)

Financial Institutions
(Prereq: Finance 720)

Investigation of financial
institutions as sources of
funds for the contemporary
businessman.

Physics and Astronomy
800, 801, 802
(3+3+3 credit hours)
(C)

Observational Astronomy
I, II, III
(Prereq: Physics 704)

Observational techniques
in astronomy. Photography,
photoelectric photometry,
photographic darkroom
techniques, spectroscopy,
methods of data reduction.
Some nighttime observatory
work included.

A = Addition
C = Change
D = Deletion

YOUNGSTOWN STATE UNIVERSITY

Jan 9

INTER-OFFICE CORRESPONDENCE

TO ALL FULL SERVICE FACULTY

DATE Feb. 25, 1976

FROM BALLOT AND ELECTIONS COMMITTEE, UNIVERSITY ACADEMIC SENATE

SUBJECT PROPOSED CHANGE IN ARTICLE VI OF CHARTER

7

The proposed change to Article VI, Section 1 (c),
Page 9 of the Charter, PASSED by an affirmative vote
of 258 to 17.

RECEIVED

MAR 4 1976

Tellers for the election were:

DR. EARL E. EDGAR
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Dr. George H. Schoenhard
Dr. Robert Secrist
Professor Samuel J. Skarote
Professor Angela Dapolito

The ballots were opened in a manner as to assure the
secrecy of the voter.

Howard B. Cox

Howard B. Cox, Ph.D.
Chairman
Ballot and Elections Committee,
University Academic Senate

*V.P. could not attend
meeting due to V.P.'s
Budget/agenda session*

*7-Ad Hoc Jan 9
Committee*

REPORT TO SENATE

Oct. 27, 1975

- I. In April, 1974, the Senate approved the establishment of an Ad Hoc Committee on the Relationships Among Schools. The Committee charge is:

"To gather from each school in the University a statement of objectives and to study the role of each school as it supports the objectives of the University. To define: (a) the inter-relationships of the schools as defined by the objectives; (b) the degree of autonomy within the schools which may be possible, desirable, or necessary; (c) possible mechanisms for increased cooperation among schools; and (d) to analyze possible academic implications connected with enrollment deadlines and the expansion of technical education."

There are six elected members--one representative per school:

Arts and Sciences - Sid Roberts
Business - Bill Petrych
Engineering - John Kearns
Education - Marv Chrisp
Music - Ron Gould
T & CC - Vic Richley

Earl Edgar was appointed administrative representative by the President. Dr. Rand, Dean of the Graduate School, was invited "to sit in as a non-voting member."

The Committee held its first meeting on May 17, 1974, and with the exception of the Summer sessions, has been meeting weekly.

- II. Sources of information and data:

University Catalog
CAT Report
School Objectives - authenticated by appropriate Deans
Arts and Sciences Committee on Objectives
President Coffelt
Board of Regents Master Plan
Martorano Report (Consultant group)

- III. Findings and Recommendations

- F-1 The objectives of the University as expressed in the University catalog do not adequately describe the University's present goals and outreach.
- R-1 The Committee recommends the statement of University mission, ~~drawn up~~ ^(attached herewith) after much discussion and deliberation and approved by the President of the University, be approved by the Senate for inclusion in the University Bulletin. Based on the University Mission statement, the University should define specific goals in keeping with and to accomplish the mission, and prepare a plan covering a period of time (say 5 years) outlining the timely objectives to fulfill the plan and attain the goals.
- F-2 The goals and objectives of each School should contribute to and be constrained by the University Mission and Goals.

- R-2 Each School should establish a statement of its mission and objectives for inclusion in the University Bulletin. Each School should prepare a definitive plan, covering a sufficient period of time, for fulfilling its objectives in keeping with the University objectives and plans.
- F-3 One of the strongest factors responsible for friction and non-cooperation is lack of inter-school planning and coordination, which thereby contributes to lack of progress by the Schools and University. One significant example is course scheduling.
- R-3 Administrative responsibility and the avenues and means to ultimate decision and resolution should be clearly defined to insure that necessary cooperation and planning occurs on a timely basis.
- F-4 The needs of day and evening students, graduate and undergraduate should be considered appropriately in course offering and scheduling.
- R-4 The administrative machinery--policy, organization goals and plans--should be structured, defined and put in place. The Committee recommends that planning and coordination in scheduling consider the needs of day and evening students, both graduate and undergraduate, projection of program offerings and availability of service courses among colleges. A way must be found to evaluate adequacy of scheduling prior to publication of schedule. Schools need to recognize their interdependence and recognize their need to coordinate the planning of course material in courses of mutual concern.
- F-5 There is a lack of "University orientation" among faculty and administration. There also exists an ethnocentric attitude of faculty which orients individuals primarily to department, secondly to school, and lastly to the University. This results in a serious lack of meaningful working, productive cooperation between schools as schools, and between and among members of the faculty as individuals and departments.
- R-5 The Committee recommends that serious study be given to the implications of this recommendation, in conjunction with the statements of the President in his annual address of September 1975, to identify causes and that steps be taken to bring about resolution of the problem.
- F-6 The schools ~~appear to be quite autonomous, even autocratic, and the use of autonomy may contribute to a lack of meaningful cooperation needed to improve the University's well being.~~ *to too frequently appear to be ~~reject the school's autonomy~~ ~~this prevents~~*
- R-6 None.
- F-6 Better communication is needed among the schools.
- R-6 A variety of methods of improving communication should be considered and explored by a committee in which each school is represented.
- F-8 Definitive policy should be established which defines decision criteria for placement of new programs.

- ~~R-8~~ The committee recommends that appropriate steps be taken to resolve this problem.
- F-8 Data and discussion of student credit hours taught should focus primarily on the school level, less on the specific course level.
- R-8 The Committee recognizes the need for and utility of such data but believes the way it is presently used at the Faculty level is counter-productive to the good of the University.
- F-9 More statistical information which encourages comparison of the University as a whole with other universities, and which permits a comparison of University schools with other university schools, can give a more realistic basis of comparison and judgment of our performance.
- R-9 The Committee recommends that more information be disseminated which permits intra-university comparisons by schools and departments. This could be a function of our existing Office of Institutional Research.
- ~~F-11~~ The Committee held several meetings with the Martorano Consultants to exchange information.

Jan 9

Charter & By Law Committee Minutes

19 Jan. 76

Present: Singler, Pejack, Hahn, Cohen, Blue

1. C. Singler reported that the proposed change of Article IV (Senate Committees), Section 2 (b) (3) was withdrawn from the Senate agenda of January 9, 1976 by unanimous agreement of the C & BL members.

Questions were raised by Administration members concerning language, time, and meaning of the proposed change, and it was felt by all parties that appropriate language changes would be made more successfully by direct meeting than on the Senate floor. Dr. Edgar and Singler will be meeting to arrange appropriate language.

2. C. Singler also reported that the other proposed changes in the Articles and Bylaws were passed by the Senate.
3. The Committee discussed aspects of a proposal concerning procedures and format of College Curriculum Committees, to be added to bylaws or charter.

E. Pejack, Secretary

RECEIVED

JAN 23 1976

DR. EARL E. EDGAR
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

INTER-OFFICE CORRESPONDENCE

TO Mrs. Virginia Phillips - Secretary of the Senate

DATE Jan. 9, 1976

FROM Dr. Henry P. Sheng - Academic Affairs Committee

SUBJECT Revision of PR Grade

The members of Academic Affairs Committee have unanimously voted to recommend to the Senate the following version of PR Grade in order to accommodate competency-based instruction as originally requested by Undergraduate Curriculum Committee of the School of Education for a redefinition of I Grade.

"A progress grade, PR, is given in certain approved courses to indicate that work is still in progress on a project that occupies more than one quarter. This grade is changed to a final letter grade at the end of the quarter in which the work is completed.

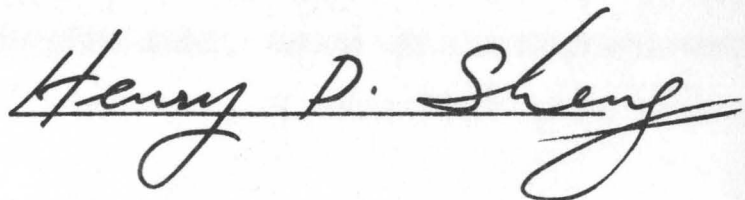
The PR grade may also be given at the end of the quarter in courses specifically identified as competency-based* to indicate that the student needs more time to demonstrate a mastery of the subject matter. In such instances, the PR grade will be converted to a letter grade by the instructor no later than the end of the subsequent quarter, excluding the Summer Quarter. A PR grade not changed by this time will automatically be converted to an F grade.

A PR grade has no effect upon the point average.

Request for designation of a competency-based course should originate from the department subject to the approval of school/college dean.

**(appeared as a footnote in the catalog)* The definition of competency-based instruction is to be provided by the instructor responsible for the course."

If approved by the Senate, it is requested that this change be implemented effective during the Fall Quarter of 1976-77.


Henry P. Sheng