

SENATE MINUTES  
YOUNGSTOWN STATE UNIVERSITY  
Friday, March 5, 1971

PRESENT: Mr. Miller, Mr. Fortunato, Mr. Zetts, Mr. Evans, Mr. Hill, Mr. Slavin, Mr. Satre, Mr. Filatovs, Mr. Kermani, Mrs. Turner, Mr. Fukui, Mr. Kiriazis, Mr. Pejack, Mr. Vanaman, Mr. Koss, Mr. Paraska, Mr. Kramer, Mr. Williamson, Mr. Dennison, Mr. Poddar, Mr. Foldvary, Mr. Luginbill, Miss DeCapita, Mr. Vogel, Mr. Letchworth, Mrs. Painter, Mr. Painter, Mr. Wales, III, Mr. Livosky, Mr. Scriven, Mr. Swan, Mr. Klasovsky, Mrs. Smith, Mr. Ringer, Mr. Richley, Mr. Mavrigian, Mr. Yozwiak, Mr. Naberezny, Mr. Earnhart, Mr. Petrych, Mr. Van Zandt, Mr. Terlecki, Mr. Harris, Jr., Mrs. Harris, Mr. Shipka, Mr. Greenman, Mr. Tarantine, Mr. Dillon, Sister M. Conroy, Mr. Hahn, Mrs. Niemi, Miss Feldmiller, Mr. Hankey, Mr. Simko, Mr. Smith, Mrs. Dykema, Mrs. Miner, Mr. Hare, Miss Pfau, Mr. Miner, Mr. Wilms, Mr. Dobbert, Mr. Young, Mr. Deiderick, Mr. Hotchkiss, Mrs. Hotchkiss, Mr. Hurd, Mr. Behen, Mr. Beckman, Mr. Henkel, Mrs. Budge, Mr. Cohen, Mr. Rand, Mr. Brachfeld, Miss Sterenberg, Mr. Foster, Mr. Cernica, Mr. Ahmed, Miss Jenkins, Vice President Rook and Vice President Edgar.

PRESIDING: VICE PRESIDENT EARL E. EDGAR                      TIME: 4:00 p.m. (ES AUDIT.)

Vice President Earl E. Edgar presided at today's Senate meeting since Dr. Pugsley was out of town.

The Vice President called for approval of the Minutes of the previous Senate meeting (Friday, February 5, 1971). There being no corrections or modifications the Vice President then declared those Minutes approved as distributed.

The Secretary of the Senate reported on the results of the election on the Proposed Revision of the Constitution. The report as follows:

FOR THE REVISION:                      61

AGAINST THE REVISION:                53  
     114

(2/3 of number of Senate members voting in Closed Mail Ballot required for passage).

(2/3 x 114 = 76)

The Revision did not pass.

The Revision did not receive the necessary 2/3 for passage.

NUMBER VOTING:    114.

TELLERS:    Dr. James Kiriazis  
                   Mr. E. Terry Deiderick

IN PRESENCE OF SECRETARY OF SENATE:    Vera Jenkins

The Secretary expressed her thanks and appreciation to the Tellers for counting the Ballots.

REPORT OF CONSTITUTION AND BYLAWS COMMITTEE

This report was given by the Chairman, Dr. Philip J. Hahn.

Dr. Hahn stated:

The Constitution and Bylaws Committee has met to determine what the agenda for the Committee shall be for the balance of the year.

The Committee has decided to bring up, based upon a memorandum from the Student Affairs Committee, the matter of student voting on the Senate. This will be brought

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (March 5, 1971)  
REPORT OF CONSTITUTION AND BYLAWS COMMITTEE CONT'D.: (Dr. Hahn)

as a Constitutional Amendment and there will be received from the Committee a written memorandum on it ten (10) days prior to the meeting in April according to the Constitution for a vote on it at that time,

Members of the Senate wishing to make any suggestions concerning this recommendation are free to send the Constitution and Bylaws Committee your memorandums,

Dr. Edgar made the following announcement at the request of the Secretary of the Senate:

At the start of the Spring Quarter will all Department Chairmen please send a list of the Full Service Faculty members in your respective Departments (over your signature) to the Secretary of the Senate. The Secretary needs the lists at that time due to the Senate election to be held in April.

REPORT OF EXECUTIVE COMMITTEE OF SENATE:

This report was given by the Chairman, Dr. Frank J. Tarantine. Dr. Tarantine reported as follows:

An Ad Hoc Committee of the Senate Executive Committee has been appointed to consider the matter of appointment and the terms of Department Chairmen.

Faculty members appointed to this Ad Hoc Committee are:

- 1) Mr. William Hanks. ■ ■ ■ School of Business Administration
- 2) Dr. Nark Walker. ■ ■ ■ School of Music
- 3) Dr. Matthew Siman. ■ ■ ■ School of Engineering
- 4) Ms Margaret Braden ■ ■ School of Education
- 5) Mr. Theodore Chrobak ■ ■ Technical and Community College
- 6) Dr. Joel Henkel. ■ ■ ■ College of Arts and Sciences,  
Science Division
- 7) Dr. Paul Van Zandt. ■ . Alternate
- 8) Dr. Anthony Stocks. ■ . College of Arts and Sciences,  
Social Science Division
- 9) Dr. Robert R. Hare. ■ ■ College of Arts and Sciences,  
Humanities Division

The Committee Preference Questionnaires have been distributed to all Full Service Faculty members. There are two (2) forms this year to be completed and returned by March 16, to the Secretary of the Senate. One of the forms is a Computer Scan Sheet which will enable us to obtain a computerized compilation of the faculty's preferences for committees.

Dr. Tarantine further reported on the action of the Six (6) Member Council. The six-member Council is a group made up of three (3) from the Executive Committee and three (3) members of the Administration. This group meets whenever there is business to be transacted monthly, on the third Monday of the month,

The matters that have been acted upon this year by the Six-member group are as follows:

September: From the Faculty Affairs Committee:  
1970 "Earlier Notice of Non-reappointment of Non-tenured Faculty" ■  
Referred to the President.

SENATE MINUTES CONT'D.- (March 5, 1971)  
REPORT OF EXECUTIVE COMMITTEE OF SENATE CONT'D.: (Dr. Tarantine)  
REPORT ON ACTION OF SIX-MEMBER COUNCIL CONT'D.:

- November: From Student Academic Guidance and Registration Committee:  
1970 "Permits for Early Registration"  
Referred to the Senate,
  
- From the Computer Committee:  
"Computer Center Services and Change in Partitioning of the Core"  
Referred to the Senate.
  
- January: From Faculty Affairs Committee:  
1971 "Faculty Grievance Committee Proposal"  
Referred to the President.
  
- February: From Faculty Affairs Committee:  
1971 "Proposal on Loss of Tenure"  
Referred to the President.
  
- From Student Affairs Committee:  
"Student Membership Appointment Policies for Senate Committees"  
Referred to both the Executive Committee and the Administrative Council.

COMMENTS:

1) Three very important issues have been referred to the President. What action has been taken by him on these issues?

Dr. Tarantine: In each case the President has made an **early** response from the time when he received the proposal from the Committee.

Unfortunately, there was one case, which occurred early in September, due to the confusion that existed in that particular Committee and due to the confusion that existed in the procedure, This particular item, the first one in September, on "**Earlier** Notice of Non-reappointment of Non-tenured **Faculty**" did not get to the President until about a month ago, even though we had referred the Committee to the President back in September.

On the other items: The President has responded to the Proposals usually in about ten days to two weeks,

The Committee then is reconsidering the Proposals, having obtained information of administrative importance stating the objections which the President has to the Proposals so that the Committee may reevaluate the Proposals.

These items will ultimately come to the Senate.

REPORT OF CURRICULUM COMMITTEE

This report was given by the Chairman, Dr. Paul Beckman.

MOTION: Dr. Paul Beckman moved Senate approval of Curriculum Committee Report which includes course changes in: College of Arts and **Sciences** in Art, Geography, Health and Physical Education, Physics, Political Science, Biology, Economics, Philosophy and Religious Studies, Sociology; School of Business Administration in Accounting and **Business** Organization; School of Education;

SENATE MINUTES CONT'D.: (March 5, 1971)

REPORT OF CURRICULUM COMMITTEE CONT'D.: (Dr. Beckman)

MOTION CONT'D.: School of Engineering; Technical and Community College in Business Education and Secretarial Studies, Food Service Technology, Nursing, Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology and Metallurgical Engineering Technology. These changes had been previously approved by Curriculum Committee. Seconded,

COMMENTS:-

1) Dean Miller: On Page #4 of the Curriculum Report:  
Deleting Economics 601, Principles of Economics and adding Economics 500, Fundamentals of Economics (Formerly 601).  
Cannot see how we can bring a 600-level course down to a 500-level and still leave Economics 602, and 603, Principles of Economics II and III.  
Thought that this was supposed to be perhaps a change of the old Social Science 502, which was the Elementary Economics.  
I could see that if we added a 500 which was to replace Social Science 502 there wouldn't be any problem.  
But to take a sequence of three (3) courses, Economics 601, 602, and 603 and take the first one out (and call that 500) and then leave 602 and 603 (principles II, and III) and use the same text in all three courses, seems inconsistent from an academic standpoint,  
Would like some verification on this.

Dr. Niemi: What we have discovered is that when the three (3) Principles courses are listed at the 600-level (Sophomore level) many of the students postpone starting their Principles until the very end of their Sophomore year.  
This means they carry Principles over into their Junior year and, therefore, run into a real problem in finishing up their Economics requirement for a Minor. This is not as prevalent for a Major but it does sometimes occur when we get someone coming in late (transferring from other Majors), etc.

In order to convince the students to start their Principles earlier, since they cannot take other Economics courses concurrently with the Principles, we felt we should move the 1st Quarter down to the 500-level, then the student could start earlier and finish the Principles in the Sophomore year as intended and then go on with their other Economics courses.

In submitting this Proposal to the Curriculum Committee we gave as a reason:

To permit the Economics Majors and Minors to spread their course work in Economics over a greater number of Quarters.  
The rigor and content of Economics can be absorbed better if the work is started earlier in the students Curriculum,

Incidentally, this is not a replacement for Social Science 502, Introduction to Economics,

This is the same Principles 601 that we now have, We are simply encouraging the students to start it earlier in their studies.

2) Will there be a prerequisite for Economics 500?

Dr. Niemi: No, even as now there is no prerequisite for Principles 601.

2) Are you still going to offer Social Science 502?

Dr. Niemi: This would be up to the Social Science Department.  
This is an entirely different Department.

SENATE MINUTES CONT'D.: (March 5, 1971)  
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Dr. Beckman)

COMMENTS CONT'D.:

4) Is Social Science 502 still going to be offered?

Dr. Niemi: Thinks Miss Boyer can answer that question; but as far as she knows (Dr. Niemi) it is. But Dr. Niemi stated this is an entirely different Department.

Sees nothing in the Proposal asking that Social Science 502 be deleted.

5) This is an entirely different course.

The number 500 does not mean it is a lesser course; the number does not mean anything; it is the content that counts,

6) Then why change?

Mrs. Smith: No. It is listed as Economics for transfer purposes but it isn't the same as Principles of Economics. It is Social Science with an Economic emphasis\*

8) Then why not leave it where it is at present?

Dr. Hahn: Because probably the advisors would be more inclined to enroll students in a course with a 500 number.

Dean Miller stated the School of Business Administration has probably more Economics minors than anyone else in the School and it doesn't seem to have any trouble getting Economics approved in the normal routine.

Dr. Hahn: Other Sciences start their courses in the Freshman year (Biology, Chemistry, Physics, etc.), No reason why we cannot start in the Freshman year,

We only want to change the one course.

Dr. Hankey: AMENDMENT TO MOTION:

Dr. Hankey moved to amend the Proposal for an approval for cross-listing Sociology 752 - Anthropology: Historical Linguistics, and Sociology 753 - Anthropology: Field Methods in Linguistics in Linguistics, merely with the approval of these courses through the approval of cross-listing them under Linguistics with the same number and reference to the Sociology courses.

Seconded.

AYES HAVE IT. AMENDMENT PASSED.

COMMENTS:

1) Dr. Kiriazis: We approved this and already have discussed this with the English Department and Linguistics. It is satisfactory.

2) Dr. Beckman: Regarding prerequisites on cross-listing: should be the same everywhere. English and Linguistics are supposed to list the prerequisites which are listed under the Sociology courses, etc,

3) Dr. Pfau: Would like to raise a question about the appropriateness of 4-year Degree Programs in the Technical and Community College.

In favor of Nursing Program on page #8 of Curriculum Committee Report.

It was my understanding that the function of the Technical and Community College was to provide us with a 2-year Degree Program institution within the University.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (March 5, 1971)  
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Dr. Beckman)  
COMMENTS CONT'D.: (Comment #3 cont'd.)

Nursing is a Department of the T & CC. Is this 4-year degree Program going to be a 4-year degree Program from a 2-year degree College or is the 4-year degree Program going to move the Nursing Program Department from the T & CC?

ANS: NO, to the last statement, by Dr. Edgar.

Miss. Frau: Has there been consideration of the implications then of the growth of the T & CC into a 4-year Degree Program College?

Dr. Beckman: The T & CC has a 4-year Program already in Criminal Justice; but does not know if they are expanding to a 4-year College or not.

Dr. Edgar: That Department is proposing a Master's Program in Criminal Justice.

4) Are we going to have a new Degree in the University, Bachelor of Science Degree, outside the College of Arts and Sciences?

Dr. Beckman: For the Nursing students to get a Bachelor of Science Degree at the present time they have to major in something other than Nursing.

5) Do they get their Degree from the College of Arts and Sciences?

Dr. Beckman: The new major is in Nursing in the T & CC.

DR. EDGAR: They will get the Bachelor of Science Degree, which is offered by the University, and they will get it through the Nursing Program which is offered by the Technical and Community College?

6) Can any College give any Degree? For example: Can the Arts and Sciences give an Engineering Degree?

Ans.: NO.

7) No School or College grants any Degree,  
It is the University which grants the Degree.

Dean Paraska: The decision has been made in certain areas that it is appropriate in the T & CC to grant the Bachelor of Science Degree to those people who meet the requirements as in the Nursing Program and the Criminal Justice Program.

Mrs. Smith: Part of the problem arises here by virtue of the fact that if we had not placed the Department Heads and Programs in either the T & CC or A & S, etc., we would encounter difficulty in reporting when it comes time to report to the State Board of Regents our Summer and Fall reports regarding State Subsidy purposes.

The courses which are taught in the T & CC carry a different kind of subsidy from the courses that are taught in either the Lower Division or Upper Division or in some cases as Professional courses.

I think part of the decision of the Administration to carry this in the T & CC was to keep the Instructors and the various people in their own School and to be able for us in reporting to carry the students in the School for purposes of subsidy too.

I think the courses are no less academic than if they were given in the Arts Colleges. But for purposes of Administration to also have Liberal Arts Office undertake clearing of these Degrees for the people involved would certainly create an added burden.

They are not doing the advising. All of these things were taken into consideration in setting up these Programs originally.

SENATE MINUTES CONT'D.: (March 5, 1971)

REPORT OF CURRICULUM COMMITTEE CONT'D.: (Dr. Beckman)

COMMENTS CONT'D.:

Dr. Yozwiak: Is it possible, since a Bachelor of Science Degree in the College of Arts and Sciences requires a Language, and I have a Math major who cannot pass the Language Requirement, is it possible for me to arrange to give him a Bachelor of Science Degree in Mathematics through the Technical and Community College? (Arts and Sciences)

Dr. Smith: Concerned that a Bachelor of Science Degree in the T & CC might be watered down, He talked with Dean Paraska about this. Dean Paraska assured him the Bachelor of Science Degree in the T & CC would carry the same minimum requirements as in the Arts and Sciences and would include Language requirement.

At least so far, unless we work for some other type of degree we will expect the requirements to be the same as if the Degree were being offered in the College of Arts and Sciences.

Dr. Yozwiak: It is a question of -- Can any School give any Degree in the University?

8) Some problem in Communication.

For example: The School of Education does give two (2 ) Degrees. A-B.S. in Ed. and in cooperation with the College of Arts and Sciences a Bachelor of Arts Degree (B.A.) plus certification but it is a Degree. As far as I have ever known it is included on a print-out form of the Commencement Program and the Degree is given by the individual School.

This closely ties to the confusion here. There are many of us here who are under the impression that the School, and not the University, confers the Degree and this seems to be adding further to the confusion,

9) On Page #3 of Curriculum Report under Political Science, following Course #714 - Description, etc. . . . What is meant by "A practicum is included"?

Dr. Beckman: Assumed students administering questionnaires, getting experience with polling public opinion, etc.

10) Does not know what it means but questions whether or not it means polling, etc.

Dr. Edgar stated we could get more information regarding this,

Dr. Richley: On page #10 of Curriculum Committee Report. Mechanics I and II, in Mechanical Engineering Technology, The content of the courses is quite similar. The emphasis entirely different, The level of Mathematics if different. Objective is different.

This is simply an extension of an existing course in Mechanics that we have already had,

We had a 5-hour course that concerned itself with Statics and Mechanics.

We felt the need for greater concentration in Statics. We deleted the 5-hour course and structured 2 four-hour courses for greater emphasis.

QUESTION CALLED FOR:

MOTION: The Motion is to approve the Curriculum Committee Report given by Dr. Beckman, to the Senate from the Curriculum Committee, with the Amendment added regarding Linguistics and Cross-listings.

Seconded,

AYES HAVE IT. ONE NAY VOIE

SENATE MINUTES CONT'D.: (March 5, 1971)

The Report of the Special Events Committee will be given at a later date. Dr. Leonard Spiegel was ill and could not attend the meeting today,

REPORT OF COMMITTEE ON STUDENT DEVELOPMENT:

This report was given by the Chairman, Dr. George Letchworth, Dr. Letchworth reported:

"As Chairman of the Student Development Committee this report is offered to the Senate for approval:

The Student Development Committee is charged with the general responsibility of recommending:

- 1) Means of establishing a search for capable but dis-advantaged pre-college students who are likely to benefit from a continuing program designed to enable their normal participation in college.
- 2) Means of establishing special aid for students of deprived backgrounds-
- 3) Special admissions policies for these students.
- 4) Special programs for these students,

To fulfill this responsibility, we have discussed and researched many programs and approaches and have submitted, at the request of the Vice-President for Academic Affairs, proposals for the funding of Student Development Programs. We received a current grant of \$35,000 from the Board of Regents to conduct remedial programs. We received \$15,000 in 1968 and \$30,000 in 1969. The Board of Regents is currently considering a proposal for Student Development totaling \$230,000 for the next Biennium,

The Committee has also submitted a recommendation to the Vice-President for Academic Affairs, that the University acquire the services of a Full-time Director of Student Development. It was felt that a large number of our students, particularly those from impoverished backgrounds, would benefit from a program of remedial education and that the Student Development Committee has neither the authority nor the time to develop programs to coordinate existing efforts, or to attend to specific educational problems.

The Student Development Committee is an unusual committee of the Senate, because it serves in an advisory capacity for the direct expenditure of funds -- the \$35,000 Regents' Grant. Under this grant we conduct the tutorial services and cross-cultural seminars, and give supplementary assistance to the study skills program of the Technical and Community College. The Tutorial Service is in its third year of operation and we tutor an increased number of students each Quarter. The Tutoring Service is free but student tutors and limited service faculty are paid. As an aside to this report I would like to tell you that Mr. Jerome Parm, a student member of the University Senate, is the coordinator of the tutoring and is doing an outstanding job in finding tutors for more than 250 students during the current year.

The Cross-Cultural Seminar is an innovative approach to community-university cooperation. On two occasions, the committee has sponsored programs involving the various ethnic groups of the Community. The purpose of the program was to:

- 1) Provide a place where different cultural groups could become mutually acquainted.
- 2) Help members of the community become aware of the resources and facilities of the University.
- 3) Share our separate problems of education in general and higher education in particular,
- 4) Provide a non-structured program for free expression.
- 5) Encourage ethnic groups to motivate their own members to the possibilities of higher education.

(CONT'D. NEXT PAGE)



SENATE MINUTES CONT'D.: (March 5, 1971)  
REPORT OF COMMITTEE ON STUDENT DEVELOPMENT CONT'D.: (Dr. Letchworth)

Further seminars are in the planning stages which will probably focus on specific topics. "

MOTION: Dr. George Letchworth moved Senate accept his Committee Report on Student Development.  
Seconded,  
AYES HAVE IT, REPORT ACCEPTED.

REPORT OF INTERNATIONAL STUDENT SUB-COMMITTEE:

This report was given by Dr. Stephen Hanzely, Chairman,

This report Dr. Hanzely states is a summary of the recommendations that pertain to some 325 Graduate and Undergraduate International Students on this campus at the present time.

Some of these have already been approved and adhered to as policy and guidelines for some time. Others are merely recommendations at this point which have been approved by our sub-committee and are in the process of being reviewed by various other University committees.

The 1971-72 University catalog will contain a section on the International Students, and a condensed version of this report will be included in it.

This report is intended to impress upon the University Community that the International Student is not one who seeks favors but an individual who must make sometimes drastic adjustment before he can become most effective in his capacity as a student, and before he can begin to share with us the unique characteristics of his heritage.

During our deliberations we have tried to clarify the position of an International Student in a university Community; to acquaint him with the things that are available to him and to make him aware of his responsibilities.

Dr. Hanzely stated he would like to thank all the members of the Sub-Committee for their genuine concern which they have demonstrated for the welfare of the International Student. They have all been a rich source of original ideas and contributed much to our Committee.

Dr. Hanzely further stated he considered it a pleasant duty to acknowledge the services of Mrs. Edna McDonald, member of the Faculty, who also serves as Advisor to the International Students, Secretary to the Sub-Committee on International Students as well as on the Sub-committee of Student Affairs; one of the Sponsors of the International Student Organization and also serves as one of the organizers of the Annual Aid to International Development and Trainee Program.

This report, Dr. Hanzely stated, is really a credit to Mrs. Edna McDonald and her efforts on behalf of International Students,

DR. HANZELY'S REPORT AS FOLLOWS:

Policy Statement: The International Student is a most welcome member of the YSU Community. His contribution to the University community is to enrich and to share with others knowledge, understanding and appreciation of his culture.

It is expected that an International Student should have attained a certain degree of proficiency in the use of English at the time he arrives on the campus, so that he will be able to engage in academic endeavor with benefit to himself. The University affords its International Students the same opportunity to be participants in University affairs as all other students. His reception is cordial and the services of a special International Student Advisor are available,

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (March 5, 1971)

REPORT OF INTERNATIONAL STUDENT SUB-COMMITTEE CONT'D.: (Dr. Hanzely)

ADMISSIONS: Undergraduate.

Application should be made to the Admissions Office at least six months prior to the Quarter the student seeks to enter the University, Quarters begin in September, January, and March. The following forms and credentials must be submitted to the Admissions Office before acceptance to the University will be considered:

A completed application form;

Official credentials from all secondary schools, colleges and/or universities which the student has attended, including subjects, grades and key to the grading system. If credentials are not in English, an official translation must be secured.\*

Results of the Test of English as a Foreign Language (TOEFL) or results of the Michigan Test,

A complete medical examination record (form provided).\*\*

A non-refundable application fee of \$15.00.

An interview with and/or an application referral from an Institute of International Educational representative or other organizational representative where feasible,

Certification of financial resources available for education and support while studying at this University.

Sources of Scholastic Aptitude Test (SAT/ACT).

\*Advanced credit from an institution outside of the United States will be considered only if a syllabus is presented with the official credentials,

\*+Medical forms need not be completed until after acceptance and receipt of 1-20 form.

NOTE: STUDENTS WHO HAVE A VALID I-20 FROM ANOTHER INSTITUTION MAY NOT BE CONSIDERED FOR ADMISSION.

GRADUATE: To be admitted to the Graduate School, the student must have earned an undergraduate degree with a record of high scholastic distinction equivalent to First Class standing, and have sufficient undergraduate preparation in the major field for the graduate program in which he intends to enroll.

TRANSFER STUDENTS: Students already attending an educational institution in the United States must apply in accordance with the regular University application closing dates. Transfer students may apply, but not enroll between terms. They will be accepted for Fall term only,

UNDERGRADUATE: Students transferring from educational institutions within the United States must be in good standing and those applying to an undergraduate curriculum must have a 2.00 average on a 4.00 scale. Credits transferred from foreign institutions will be evaluated upon receipt of credentials and syllabi.

ALL CREDITS ARE EVALUATED BY THE ADMISSIONS OFFICE,

GRADUATE: Applicants for admission to a graduate program must have an accumulative average of at least 2.5 (on a 4.0 scale) in work completed at a United States college or University,

FINANCES: Detailed information concerning ability to provide for all expenses is required when seeking acceptance.

Fees must be paid approximately ten days in advance of each term and all charges are due in full. The University does not carry installment accounts.

UNDERGRADUATE: There is very little aid in the form of financial aid, loans or scholarships available from the University for undergraduates.

GRADUATE: A limited number of graduate assistantships are available for which International Students may apply. For information and application materials, write

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (March 5, 1971)

REPORT OF INTERNATIONAL STUDENT SUB-COMMITTEE CONT'D.: (Dr. Hanzely)

the Dean of the Graduate School. Applications **must** be made by March 1 prior to the Fall Quarter for which the student seeks aid and **must** be accompanied or preceded by application for admission. Under no circumstances **will** a student be granted an assistantship or scholarship until he has been admitted to the Graduate School.

ESTIMATED EXPENSES: Estimated expenses for an **International** Student amount to between \$2500.00 and \$3500.00 for a full calendar year depending upon his standard of living. The University reserves the right to change any fee without notice, subject to approval of the Board of Trustees,

For tuition fees see Section entitled "**Fees and Expenses**" in the Catalog.

STUDENT EMPLOYMENT

Students are expected to be financially able to care for needs without seeking employment. **International** Students are not permitted to work during their first year at YSU and employment at any time thereafter is discouraged. After the successful completion of one year of study, however, the student is permitted to seek part-time employment, **SHOULD THE NEED ARISE**. Permission to work **must** be granted by the United States Immigration Service as well as by the University.

Permission for summer employment is determined each year by the United States Immigration authorities. Each student seeking employment should consult the International Student Advisor.

NO STUDENT WHOSE ACADEMIC PROGRESS HAS BEEN UNSATISFACTORY IS PERMITTED TO SEEK EMPLOYMENT.

HOUSING: Most students who attend YSU live off-campus and travel to and from the University daily. Two dormitories, however, house male students; Kilcawley center, a dormitory for men, and Lincoln Towers, a privately owned co-educational dormitory. Off-campus approved housing as well as the Y.M.C.A. is also available to male students. Female students **must** live in approved housing. Buechner Hall (a residence for women), the Y.W.C.A. and Lincoln Towers provide housing and meals for female students. Applications for dormitory reservations will be mailed upon request to students accepted for admission.

INSURANCE: Health and Accident (pending further action),

All International Students are required to have an insurance policy for accident and health coverage during the period the individual is a student in YSU.

AUTOMOBILE: According to Ohio State Law, **all** automobile owners **MUST** carry liability insurance; failure to **purchase** this insurance is a violation of the law. Any International Student who owns an automobile while attending YSU is subject to the provisions of this law and to the punishments prescribed for its violators,

EDUCATIONAL REQUIREMENT:

ENGLISH: Upon entering the University, International Students are given an English proficiency test. (This is in addition to TOEFL and the Michigan Test taken prior to entry). Unless a given level of proficiency is demonstrated, the student must enroll in special English courses before **taking** other college work, and must continue in these courses **until** such proficiency is attained. (SEE ENGLISH 510).

ORIENTATION: All International Students must enroll in this course. Its major purpose is to acquaint the student with the American educational system, American customs and habits, the **rules** and regulations of the University, necessary legal and governmental information and study **skills**.

(The above courses are required in addition to normal degree requirements).

GENERAL REQUIREMENTS: International Students, regardless of transfer credits from foreign institutions, are subject to the general educational requirements as outlined in the Catalog. Degree requirements are determined by the School of the

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (March 5, 1971)  
REPORT ON INTERNATIONAL SUB-COMMITTEE CONT'D.: (Dr. Hanzely)

student's major area of study.

COURSE LOAD: Students **must** take a **minimum** of **twelve** (12) credit hours **unless** the level of English proficiency prohibits or **unless** academic **progress** is **unsatisfactory** and the Advisor rules otherwise.

INTERNATIONAL STUDENT ADVISOR: The Coordinator of International Educational Program serves as International Student Advisor. The Advisor is at the **service** of **all** who come to the campus from other lands and offers assistance and counsel. The student is provided guidance and direction in as many areas **as** possible so that he can derive the greatest profit **and** pleasure from his stay at YSU. Those who are citizens seeking to study abroad may also seek advice from **this** office,

All International Students must see the Advisor as soon as possible after their arrival in Youngstown.

INTERNATIONAL STUDENT ORGANIZATION (ISO)

The ISO received its Charter in 1954. The purpose of the organization is to promote better understanding between the American and International Students as well as to provide the student away from home an opportunity to meet and make friends from his country and other countries. Meetings are held each Friday evening. Two nights a month are given to educational and cultural enrichment as well as fellowship, the other two Fridays to recreation.

FOR FURTHER INFORMATION WRITE TO: Coordinator International Educational Program  
International Student Advisor  
Youngstown State University  
Youngstown, Ohio 44503

SOME IMMEDIATE CONCERNS:

- 1) Communication between the International Student Office and other campus authorities.
- 2) Use of the International Student in the class room discussion groups and/or organizations both on campus and in the community to enhance and/or expand international understanding.
- 3) Promotion of opportunities for the campus and the community to meet the International Student.
- 4) Stabilize the Friend Family Program.
- 5) Study present program as it has been developed thus far and use findings for basis of improvement.

NOTES OF EXPLANATION:

ISSUE REQUIREMENTS:

ALL International Students are required to take an English Proficiency Test and to attain a 450 score on the TOEFL and on the Michigan Test a score of 80.

All students are given another test upon arrival and at the undergraduate level, unless a level of proficiency is reached, the student must take English 510. If the score is quite low he is permitted to take only English 510 and Orientation for International Students. At the graduate level the result of the local test is sent to the advisor with recommendation that the student enroll in English 510, if the score is quite low.

The SAT (or, in a few cases, ACT) is also required of **all** undergraduates. In some Departments the GRE is required at the graduate level.

In addition, proper transcripts **along** with English translations of same must be submitted.

TRANSCRIPT EVALUATION:

Transcripts at the **undergraduate** level are evaluated through the Admissions Office only. Deans and Department Chairmen and the International Student Advisor

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (March 5, 1971)  
REPORT OF INTERNATIONAL SUB-COMMITTEE CONT'D.: (Dr. Hanzely)

are consulted when necessary. (This is the practice as **advised** in Guidelines issued by NAFSA (National Association of Foreign Student Affairs)).

FINANCES: Please note that all those coming to YSU on a student visa whether at the graduate or undergraduate level are **not** permitted to work unless **special** permission is granted by the University and the Immigration Office. (Assistantships do not require permits).

Permission to work is supposed to be granted by the **designated** official of the University and the Immigration Office when emergencies or crises warrant.

INSURANCE: There has been forwarded to the Six **Member** Council a recommendation that all International Students be required to have **Health** Insurance. Should the **recommen-** **dation** be approved a more reasonable and equitable policy that the present ones should be made available to the students,

ORIENTATION: Since the Orientation and Study **Skills** course was added to the requirements for **International** Students there have been many benefits and fewer problems.

They have fewer difficulties with the **Immigration** authorities; they are exposed to the type of **community** in which they will be living.

They are exposed to the American system of education, particularly the system at YSU.

They are further exposed to study **skills** that the American community takes for granted. For instance, **most** International Students do **exceedingly** well at rote learning. They have not always had to demonstrate skills in application of knowledge or in reasoning. They seldom **have been** exposed to **Multiple Choice** Tests, writing the kinds of papers as required here, etc.

Further, there are culture differences with which they must cope immediately. The culture shock the International Student experiences is difficult for many Americans to understand.

Finally, while all efforts possible are expended to select those students **whom** it is thought can reasonably be expected to succeed, there are occasions when considerations are requested.

No faculty **member** is ever asked to give an unearned grade. Extension of time or any consideration that can be morally and ethically granted has been asked for.

COMMENTS:

1) Student: Regarding International students '**accepted** for Fall Term only'. (Transfer students on page 10 of Minutes). Correct.

Page **11:** Housing (**Female** Students). This is being brought up right now for Committee Study. This possibly does not apply but not sure. **New** rules and regulations on International Students. **May** be taking on more rules or **may** not be enforced or **maybe** **it** does not exist.

Dr. Hanzely: The Housing Portion has been reapproved by our Committee this year.

2) There are a number of recommendations and fallacies in the Report in the **province** of the Admissions Committee, Curriculum Committee or Academic Affairs Committee. Are we to understand that you have recommended these things to those Committees for action and report to the Senate?

Your report is tentative then, in that they are recommended for action; or are these actions that have not gone through Senate Committees?

**One** in particular concerned about, and that is the Graduate School. You have recommended some things about the Graduate School which have not been brought to the attention of the Graduate School. Would like to know what the intention is here?

Dr. Hanzely: This concerns -- to be admitted to the Graduate School, etc. This is the policy at present and when this report was prepared we simply put **it** out verbatim from the information available.

(CONT'D. NEXT PAGE)

SENATE MINUTE CONT'D.: (March 5, 1971)

REPORT OF INTERNATIONAL SUB-COMMITTEE CONT'D.: (Dr. Hanzely)

COMMENTS CONT'D.:

3) Does not think any such regulations in the Graduate School that he is aware of.

Dr. Edgar: Yes, there is a regulation.

Dr. Hanzely: This report gives many things that have been done for International Students but not necessarily passed by the International Sub-Committee. Simply have taken verbatim from something already in existence. As far as I know the only thing pending is the item 'Insurance'. This regards 'Health Insurance'; other than that I think that much in here has been policy.

4) Are there foreign students on the Sub-Committee.

Dr. Hanzely: Yes. Two students (2 foreign students and 2 American students).

5) No foreign student is permitted to work during his first year at YSU and employment at any time thereafter is discouraged.

Referring to the sentence: No student whose academic progress has been unsatisfactory is permitted to seek employment. This implies that if a student is a straight "A" he could seek employment. This implies that if student has good grades he could look for a job and this is not so.

Dr. Hanzely: Thinks the point very well taken. Does not like the word "unsatisfactory" in the above sentence. Thinks it would be better: one who is on academic probation should not be permitted to seek employment.

6) Dean Scriven: If the Senate approves this report does that mean then that the guidelines for Admissions, for example be adhered to until changed by the Senate?

Dr. Hanzely: To his knowledge no such report as the one he made today has ever been made. The guidelines, regulations and pending policy has never been put down on paper and the International Student has never had anything to which he could refer to.

This is only a Report.

Dr. Edgar: This Report is for information to the Senate only and not for action,

7) The acceptance of this Report by a voice vote in no sense solidifies any of the matter in here or is it any more authoritative than it is already?

Dr. Edgar: I should think that might be the case.

MOTION: Dr. Hanzely moved acceptance of the International Sub-Committee Report, (with the understanding that it was a Report only and not for action).

Seconded.

AYES HAVE IT. MOTION ACCEPTED.

UNFINISHED BUSINESS:-

Pass-Fail Grade: Dr. Behen asked for information.

Some time back the Academic Affairs Committee sent to the Senate and the Senate approved the appointment of an Ad Hoc Committee to study the advisability of a Pass-Fail Grade. Does not recall any report has been made regarding this.

What is the status of this question from that Committee at the present time?

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D. : (March 5, 1971)

UNFINISHED BUSINESS CONT'D.:

1) Dr. Hare:: Was appointed as Chairman to convene such a Committee. This Committee included one of the Student representatives, Mr. Larry Simko. Does not recall the balance of the membership.

Dr. Hare made repeated efforts to gather the Committee together but it was impossible. Finally the matter was dropped, since there was no great demand for further study of the matter.

Dr. Hare himself made some inquiries about this Pass-Fail System at other Institutions and the result of the study was that there wasn't much that one could put one's finger on ~~and that~~ that is where the matter rests,

2) Mr. Brachfeld, one of the student representatives was also a member of the Ad Hoc Committee. He was never informed of any meeting,

On his own he investigated some Pass-Fail institutions and his findings seemed to dispute Dr. Hare's. Some of the Ivy League schools on the Pass-Fail system seem to have been successful. In these schools the system is constantly being broadened and expanded. Mr. Brachfeld's information totally different than Dr. Hare's.

Mr. Brachfeld asked: Is this Ad Hoc Committee officially dead or only in slumber?

3) Dr. Behen: Might find it possible to reactivate it, No instruction on part of the Senate for withdrawal.

There is a situation possibly developing that might make this of more direct interest to the University than in the past.

Dr. Edgar: We will leave it to the Executive Committee of the Senate.

4) Is it possible to get the matter of the Faculty Grievance Procedure out of the Faculty Affairs Committee and to the Senate for the meeting April 5?

Does anyone here from the Faculty Affairs Committee know the status of this Proposal?

Mr. Petrych: The Faculty Affairs Committee in process of revamping this and hopefully with two more meetings (and no more snowstorms) it should be ready for the April meeting.

NEW BUSINESS:

Dr. Shipka wished to make a suggestion to the Senate in regard to the procedures of the Curriculum Committee, at the University.

Had excellent cooperation with suggestions regarding Philosophy Department and with Dr. Beckman and Dr. Behen from History. But during his time on the Senate it seems to him that the way we revise curricula at the University is not terribly efficient procedure.

Has also noticed that there are problems both in the stage of the process where each Department proposes the change and then when the University Curriculum Committee and the College Curriculum Committee vote on it and it is brought to the Senate, we have two problems: (1) the procedure at the Committee Stage and (2) the other here at the Senate.

At the Committee stage very often there are proposals that are submitted that affect more than one Department; what happens is that the Curriculum Committee at the College level and at the University level usually does not notify a Department Chairman whose curriculum might be affected that these proposals are going to be considered at a specific time and place.

Dr. Shipka has in mind that the Senate should require the Curriculum Committee to notify the Departments that, will be affected by Curriculum changes.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (March 5, 1971)

NEW BUSINESS CONT'D.:

Also the time and place when those changes are going to be discussed so that the Chairmen of those **Departments** and the faculty members will have an opportunity to testify on that change.

Have had occasion again today to **observe** that when Curriculum **Committee** Reports, and when **members** of the Senate have questions, often there are not representatives of the Departments affected to answer questions that the Senate has,

Seems as though the Senate should have a policy to require any Department for which there is a Proposal to the Senate for a curriculum change, to have a representative present to answer questions regarding the change,

- MOTION: 1.) Dr. Thomas Shipka **moved** that the Senate require curriculum **committees** both at the level of the school **and** the university to notify departments of the time and place when proposed curriculum changes affecting those **departments** will be discussed by the **Committee**, **and** also that these **committees** invite members of the departments to testify on such **proposed** changes.
- 2.) That the Senate require that each department whose proposed changes are to be deliberated upon by the Senate have a representative of that department present during the Senate deliberations to answer questions,

PARLIAMENTARIAN: Mrs. Dykema asked Dr. Shipka to make the above in two (2) Motions.

MOTION: Dr. Thomas Shipka moved that the Senate require curriculum **Committees** both at the level of the school and the university to notify departments of the time and place when proposed curriculum changes affecting those departments **will** be discussed by the **committee**, and also that these committees invite members of the departments to testify on such proposed changes,  
Seconded. (SEE RESULTS BELOW).

COMMENTS:

- 1) Many times very difficult to know which Departments are going to be affected. Might relieve the Curriculum **Committee** by just giving the notice to all Department Chairmen and not the Department **Chairmen** affected.
- 2) The Curriculum **Committee** meets about two (2) hours a week. If Department **Chairmen** attend would it not tend to slow down the action?

Dr. Beckman: Dr. Shipka wondered if this would tend to make the business of the **Committee** impossible.  
The business of the **Committee** is already impossible. It would be impossible to get a notice to all Department Chairmen distributed,

Dr. Tarantine: Dr. Tarantine moved to give the Curriculum **Committee** an opportunity to review this Proposal before any action is taken on it. Moved that it be postponed until the May meeting.  
Seconded.  
AYES HAVE IT. POSTPONED UNTIL MAY MEETING.



SENATE MINUTES CONT'D.: (March 5, 1971)

NEW BUSINESS CONT'D.:

MOTION: Dr. Thomas Shipka moved that the Senate require that each Department whose proposed changes are to be deliberated upon by the Senate have a representative of that Department present during the Senate deliberations to answer questions.  
Seconded,

COMMENTS:

1) Would the implication of this motion be that if a representative of a department were not present, the curriculum changes of that department would not be considered by the Senate? Would that be the implication?

Dr. Shipka: If we would require that a representative be present and the department refused to send a representative then I think we should act negatively upon the proposed changes.

Dr. Hare suggested that if the Motion was to have any teeth in it it should be Amended somewhat as follows: Amend to provide that only when a representative of the Department, either a Chairman or someone appointed by him, is present will the curriculum changes be considered by the Senate.

Dr. Shipka had no opposition to this Amendment, (REPHRASED BELOW).

2) Is there a Constitutional requirement regarding this?

Dr. Behen: Does not think there is any conflict here, Committees are to report to the Senate at least once a year.

3) The Motion as rephrased suggests that such material not be introduced unless a representative of the Department is in attendance,

MOTION AS REPHRASED:

(Dr. Shipka's Motion rephrased by Dr. Hare)

Dr. Robert Hare moved that the Senate not consider Curriculum changes proposed by any Department unless the Department Chairman or a representative of that Department Chairman is present at the time the matter is brought up.

Seconded.

AYES HAVE IT,

Dr. Hankey: Thinks there is need of information relative to reorganization of this University in relation to T & CC College. Many do not know and yet are held responsible for making curriculum decisions, Would like to request that Senate be informed where administrative decisions affect its own decision making power.

Mrs. Smith: The Registrar's Office is proceeding at this point to gather in material for the Fall Schedule,

At what point do the Curriculum Committee and the Senate intend to finalize their deliberations for next year? Unless courses are approved by the Senate we cannot offer them next fall, according to our rules,

May I assume today finalizes the Curriculum Changes for next Fall? (NO).

If we go to press within the month it means we are going to have extra meetings; it is a terrible plight to be in if the Catalog is to come out and we are to follow it.

SENATE MINUTES CONT'D. = (March 5, 1971)  
NEW BUSINESS CONT'D.:  
COMMENTS CONT'D.:

Dr. Cohen: A **time** schedule was worked out with the Committee involved and discussed recently with Mr. Snyder. Does not **recall** the deadline date,

Dr. Swan: **Memo** which came from Mr. Snyder regarding the Catalog said this should include courses that were in process of being approved. Easier to delete but cannot add,

Dr. Hotchkiss: April 8 is the date by which all action must be reported to Dr. Randolph **Foster's** office regarding Catalog. If Senate meets before this date and considers courses - that would be the first Friday in April - that would come within that deadline. Presumably we have one more Senate meeting and that is **it**.

Mrs. Smith: That means then that our Fall Schedule will be in **the process** of being printed before the Senate meets again,

Dean Paraska: April is the **last**, meeting we **can** **approve** courses.

MEETING ADJOURNED ■

Respectfully ~~submitted~~,

Vera Jenkins  
SECRETARY OF THE SENATE

YOUNGSTOWN STATE UNIVERSITY  
SENATE MEETING  
Friday, March 5, 1971

IN ATTENDANCE:

*[Handwritten signatures]*  
F.A. Fortunato  
Jerome E. Utz  
E. Brak Evans  
June Hill  
M. Slavin  
L.J. Satre  
W.F. Filatovs  
Taghi Kermani  
Mae Lerner  
Henry N. Fuhui  
James W. Kiriagis  
E.R. Spjick  
O.H. Vanaman  
J.J. Koss  
M. Paraska  
R. Kramer  
G. Wilkinson  
Phil Demmon  
Bhavwati Poddar

*[Handwritten signatures]*  
E. Holvany  
Paul C. Fitzgerald  
W.M. All...  
George Litchworth  
Edwin Painter  
Clyde A. Painter  
Dwight F. Edge  
John J. Stalder  
Wm. Lushy  
Jim Scriven  
Wm. Swan  
Michael Slavovachy  
Mary D. Smith  
J.P. King  
V.A. Ridley  
G. MAVRIGIAN  
B. Wojciak  
Tom Nabrey  
Hyl H. Eames  
Wm. Stangh  
Vera Zant  
J.P. Zerlecki  
Earl Harris  
Ann B. Harris  
Thomas A. High  
M. Green  
Frank J. Tarantini  
Hedy Dillon  
St. Mary Conroy  
Doris Johnson  
Esther Niemi  
Lynn Edmundo  
Lyle Harkney  
Lory Linda  
Robert K. Smith  
C.R. Lytman  
Helma S. Miner  
Robert N. Hase  
Margaret J. Pan  
Ward Z. Miner  
Bete Wilms (Janet)  
G.A. Probert  
Nancy Young  
ET Decker

YOUNGSTOWN STATE UNIVERSITY  
SENATE MEETING  
Friday, March 5, 1971

IN ATTENDANCE CONT'D.:

Samuel N. Notchkiss  
Edly M. Notchkiss  
Raymond W. Hurd

Melvin  
Paul Berkman  
Jed Henkel

A. Budge

J. Cohen

L. Rand

T. Braachfeld

Elizabeth Sterenberg

Josh D. Foster

John A. Cerina

Shirley

Mr. Joseph S. Raab  
(v.p.)

Vera Jenkins

*v. Senkiewicz  
Secy.*

The following courses and programs, having been approved by the appropriate School Curriculum Committee and the University Curriculum Committee, are being presented to Senate for its consideration.

## COLLEGE OF ARTS &amp; SCIENCES

**Art**

The Art Department has submitted a number of requests, designed to enhance and diversify offerings in that area.

**Delete:**

718, 719, 720 - Jewelry 3+3+3 q.h.'s

**Change:**

707 - United States Art 3 q.h.'s

Change in Title

767 - Arts & Crafts I 3 q.h.'s

Change in number

770 - Jewelry I 4 q.h.'s

Description: A study of the basic methods of fabrication used in the creation of jewelry. A concentration on design as applied to the hand processes in the shaping of various metals.

771 - Jewelry II 4 q.h.'s

Description: A study of the casting processes used in the creation of jewelry.

**New:**

740 - Northern Renaissance 3 q.h.'s

Description: Origin of the Northern Renaissance styles of painting, architecture, and the minor arts in Flanders and Northern Europe. (1300 to 1500)

742 - ~~Northern Renaissance~~ *African Art* 3 q.h.'s

Description: Study of African tribal art forms and their relationship to the historical period in which they were created. The impact and influence of African Art on the development of contemporary western art trends.

745 - Pre-Columbian Art 3 q.h.'s

Description: An examination of the various cultural and tribal arts in the North and South American continents, and in particular Central America. Special emphasis on Pre-Hispanic Mexico, Peru, and North American high cultures such as the Maya, Inca, and Northwest coastal tribes.

760 - School Arts ~~3~~ 4 q.h.'s

Description: Study of the needs of children from kindergarten through grades seven and the means of providing desirable art experiences. Experience with contemporary trends in all aspects of art. Two hours lecture; four hours laboratory. Satisfies the teaching of art methods. Required of all elementary education majors, and art education majors.

780 - Photography I 4 q.h.'s

Description: Lecture and lab course in photographic fundamentals, developing and printing. Discussion of cameras, lenses, enlargers, etc. Technical and visual knowledge relating to the photograph as an expressive art form. (Student must provide camera).

781 - Photography II 4 q.h.'s

Description: Continuation of Art 700. Concentration on the student's technical ability and visual awareness of fine art photography. (Student must provide camera).

*v. Jenkins*  
*Secy.*

## COLLEGE OF ARTS &amp; SCIENCES(continued)

## Geography

The Geography Department proposes the following changes in order to meet the demand for graduates trained in the area of urban and regional planning.

## Delete:

803 - Urban Geography 3 q.h.'s

## Add:

806 - Geography of Human Settlements 4 q.h.'s

Description: A geographical study of the distribution, structure and function of urban and rural settlements. Emphasis will be on their morphological structure and growth of settlements.

807 - Geography of Urbanized Regions 4 q.h.'s

Description: A geographical study of the change in and the growth of urbanized regions including the metropolitan areas, megalopoli and standard Metropolitan Statistical Areas. Emphasis will be upon the factors contributing to changing spatial relationships within urbanized regions as a consequence of changing technology.

808 - Land Use and Transportation 4 q.h.'s

Description: A geographical study of the characteristics and patterns of land use, and the interrelationships between land-use and transportation patterns,

809 - Geographical Aspects of City and Regional Planning 4 q.h.'s

Description: A study of geographical elements of city and regional planning with emphasis upon use of maps and geographical methods and techniques in planning.

Prerequisite for each of the above is: Junior standing and 18 hours of social studies or the consent of the Geography Department Chairman.

## Health and Physical Education

## New:

508 - Ice Skating 1 q.h.

525 - Gymnasium Sports 1 q.h.

## Physics

## Delete:

601, 602, 603, General Physics II, III, IV 3+3+3 q.h.'s

601L, 602L, 603L *General Physics Laboratory.* 1+1+1 q.h.

820, 821, Electricity & Magnetism 3+3 q.h.'s

## Change:

510, General Physics I' 4 q.h.'s

Description: A calculus concurrent course in mechanics; the kinetics and dynamics of masses in translation and rotation; Newton's Laws; the conservation laws of energy and momentum.

610 - General Physics II 4 q.h.'s

Description: A study of the properties of wave motion; reflection, refraction, diffraction, interference, polarization as exemplified by mechanical and electromagnetic waves; energy transferred by wave motion: simple harmonic motion.

610L 1 q.h.

621 - General Physics III 4 q.h.'s

Description: A study of static electric and magnetic fields; direct current circuits; induced currents and electromagnetic forces; inductance and capacitance and their transient effects on direct current circuits.

611L 1 q.h.

*D. Jenkins Secy.*

Physics(Continued)

Change:

322 - Electricity & Magnetism

3 q.h.'s

Description: Time dependent fields and currents; Maxwell's equations; electromagnetic radiation; vector methods are used extensively.

New:

710-L - Thermo-Dynamics Lab

1 q.h.

Description: Experiments to aid the understanding of pressure, volume, temperature relations, specific heats, kinetic theory and energy relations.

Political Science

The Political Science Department requests involve primarily minor changes in description or prerequisites, and where appropriate, an increase to 4 q.h. credit.

Delete:

680 - Elements of Political Theory

3 q.h.'s

Change:

697 - American National Government

4 q.h.'s

640 - Elements of Comparative Government

4 q.h.'s

G60 - Elements of International Relations

4 q.h.'s

712 - Political Behavior

3 q.h.'s

714 - Public Opinion

4 q.h.'s

Description: As in current catalog, with addition of one line; "A practicum is included."

Each of the preceding four courses has a minor change in prerequisite.

743 - British Government & Politics

3 q.h.'s

744 - European Government & Politics

3 q.h.'s

751 - Government & Politics - Latin America

3 q.h.'s

752 - Government & Politics - Asia

3 q.h.'s

Prerequisite for each of the preceding four courses is Political Science 640

764 - International Organization

3 q.h.'s

Prerequisite: Political Science 660 or junior standing

Description: A study of international organizations (including the United Nations) and regional organizations that foster political integration.

766 - Latin American Foreign Affairs

4 q.h.'s

Prerequisite: Political Science 751, or consent of instructor

New:

767 - Asian Foreign Affairs

4 q.h.'s

Prerequisite: Political Science 660 or 752 or consent of instructor

Description: A study of the foreign policies of selected countries of Asia.

Biology

Delete:

660 - Economic Botany

3 q.h.'s

673 - Ornithology

2 q.h.'s

Change:

661 - Economic Botany

4 q.h.'s

Description: Enumeration, ecology, culture, distribution, use and biological significance of plants that serve useful purpose for man as food, fiber, wood, drugs and ornament. Can be used to fulfill university science requirement (fall, winter, spring).

*V. Jenkins*  
*Secy.*

**Biology(Continued)**

Change:

700 - **Non** Vascular Plants 5 q.h.'s  
Description: A presentation of classifications, morphology, reproduction, **ecology** and economic aspects of algae, fungi and mosses. **Lectures** and laboratory.

719 - **Taxonomy** of Flowering Plants 5 q.h.'s  
Description: **Identification** and classification of herbaceous **flowering** plants and discussion of current approaches to botanical systematics. Lectures and laboratory.

765 - Vascular Plants 5 q.h.'s  
Description: Structure, function, **reproduction** and **Phylogenetic** relationships of representative vascular plants. Lectures and **Laboratory**.

**NEW:**

766 - Environment & Morphogenesis of Plants 5 q.h.'s  
Prerequisites: **Biology** 508 or 562  
Description: Influence of environmental **conditions** upon structure, function, and development of plants. Lectures and laboratory.

**Economics**

Delete:

- 601 - Principles 3 q.h.'s
- 703 - **Monetary** & Fiscal Policy 3 q.h.'s
- 711 - Intermediate Micro-Economic Theory II 3 q.h.'s
- 713 - **Intermediate** Macro-Economic Theory III 3 q.h.'s
- 822 - Seminar in Regional & Urban Economics 4 q.h.'s

Change:

- 500 - **Fundamentals** of Economics (Former 601) 3 q.h.'s
- 701 - **Money** and Banking 4 q.h.'s

Description: Organization and operation of commercial banking in the United States; central banking under the Federal Reserve System; basic **monetary** theory.

**702 - Public Finance** 4 q.h.'s  
Description: The **development** and **present** status of **public** finance; federal, state, and local expenditures and taxation; theories of tax incidence, axioms of taxation, **theories** in justification of taxation and **government** spending; tax **reform**.

707 - Economics for Engineers 4 q.h.'s

710 - Intermediate **Micro-Economic** Theory 5 q.h.'s  
Description: A systematic analysis of the theory of demand and the theory of the firms: production input and output choices, **and some** basic concepts of linear **programming**.

712 - Intermediate **Macro-Economic** Theory 5 q.h.'s  
Description: A study of the construction of **national income** and production accounts and the basic **determinants** of income, output, and employment.

810 - **Managerial** Economics 4 q.h.'s

**Philosophy & Religion**

Delete:

- 622 - Inductive Logic 5 q.h.'s
- 801 - **Metaphysics** 4 q.h.'s

Change:

- 760 - Old Testament Literature 4 q.h.'s
- 761 - Intertestamental Literature 4 q.h.'s
- 762 - **New** Testament Literature 4 q.h.'s
- 765 - Primitive and Ancient Religions 4 q.h.'s
- 766 - Living Oriental Religions 4 q.h.'s



Page 5 - Report to Secate (Continued)

## Philosophy &amp; Religion (Continued)

New:

## 804 - Classical Metaphysics

4 q.h.'s

Description: The concept of being and reality in pre-Socratic naturalism and **Parmenides**. Its reformation in Plato and its resolution in Aristotle. **Scholastic** metaphysics and the Analogy of Being. The fate of metaphysics after Descartes and the rise of empirical science. Its rejection in the "critical turn" of **Hume** and Kant. Its re-emergence in **Hegel**.

## 805 - Contemporary Metaphysics

4 q.h.'s

Description: The course of **Western** metaphysics since **Hegel**. Its resurrection within the naturalistic perspectives of **Bergson**, Alexander, **Whitehead**. Its **relation** to contemporary analysis and phenomenology. Its transformation in the sociological and psychological categories of **Feuerbach** and **Marx**, Schopenhauer and **Nietzsche**. Its **relation** to 20th century technological rationality in Heidegger and others.

Sociology:

Change:

## 612 - Cultural Anthropology

4 q.h.'s

Reduction from 5 q.h.'s

## 721 - Social Policy

3 q.h.'s

Change in title

The Sociology Department has established a major in **Anthropology** for which it is requesting approval. The major will be taken from the **following** existing courses, plus new ones to be approved.

Purpose: To establish a major in anthropology. The number of anthropologists on the staff has increased, and now represent the major areas of the field. There is an increasing student interest in anthropology, therefore, this program will provide students with either a general knowledge of the field or to prepare them for further specialized study.

## 602 - Introduction to Anthropology

4 q.h.'s

## 612 - Cultural Anthropology

4 q.h.'s

## 701 - Social Statistics

4 q.h.'s

## 705 - The Family

4 q.h.'s

## 712 - Archaeology

4 q.h.'s

## 713 - Social Anthropology

3 q.h.'s

## 714 - Physical Anthropology I

3 q.h.'s

## 715 - Physical Anthropology II

3 q.h.'s

716 - Anthropology: **Maya**, Aztec and Inca Cultures

3 q.h.'s

## 751 - Social Research

4 q.h.'s

## 760 - History of Social Theory

5 q.h.'s

## 770 - Anthropology: African Cultures

4 q.h.'s

## 771 - Anthropology: Middle Eastern Cultures

4 q.h.'s

## 772 - Asian Cultures

4 q.h.'s

## 773 - Australian and Oceanic Cultures

3 q.h.'s

## 774 - Comparative Community Studies

5 q.h.'s

## 775 - North American Indians

4 q.h.'s

## 776 - South American Indians

4 q.h.'s

## 777 - Method and Theory in Archaeology

4 q.h.'s

## 778 - Archaeological Techniques

4 q.h.'s

## 800 - Social and Cultural Factors in Personality Development

4 q.h.'s

## 898 - Select Problems in Sociology and Anthropology

1-5 q.h.'s

Effective Fall Quarter 1971, the following courses will be required:

602, 701, 751, and 760

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Page 6 - Report to Senate (Continued)

Sociology (Continued)

Change:

750 - Language & Culture

4 q.h.'s

Prerequisite: English 527 or equivalent; Anthropology 602 or 612

Request for cross-listing an existing course, with an additional prerequisite.

New:

752 - Anthropology: Historical Linguistics

4 q.h.'s

Description: A survey of the theory and techniques of comparative linguistics with an emphasis on the establishment of genetic relationships, procedures for subgroup, internal reconstruction and glottochronology.

753 - Anthropology: Field Methods in Linguistics

4 q.h.'s

Description: An introduction to elementary linguistic theory from an anthropological viewpoint with practical work in phonetics, phonology, morphology, syntax, and transformational grammar.

779 - Primate Ethology

4 q.h.'s

Description: Survey of the behavioral patterns of contemporary living primates emphasizing the relationships with the behavior patterns of early and modern man.

780 - Human Paleontology

4 q.h.'s

Description: A detailed survey of the fossil evidence for human evolution including techniques of measurement and description of human skeletal remains.

815 - Anthropology: Primitive Religion

4 q.h.'s

Description: A survey of anthropological approaches to the study of religion, illustrated by a critical consideration of past and present contributions to the field. Included will be a study of selected religious systems, areally and topically.

820 - Anthropology: African Prehistory

4 q.h.'s

A survey of the prehistoric development of African cultures south of the Sahara.

821 - Anthropology: Near Eastern Prehistory

4 q.h.'s

A survey of the prehistoric and early historic development of Near Eastern cultures with an emphasis on the rise and spread of plant and animal domestication and civilization.

822 - Anthropology: Near Eastern Prehistory

4 q.h.'s

Description: A survey of the prehistoric development of North American Indian cultures from the Arctic to Northern Mexico.

823 - Anthropology: European Prehistory

4 q.h.'s

Description: A survey of the prehistory of Europe from the Lower Palaeolithic through the Iron Age.

SCHOOL OF BUSINESS ADMINISTRATION

Accounting

Delete:

601, 602, 603 - Elementary I, II, III

3+3+3 q.h.'s

711 - Accounting Control & Decision Making

3 q.h.'s

Add:

605 - Elementary I

5 q.h.'s

Description: ~~See 1970-71 catalog.~~

606 - Elementary II

5 q.h.'s

Description: ~~See 1970-71 Catalog.~~

Business Organization

705 - Principles of Transportation

4 q.h.'s

Reduction from 5 q.h.'s

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Secy*

SCHOOL OF EDUCATION

Foundations of Education

Change:

708 - Educational Sociology  
Increase of one hour

4 q.h.'s

New:

879 - Educational Sociology Seminar

2-4 q.h.'s

Description: Each student will be required to participate in an extensive field project designed to give him an understanding of minority groups in our population and their cultures. This field experience coupled with seminar sessions will be the basis for a written paper.

Secondary Education

New:

750 - Driver Education I

4 q.h.'s

Description: A consideration of factors pertaining to driver and general traffic safety education. Required for certification of driver education teachers in Ohio.

751 - Driver Education II

5 q.h.'s

Description: Consideration of techniques, materials, organization, and evaluation of driver education programs. Includes laboratory experiences with driving simulators and road experience. Required for certification of driver training teachers in Ohio.

SCHOOL OF ENGINEERING

Metallurgical Engineering

Change:

620, 621, - Chemical Properties of Mat'l's Science I, II

3+3 q.h.'s

Prerequisite: Chemistry 515

630, 631, 632 - Prin. of Extractive Metallurgy I, II, III

3+3+3 q.h.'s

Prerequisite: Chemistry 515

TECHNICAL & COMMUNITY COLLEGE

Business Education 3 Secretarial Studies

This department has revised its curriculum extensively, going to 4 hour courses where feasible. The typing sequence has been changed from 4 three to 6 two hour courses so that students' practice time will be better distributed.

Delete:

500, 511, 601, 607, 608, 610, 701, 702, 703, 705, 707, 708, 803

3 q.h. each

504

4 q.h.'s

709

5 q.h.'s

804

2 q.h.'s

Add:

510 - Office Procedures

4 q.h.'s

520 - Typewriting I

2 q.h.'s

521 - Typewriting II

2 q.h.'s

522 - Typewriting III

2 q.h.'s

530 - Shorthand I

4 q.h.'s

620, -

*- Typing II*

2 q.h.'s

621 - ~~Shorthand V~~

*- Typing III*

2 q.h.'s

622 - ~~Shorthand VI~~

*- Typing IV*

2 q.h.'s

630 - Shorthand II

4 q.h.'s

631 - Shorthand III

4 q.h.'s

704 - Business Communication

4 q.h.'s

706 - Business Law

4 q.h.'s

730 - Shorthand IV

4 q.h.'s

731 - Specialized Dictation

4 q.h.'s

805 - Office Practicum

4 q.h.'s

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Secretary*

Page 3 - Report to Senate (Continued)

**Food Service Technology**

This department has revised its curriculum, going to 4 hour courses where feasible.

Delete:

502, 504, 605, 606, 608

5 q.h. each

Add:

535 - Food Purchasing & Storage

4 q.h.'s

603 - Nutrition

4 q.h.'s

609 - Planning Food Service Systems

4 q.h.'s

610 - Organization & Management

4 q.h.'s

611 - Quantity Foods

4 q.h.'s

**Nursing**

This department is presenting a program which will lead to a Bachelor of Science degree with a major in Nursing. In addition to the existing Associate Degree curriculum, the following upper division courses are requested.

New:

735 - Modern Issues in Nursing

4 q.h.'s

Description: Current trends in nursing education and practices. Study of factors relevant to understanding the different philosophical approaches to nursing.

706 - Family and Community Nursing I

4 q.h.'s

Description: A study of factors that influence individual, family, and community health. Focus on basic human needs with an introduction to the role of nursing and health agencies in meeting these needs on an individual, family, and community basis. Use of appropriate community resources and agencies.

707 - Family and Community Nursing II

4 q.h.'s

Description: Provides student laboratory experience in therapeutic nursing intervention for patient with complicated health problems, experience in community health agencies with emphasis on philosophy of positive health, and skills in preventive and promotional procedures. 1 hour conference, 3 hours laboratory per week.

805 - Nursing Leadership I

4 q.h.'s

Description: Principles of team nursing with emphasis on the nurse's responsibility in directing nursing personnel in patient care. Management principles or guides for action in beginning leadership positions in nursing.

806 - Nursing Leadership II

4 q.h.'s

Description: Designed to prepare the student to coordinate theory and its application to function as a beginning nursing team leader. 1 hour conference, 8 hours laboratory per week.

807 - Nursing Seminar

4 q.h.'s

Description: A reading in selected nursing studies and/or research and reports. Experience in the identification and definition of a nursing problem. Each student writes a paper encompassing a specific nursing problem or issue.

**Engineering Technology**

This department has reviewed its various curriculums and presents the following requests, taking into account suggestions from students, faculty and industry.

**Civil Engineering Technology**

Delete:

633, 605, 605L, 606, 606L, 615L, 620

Total 14 q.h.'s

*V. Jenkins  
Key.*

## Page 9 - Report to Senate (Continued)

## Civil Engineering Technology (Continued)

## Change:

610 - Structural Analysis 4 q.h.'s

Description: **Fundamental** and systematic determination of loads and deflections in beams, frames, trusses, and **arches**. **Influence** diagrams. Energy relations in structural **systems**. Practice in **analysis** of existing structures in area.

615 - Soil Mechanics 4 q.h.'s

Description: Study of the properties of soils, **soil classification**. Soil strength, bearing capacity, consolidation and compressibility. Seepage and **frost** action. Principles and procedures of soil **testing**. Laboratory practice in **soil** identification, and soil properties. 3 hours lecture; 3 hours laboratory per week.

## Add:

604 - Properties and Strength of Materials 4 q.h.'s

Description: Introduction to the physical and **chemical** structures of materials and their relationship to the behavior of materials under load. Introduction to the concepts of stress and strain. Instruction in use and care of testing equipment and standard tests. **Methods** of data retrieval and reduction and report preparation. 3 hours of lecture, 3 hours of laboratory per week.

607 - Solid Mechanics 4 q.h.'s

Description: Elementary theory in resistance of solids to external loading. Relationships between load, deformation, stress and strain in tension, compression, torsion and **bending**. Physical demonstration and verification of **theories**.

612 - Structural Design/Drafting 4 q.h.'s

Description: Design methods in wood, concrete, and steel. **Familiarization** with AISC, ACI, CRSI, SJI and other national and **local** codes. Selection of members and connections in accordance with specifications. Drafting of simple members, **connections**, elementary and **more complex** structures. Design and drafting thesis required. 2 hours lecture, 4 hours laboratory per week.

617 - Construction Methods &amp; Materials 4 q.h.'s

Description: **Methods** and planning of construction, estimating and scheduling materials, equipment and **labor**. Understanding steel, wood, concrete, asphalt and composites as construction materials. Laboratory demonstrations of development and testing of individual construction materials and structural composites as roofing, insulation masonry, etc. **Familiarization** with building codes. **Relationship** between architect and engineer. 3 hours lecture, 3 hours laboratory per week/

624 - Environmental Analysis 4 q.h.'s

Description: Introduction to analysis of problems in **public** works such as water supply, waste management, **utility** services, **land** planning, and traffic control. **Emphasis** is placed on development of the ability to apply mechanics, graphics, and measurements **skills** to problems in the **forementioned** areas.

## Electrical Engineering Technology

## Delete:

500 2 q.h.'s

## Change:

609 - Analog Computers 4 q.h.'s

Description: Analog Computers. Theory and operation of **the** analog computer. Emphasis is placed on operation and usage rather than design. Six hours of lecture and/or laboratory per week.

Mechanical Engineering Technology

Delete:

510, 520, 600, 621

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*Key* Total 15 q.h.'s

Change:

605 - Thermodynamics

4 q.h.'s

Description: Fundamental concepts and definitions, **First law** of Thermodynamics, Physical properties, **Ideal** and real gases, **Second law** of thermodynamics, **Application** to thermodynamic cycles involving power plants and cyclic machinery. 3 hours lecture, 3 hours laboratory per week.

Add:

515 - Mechanics I

4 q.h.'s

Description: Study of forces as vector quantities; resultant of **force** systems; principles of mechanical equilibrium; application of basic principles to problems involving trusses, frames, machine elements; friction, internal forces, and **fluid** statics.

516 - Mechanics II

4 q.h.'s

Description: Continuation of MET 515 with **applications** of basic principles of statics, Introduction to dynamics of solids and fluids, Study of various types of motion, **Newton's second law**, Concept of **work** and **energy**, Impulse and momentum, Vibrations.

550 - Advanced Drawing

4 q.h.'s

Description: An advanced course devoted to the development of drafting proficiency and **drawing** interpretation abilities. 3 hrs. lecture, 3 hrs. laboratory per week.

615 - Fluid Mechanics

4 q.h.'s

Fundamental concepts, Fluid statics, A study of the basic **laws** of fluid mechanics and their application to **incompressible flow** in pipes and channels, **Dimensional** analysis, Fluid measurements. 3 hrs. lecture, 3 hrs. laboratory per week.

630 - Manufacturing Techniques

4 q.h.'s

Description: **Manufacturing** methods, processes, tooling and equipment. Topics include casting, machine operations and machine tools, **welding**, **production machining**.

Metallurgical Engineering Technology

Delete:

600, 600L, 606L, 603L

Total 8 q.h.'s

Change:

606 - Physical Metallurgy (Adaptive 11)

4 q.h.'s

Description: Physical Metallurgy (**Adaptive II**). Polycrystalline pure metals, freezing of pure metals, nucleation and growth of **crystals**, grains and grain boundaries, grain size and grain **growth**. Solid metallic recrystallization after plastic deformation. Introduction to the iron-iron carbide system. 3 hours lecture and 3 hours of laboratory per week.

608 - Physical Metallurgy (Adaptive III)

4 q.h.'s

Description: Physical Metallurgy (**Adaptive III**). Continuation of MTT 606, **non-equilibrium** transformation in iron-iron carbide system; isothermal **transformation** curves; **heat** treatment and theory; applications of heat treatment of **common ferrous** metals and alloys and non-ferrous metals and alloys. 3 hours lecture and 3 hours laboratory per week.

Add:

610 - Metallurgy of Iron and Steel

4 q.h.'s

Description: **Manufacturing** process of iron and steel; open hearth process; blast furnace process; rolling mills (semi-finish and finish mills); electric furnace steel making; L & D (Basic oxygen process) B.O.P. and customer specifications and applications. 3 hours lecture and 3 hours laboratory per week.

Business Technology

Add:

625 - Visual Presentation

3 q.h.'s

Description: The theoretical and practical application of the principles involved in interior, industrial and window display of various types of merchandise. Also studied is the importance of and placement of the display department in both a retail and industrial setting. The organization, functions and management of display is also studied.

February 18, 1971

The Tellers have completed the count of the recent vote on the Proposed Revision of the Constitution.

The results are as follows:

FOR THE REVISION: 61

AGAINST THE REVISION:  $\frac{53}{114}$

(2/3 of number of Senate members voting in Closed Mail Ballot required for passage).

(Necessary for passage: 76 votes).

( $2/3 \times 114 = 76$ )

The Revision did not pass.

The Revision did not receive the necessary 2/3 for passage.

NUMBER VOTING: 114.

114 Ballots returned out of 122 voting members of the Senate,

TELLERS: Dr. James Kiriazis  
Mr. E. Terry Deiderick

IN PRESENCE OF SECRETARY OF SENATE: Vera 111

*V. J.*

RESULTS OF ELECTION ON REVISION OF CONSTITUTION

45-104 EYE-EASE 45-404 20/20 BUFF

	①	②	③	④
1	<u>RESULTS OF ELECTION ON REVISION OF CONSTITUTION:</u>			
2				
3				
4	<u>FOR THE REVISION:</u>	61	Did not receive necessary 2/3 vote. Did not pass.	
5				
6				
7	<u>AGAINST THE REVISION:</u>	53		
8				
9		<u>114</u>		
10				
11				
12	2/3 of number of Senate members voting in closed mail ballot			
13	required for passage.			
14	(Necessary for passage: 76 votes).			
15				
16				
17	<u>Number Voting:</u>	114		
18				
19				
20				
21				
22				
23				
24				
25	<u>TELLERS:</u>	Dr. James W. Kiriazis	James W. Kiriazis	