

SENATE MINUTES  
YOUNGSTOWN STATE UNIVERSITY  
Friday, April 2, 1971

PRESENT: Mr. Reilly, Mr. Fortunato, Mr. Yozwiak, Mrs Battin, Mr. Hare, Mr. Hill, Mrs. Dykema, Mrs. Clayton, Mr. Ameduri (Guest), Mr. Shipman, Mr. Mavrigian, Mr. Steele, Mr. Hurd, Mr. Fukui, Mr. Spiegel, Mr. Earnhart, Mr. Jones, Mr. Satre, Mr. Filatovs, Mr. Schroeder, Mr. Vanaman, Mr. Chrisp, Mr. Paraska, Mr. Kramer, Mr. Williamson, Mr. Dobbert, Mr. Jonas, Miss Boyer, Mr. Kiriazis, Mr. Ward, Mr. Zetts, Mr. Magner, Mr. Evans, Mr. Miller, Mr. Behen, Mr. Roberts, Mr. Slavin, Miss Sterenberg, Mr. Smeltzer (Jambar), Mr. Miner, Mr. Tarantine, Mr. Hankey, Miss Feldmiller, Mr. Shipka, Mr. Greenman, Mrs Niemi, Mr. Sample, Mrs Harris, Mr. Harris, Jr., Mr. Terlecki, Mr. Almond, Mr. Poddar, Mrs Budge, Mr. Dillon, Mr. Beckman, Mrs. Hotchkiss, Mr. Hotchkiss, Mr. Richley, Mr. Byo, Mrs. Foley, Mrs Smith, Mr. Wales, III, Mr. Cohen, Mr. Rand, Mr. Painter, Mrs. Painter, Mr. Foldvary, Mr. Luginbill, Mr. Bright, Mr. Naberezny, Mr. Vogel, Mr. Looby, Mr. Wilms (Jambar), Mr. Swan, Mr. Klasovsky, Lt. Col. Connolly, Mr. Rishel, Mr. Hahn, Mr. Flad, Mr. Van Zandt, Mr. Koss, Mrs Miner, Miss Jenkins, Vice President Coffelt, and Vice President Edgar.

PRESIDING: VICE PRESIDENT EARLE, EDGAR

TIME: 4:00 p.m. (ES AUDIT.)

The Vice President called for the approval of the Minutes of the previous Senate meeting (Friday, March 5, 1971). There being no additions, modifications or corrections to those Minutes Dr. Edgar then declared them to be approved as distributed,

REPORT OF CONSTITUTION AND BYLAWS COMMITTEE

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

The Constitution and Bylaws Committee has prepared a Motion to amend the Constitution that would admit students elected by students as voting members of the Senate. The Constitution and Bylaws Committee has worked up this Amendment in response to sentiment that came from the Student Affairs Committee, Student Government and also from Student Council. All Senate members received a copy of this Amendment in the mail.

The Proposed Amendment to the Constitution and Bylaws is as follows:

MOTION:

Article III. Section 2. Members b)

"Student members with the right to vote shall be elected by each undergraduate school or college. There shall be two each elected from the School of Business Administration, the School of Education, and the College of Arts and Sciences, and one each elected from the School of Engineering, the Technical and Community College, and the School of Music. The Chairman of Student Council and the President of Student Government shall be ex-officio voting members. Student members shall be full-time undergraduate students eligible for election to Student Government, "

(The following proviso is also a part of the Motion but not a part of the Amendment):

The Constitution and Bylaws Committee shall edit the Constitution to reconcile the appropriate sections with Article III, Section 2 b),  
 Seconded,

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF CONSTITUTION AND BYLAWS COMMITTEE CONT'D.: (Dr. Hahn)

DISCUSSION:

1) Is this to be interpreted that a student must be a full-time undergraduate student at the time of his election or must he maintain that status throughout his term?

Dr. Hahn: It is implied that that status shall be maintained,

2) What would prevent a student who is no longer Full-time and who simply drops out of the Senate, is ruled ineligible, would the number then drop until the following election?

Dr. Hahn: There might be set up a means of a replacement depending upon the Rules established by the electing body or perhaps the Student Affairs Committee.

Dr. Hahn stated he understood the Student Affairs Committee was going to consider this matter. He asked Colonel Wales about it.

Col. Wales: His Committee has had some discussion on this but they have not come to any conclusion as yet on this matter.

Dr. Hahn: The Bylaws do provide that when someone is no longer eligible or resigns or leaves, the next one in line becomes the person. I do not know whether or not you could apply this in this case or not.

3) Regarding the request for a student vote: What 'responsibility' attaches to a vote in the Senate?

Dr. Hahn: Originally when we had talked about the possibility of students becoming members of the Senate we had thought that their primary function would be to comment on matters that had been considered in committees where students are members.

Now, as stated in Article II, Section 5 b), students shall serve on designated Standing Committees. This was in the Proposal, But the implication here was they were to now have the opportunity to vote on matters in the Senate where they had previously considered them in Committee,

They would now have an opportunity to affect the outcome by a vote in the Senate. This implies, for instance, that the students would not have anything to say about the Faculty Affairs Committee.

Miss Boyer: But as members of the Senate you would then give them a qualified vote for some issues and not for others?

Dr. Hahn: As members of the Senate obviously a student can get up and say what he wants, but we would be implying that they would be primarily concerned with those matters in which students are on Committees,

Dr. Behen: The intent of this Amendment Dr. Behen stated, if he interpreted it correctly when they talked about it in Committee, is to make students members of the Senate, duly elected members of the Senate,

Dr. Behen stated they even discussed the propriety of putting in the clause 'with the right to vote'. Our own feeling was that it was not necessary because saying "student members" would carry with it the right to vote, receive minutes, speak on the floor, serve on committees, perform other functions and have general responsibilities.

Inasmuch as we felt that undoubtedly the question would be raised: Does this mean they would have the right to vote? Since we saw that it would do no harm to put the expression in there, we simply added the expression; but the intent of the Amendment is to make these students duly elected members - these students who are duly elected members of the Senate with the right to vote is simply to preclude any doubt on the matter. Beyond that where they would function I assume it would be the same as it is with any other faculty member - we all have

SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF CONSTITUTION AND BYLAWS COMMITTEE CONT'D.: (Dr. Hahn)  
DISCUSSION CONT'D.:

our own particular qualifications and limitations, and I might make a better member on some types of Committees and be quite unsuited to membership on others.

Ellis: We should be precise about the matter of the qualifications for students eligible for election -- by being a Full-time student, and as to whether or not he must maintain this status throughout his term of office.

I think the addition of four (4) more words in the Amendment would remove the other interpretation.

Dr. Edgar: Are you willing to amend this, Mr. Ellis?

Mr. Ellis: Merely making a suggestion.

AMENDMENT: Mr. Ellis moved to Amend the Proposed Amendment to the Constitution by adding the following words to the last sentence:

maintain the qualifications throughout his term of office in order to remain in the Senate.

Seconded.

Dr. Hahn: must maintain eligibility throughout their term of office?

Dr. Edgar: At the end of the last sentence, Mr. Ellis?

Dr. Hare rephrased: and must maintain their status as Full-time students.

(Mr. Ellis' Amendment): Seconded.

Dr. Roberts: A little confused. In order to be a student member -- it says student members shall be Full-time undergraduate students.

It says you have to be a Full-time undergraduate student in order to be a student member, without the Amendment.

Dr. Hahn: And you might say must be eligible for election to Student Government at the time of election.

Student: Why the phrase in there regarding Student Government?  
(Mr. Simko) Student Government sets up its own rules and regulations on who is eligible -- they must be Full-time and they must also carry a certain cumulative point average. At the time of election to the Senate a student, due to circumstances beyond his control, may be a part-time student and yet still wish to serve on the Senate next year. He has every intent and purpose of being a Full-time student the following year but at the time of the election he may be only part-time. This is another point on which you have to be careful of your wording,

Dr. Hahn: To answer your first point as to why it says to be eligible for Student Government. This was debated in the Senate before; the purpose was to make it general rather than refer to a specific point average.

Student: Because you don't want to revise the Constitution every time?  
(Mr. Simko)

Dr. Hahn: Yes, that is the reason for it.

As to the 2nd point: Perhaps you have a point there that some one intends to become a Full-time student but then this creates complications.

I don't know how to answer that. Perhaps some one else can clarify or give good reasons for or against.

Dr. Hare: Student should be eligible to serve in the Senate at the time he stands for election and remain eligible throughout the time he serves in the Senate.

SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF CONSTITUTION AND BYLAWS COMMITTEE CONT'D.: (Dr. Hahn)  
DISCUSSION CONT'D.:

Dr. Hare cont'd.: It seems to me that the only problem that exists in all of this is the question of means, by elections or successions, The problem could be handled exactly in the same way that the faculty members of the Senate are handled, and that is when there is a death, resignation or a sabbatical leave (which is about the same thing) then the next in line moves up.

QUESTION CALLED FOR ON AMENDMENT ■ Ellis withdrew the Amendment.

Dr. Hahn: There are two (2) conditions here: (1) Full-time and (2) eligible.

Dr. Shipka: What is the function of the phrase "Full-time"? Why not leave it up to Student Government? Students should determine by their own criteria what the conditions should be.

Why should we set that phrase in there to complicate it? If the students decide in order to be on Student Government that they should be Full-time and have a grade point average of 2.5 let's leave it up to them. If they want to change the conditions for eligibility fine.

Dr. W. Miner: We do the same thing with the Limited Service Faculty. Limited Service Faculty members are not eligible for the University Senate.

I would say the same argument would apply and there is a rationale to say that Limited Service people should be members of this body, So far we have not accepted that.

Dr. Shipka: Perhaps we should.

Dr. T. Miner: It seems to me that the Full-time student is more properly the representative of the student body. I realize this is not (we could argue this point) but I feel personally that the student members of this Senate should be Full-time members as representatives of the student body. A part-time student could be taking a one-hour (1-hr.) course, and that's all.

Dr. Shipka: What is the present requirement for eligibility to Student Government?

Ans. : (by Mr. Simko) 2.25 cumulative point average and Full-time student. He must not be planning to graduate in his term of office Ms Dykema stated,

MOTION: Voting on Motion to Amend the Constitution and Bylaws: Article III, Section 2. Members b) (See Page #1 of Minutes). Requires closed mail ballot, Secended.  
AYES HAVE IT. MOTION CARRIED.

Dr. Hahn: The Secretary will prepare the mail ballot and sent it out. Requires 2/3 vote of those voting in the closed mail ballot for passage,

REPORT OF THE EXECUTIVE COMMITTEE OF THE SENATE:

This report was given by the Chairman, Dr. Frank J. Tarantine.

1) Dr. Agnes Smith replaces Dr. Frederick Blue on the University Curriculum Committee.

2) Approximately 260 Full Service faculty members have returned their Committee Preference Sheets.

3) Some Committees apparently are not complying with the requirement that your ap proved minutes of all your meetings must be filed in the Library. Also, copies

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SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF SENATE EXECUTIVE COMMITTEE CONT'D.: (Dr. Tarantine)

of all Senate Standing Committee minutes must be filed in the Library and copies should be sent to President Pugsley and to the Secretary of the Executive Committee, Mrs. Marguerite Foley.

4) The Executive Committee has decided to schedule a June meeting of the Senate at which time we will report on the new Committee appointments.

5) There will be a Special Meeting of the Senate for the Faculty Affairs Committee on Friday, April 23, 1971 to present its Proposal on the Grievance Committee.

NOTE THIS SPECIAL MEETING WILL BE HELD IN: LINCOLN PROJECT BUILDING -  
CONFERENCE ROOM - FIRST FLOOR - ROOM #103.

REPORT OF CURRICULUM COMMITTEE

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

MOTION: Dr. Paul Beckman moved approval of the Curriculum Report of April 2, 1971 in its entirety. The Report includes changes in College of Arts and Sciences in: Black Studies, Home Economics, Foreign Languages (French, German, Spanish), English, Geography, Mathematics, Sociology and Anthropology; School of Education (Elementary Education, Secondary Education); School of Music. These changes had been previously approved by the Curriculum Committee.

Dr. Hare: Point of Order, At a recent Senate meeting a ruling was passed (Friday, March 5, 1971 Senate Minutes, page #17) 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,

Dr. Hare stated that the only possible way the Curriculum Committee can properly introduce these Motions and follow the above ruling is to ask Department by Department if there is a representative present at today's Senate meeting.

Dr. Beckman stated each Section then would be taken up separately,

MOTION: Dr. Beckman moved approval of the changes in College of Arts and Sciences in Black Studies Program.  
Seconded.

Dr. Shipka: Suggested that for convenience and time element involved to call the Roll of each Department that has curriculum changes coming up and determine whether or not there is a representative present from the respective Departments. If there is a representative from each Department present could we not then vote on this as one package?

Dr. Beckman: then called the Roll by Departments listed for proposed changes by Curriculum Committee. Representatives were present from all Departments concerned,

MOTION: Dr. Paul Beckman then moved Senate approval of the Curriculum Committee Report listed at top of this page. These changes had already been approved by the Curriculum Committee.  
Seconded,

SENATE MINUTES CONT'D. : (April 2, 1971)

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

DISCUSSION:

1) Dr. W. Miner: had 2 questions regarding the new proposed Program in Secondary Education: 1) Four (4) Departments are concerned, ~~Has~~ this Program been coordinated with these 4 Departments?

Ans.: YES.

2) Who is to be advisor for students who seek a major in this?

Ans.: Dean Robinson stated it would be Mr. Ameduri.

2) Dr. Yozwiak: There seems to be a precedent about to be established here. We went through the motions of approving a General Education Curriculum and the Catalog reads that courses can be acceptable for satisfying Social Studies requirements if these courses are taken from certain Departments. This should be spelled out.

In the Black Studies Program to be offered - Black Studies 600 - Introduction to Black Studies I is applicable toward the University requirement in Social Studies; Black Studies 601 - Introduction to Black Studies 602 is applicable to the University requirement in Humanities,

Who is to establish this fact? Is it up to the Curriculum Committee to accept these courses or can any Department?

Where does this end? Where does it begin?

MOTION: Dr. Hahn moved an Amendment to delete the last sentence under Black Studies Course 600 - Introduction to Black Studies I: this course is applicable toward the University requirement in Social Studies; also to delete the last sentence under Black Studies Course 601 - Introduction to Black Studies II; this course is applicable to the University requirement in Humanities.  
Seconded.

DISCUSSION:-

1) Dr. Pfau: In favor of applying these to the graduation requirements in the respective areas,

The basic question is probably the need for the Black Studies Program,

In the earlier discussion of the Inter-Departmental course "Man in Technology" it was emphasized that a course that did not apply to the graduation requirement in any area would have some difficulty in catching on as an elective.

The Senate then voted to accept that course as applying to any graduation requirement. It seems to me we are faced here with an urgent problem of providing a Black Studies Program. You remember the difficulties on campus last Spring. You may perhaps recognize that if the faculty does not support such a Program it will place the President of the University in a very awkward position.

I think we should keep in mind that students will want to choose courses early in their curriculum, that is, in the first two years, that do satisfy graduation requirements.

I urge defeat of the Amendment before you,

Dean Robinson: The courses in Black Studies were well developed, in consultation with the 5 Departments.

Dr. Yozwiak: I am not in favor of the Amendment, but I am in favor of the courses as presented. However, I feel that either the Executive Committee or some one should recommend a Committee to be established to study this particular problem. This could be the opening of the door for Department by Department declaring themselves that a particular course does satisfy or does not satisfy - we need the machinery to determine this thing in its entirety.

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SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Dr. Beckman)  
DISCUSSION CONT'D.:

3) Dr. Dobbert: Correction of Miss Pfau (with all due **respect**) - when we were involved in getting the Technology course - Man in Technology - it was said at the time this could be up to the discretion of the Chairmen of the Departments whether or not they would want to count this as a graduation requirement.

It seems to me - leave it up to the individual Departments, we should not force Departments to accept or not accept.

The Amendment will sort of straitjacket the autonomy of Departments. Departments could **use more** autonomy than less.

4) Dr. Cohen: We do have the machinery to take up these questions and that is the Curriculum Committees of the Colleges of the University who approved these courses. They look at descriptions of these courses very **carefully**; part of the description is the sentence that the one Black Studies Course is applicable toward the University requirement in Social Studies; and the other one is **applicable** to the University requirement in Humanities.

These are the sentences that are subject to the Proposed Amendment. I have assumed that these Committees have looked at these courses and decided that they are valid; they are offered in the College of Arts and Sciences; the one is in the area of the Social Studies and the other one is in fact, a course in the area of what is properly called Humanities. Therefore, they do belong in these areas, and therefore, the Curriculum Committees have decided that is valid. This is the machinery and this was properly followed,

Therefore, I think the Amendment should be defeated,

5) Dr. Hare: We are **running** into a very serious catalog problem. The General University requirements are stated in one block in the Catalog as passed by the Senate--at **least** it was last year or two (2) years ago. This represents an exception to the statement that is in the Catalog and will force an Amendment change, an editorial change here, or a series of footnotes or cross-references or something,

6) Why not let Phil Snyder worry about that?

7) Dr. Hare: I do have to read the Catalog at times.

8) Dr. Hankey: Wouldn't it solve the problems especially if 600 were cross-listed for instance as History or Sociology and 601 were cross-listed as a Literature course or Language course?

9) Dr. T. Miner: Defeat the Amendment, (That is, the crossing out of the last sentence in #600 and also in #601).

I am much in favor of courses which cross disciplines and I want to encourage our students to take such courses.

QUESTION CALLED FOR: Amendment is to delete the last sentence under Black Studies Course 600 - Introduction to Black Studies I: this course is applicable toward the University requirement in Social Studies; also to delete the last sentence under Black Studies course 601 - Introduction to Black Studies II: this course is applicable to the University requirement in Humanities.

Seconded,

NOS HAVE IT. AMENDMENT LOSES.

10) Mrs. Dykema: There are errors in description of what is being deleted and numbers of those courses that are being kept in French.

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SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Dr. Beckman)  
DISCUSSION CONT'D.:

NOTE The Secretary checked with Dr. Paul Beckman for necessary corrections and has made them in SENATE MINUTE BOOK.  
ALL CORRECTIONS WERE MADE FOR FOREIGN LANGUAGES INVOLVED.

11) Dean Miller: Is there any way that the Curriculum Committee can give us Senators a short description of what these changes mean, It says delete numbers and then it says number changes - from 3 to 4 hours - are we talking about a deletion of 28 hours - or an increase of 82 hours. What are we voting for here?

Ans.: Dr. Ward: For example: changes in German resulted in a net increase in German of 16 q.h.

MOTION: To approve the Report of the Curriculum Committee in its entirety as presented by Dr. Paul Beckman. These changes had been previously approved by the Curriculum Committee.  
Seconded.  
AYES HAVE IT. REPORT IS ACCEPTED.

NOTE Error in report submitted to the Secretary on March 5 - call attention to the fact that Art 760 is a 4 q.h. course instead of 3 q.h.  
THE SECRETARY HAS MADE THE NECESSARY CORRECTION IN SENATE MINUTE BOOK.

W O R T O F S P E C I A L E V E N T S C O M M I T T E E

This report was given by Dr. Leonard Spiegel.  
Dr. Spiegel reported as follows:

1. Special Events is a subcommittee of the Calendar and Coordination Committee which is charged to promote, plan and arrange for the presentation of extra-curricular lectures, including the Skeggs lectures and other Special Events of educational value which involve University funding,

The appointed faculty members of this committee are: Mr. R. Gould; Mr. W. S. Flad; Mr. R. Kramer; Mr. L. Rosenthal; Mr. D. O'Neill; Renee Linkhorn, The appointed Student Members are: Mike Duquin, Bonnie Bunofsky, Charles Harmon, and Regina Rice,

Ex-officio members are: Dr. Earl E. Edgar, Mr. Philip A. Snyder, Dr. Edith P. Painter, the Editor of the Jambar, the Chairmen of the Major Events Committee of the Student Government, and the Director of Student Activities, Mr. John Bernacki, who is also Coordinator for the Special Events Subcommittee and handles the necessary and intricate details of communication with the various speaker's agencies, and takes care of the paper work, which includes contracts, purchase requests, correspondence, etc.

The Committee has had ten (10) meetings so far this academic year. The minutes are on file in the University Library.

2, The income for the 1970-71 academic year is derived as follows:

University Funds	\$9,000	Account #180
Student Council Speaker's Fund (of which 2,000 is restricted to chartered organizations for invited speakers)	7,500	Account #758
Skeggs Fund	6,000	
Total	\$ 22,500	



SENATE MINUTES CONT'D.:- (April 2, 1971)  
REPORT OF SPECIAL EVENTS COMMITTEE CONT'D.: (Dr. Spiegel)

3. The cost breakdown of the Lecture-Artist Series Program for 1970-71 as follows:

<u>SPEAKERS</u>	<u>PLACE</u>	<u>FEE</u>	<u>EXPENSES</u>	<u>TOTAL</u>
Marlene Sanders	Strouss	\$1,000	\$ 30.00	\$ 1,030.00
Dr. Karl Menninger+	Stambaugh	2,000	677.95	2,677.95
Rene Dubos	Strouss	1,350	112.50	1,462.50
Sen. Birch Bayh	Powers	1,500	451.00	1,951.00
Dr. Charles Hamilton	Powers	1,350	499.00	1,849.00
Maj. Gen. I. Rikhye	Strouss	600	24.75	624.75
Dr. Thomas Ungerleider	Strouss	1,000	375.00*	1,375.00
Sen. Mark Hatfield+	Stambaugh	2,000	444.00*	2,444.00
		<b>TOTAL</b>		<b>\$13,414.20</b>

+Skeggs Lecturer

\*Projected Expenses

There are general administrative expenses such as printing of fliers, purchasing of audio tapes, etc., which are not shown here.

4. Cost breakdown of HAMLET

Expenses:-

<b>Fee</b>	<b>\$3,500.00</b>
Ushers	50.00
Rental of Auditorium and Stage Hands	917.40
Tickets	72.87
Jambar Ads	24.00
	<hr/>
	\$ 4,564.27
Income from ticket sales*	1,571.00
	<hr/>
<b>TOTAL COST</b>	<b>\$ 2,993.27</b>

\*1212 student tickets @ .50  
 235 faculty tickets @ 1.00  
 365 public tickets @ 2.00

5. Departmental Seminar Speakers:

The Committee authorized a sum of \$1250.00 for the University Departments which applied for funds for honoraria for their Seminar speakers. These departmental seminars are open to all interested people and are publicized as such.

6. Speakers for Chartered and Recognized Student Organizations.

Five student organizations have received \$100, each for honoraria for their speakers from the Student Council Speakers Fund.

7. Budget allocations for 1971-72 academic year:

University funds	\$9,000
Student Council*	8,500
Skeggs Fund*	6,000
	<hr/>
<b>TOTAL</b>	<b>\$23,500</b>

\*Anticipated

SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF SPECIAL EVENTS COMMITTEE CONT'D.: (Dr. Spiegel)

7 cont'd.:

GENERAL:

General <b>Publicity</b> (memos to faculty)	\$ 50.00
General Administrative	300.00
Tickets for cultural programs	300.00
TOTAL	<u>\$ 650.00</u>

PROGRAM FEES AND EXPENSES:-

Five Lecture Programs	\$6,900.00
Three Cultural Programs	<u>10,050.00</u>
TOTAL	\$16,950 .00

FACILITY RENTAL AND LABOR:

Three Lecture Programs	\$ 1,000.00
Three Cultural Programs	<u>3,000.00</u>
TOTAL	<u>\$ 4,000.00</u>

HOSPITALITY - Five Lecture Programs:

Luncheons	\$ 150.00
Dinners	300.00
Refreshments	50.00
TOTAL	<u>\$ 500.00</u>

TOTAL BUDGET \$ 23,150.00

ESTIMATED REVENUE  
(FROM TICKET SALES) \$ 4,500.00

(to be deposited to budget)

TOTAL BUDGET REQUEST \$ 17,500.00  
(less revenue)

8. Speakers and Program under Consideration for the 1971-72 Year:

The Committee has authorized a request for a **programming** grant of \$2,000. to the Sperry and **Hutchinson** Lecture Foundation to cover the cost of a **Drug Education** Symposium to be held on campus during the 1971-72 year.

New cultural programs under consideration are:

- The National Players--a **drama** group in their 23rd year.
- New York Pro **Musica**
- Betty Allen--mezzo-soprano
- Julliard** String Quartet
- The **M** Nobody Knows--American Theater Production Inc., - a musical about children of the ghetto

Speakers under consideration are:

- |                                 |                            |
|---------------------------------|----------------------------|
| Sen, <b>Adlai</b> Stevenson III | Sen. <b>Gaylord</b> Nelson |
| Dr. Milton <b>Friedman</b>      | Prof, Henry Commager       |
| David <b>Brinkley</b>           | <b>Ramsey</b> Clark        |
| Herb Kaplow                     | Herman <b>Kahn</b>         |
| John <b>Gardner</b>             | <b>Jonathon</b> Kozel      |
| Norman <b>Mailer</b>            | Dr. <b>Jean</b> Noble      |
| Rod Serling                     | Chet <b>Huntley</b>        |
| Dr. S. I. <b>Hayakawa</b>       | <b>William</b> Buckley     |

SENATE MINUTES CONT'D.- (April 2, 1971)  
REPORT OF SPECIAL EVENTS COMMITTEE CONT'D.: (Dr. Spiegel)

9. Conclusions and Recommendations:

The scheduling of our **programs** is difficult. It is not possible to pick a date and set a time that **doesn't** conflict **with** some other organization or some other event in the City of Youngstown,

Some of our programs have had very light attendance, We desire greater support by the faculty and we hope the faculty **will** encourage student attendance. **Much** of our attendance for the evening lectures **has** come from the non-academic community.

I urge the Student Council Finance **Committee** to consider the transfer of the money from the **non-restricted** portion of the Student Speakers Fund to the **Lecture-Artist Fund** for the 1971-72 year. This would then make the paper work much simpler for all of us and help **expedite** the purchase requests through the channels of Purchasing, Budgeting, and Accounts Payable,

COMMENTS:-

1) Student: Why should budget requests for speakers have to go through your **Committee?**

Not **talking** about Student Chartered Organizations,

Dr. Spiegel: Talking about the non-restricted portion. I **am** talking about the **\$5500. out** of the **\$7500.** which **we** used for our Lecture Program,

We would like to have this transferred to our Lecture Artists **Fund** so that we **don't** have to depend upon student signatures upon the Purchase Requests,

2) Does your Committee take up balance when considering speakers?

Ans.: YES.

3) Student Council **Speaker's** Fund - who decides what happens to the other \$5500?

Can a Student Organization request an additional \$100, **from** this fund to bring in another speaker?

Ans.: Dr. Spiegel said he didn't think so.

4) Dr. Sally Hotchkiss: This **would** require change in Student Council Bylaws,

REPORT OF STUDENT AFFAIRS COMMITTEE

This report was given by Col, John Wales, III.

**Col. Wales** reported:

"As Chairman of the Student Affairs Committee I offer this report to the Senate for **approval.**

The Student Affairs Committee is charged with recommending policy in areas primarily concerned with student welfare which are not otherwise charged to other **Committees** such as:

- |                          |   |
|--------------------------|---|
| 1) Student Organizations | 4) Social Organizations                   |
| 2) Financial Aid Policy  | 5) Student Government                     |
| 3) Housing               | 6) Student Code and Disciplinary Policies |

In fulfilling this responsibility we have studied and discussed numerous matters concerning YSU students' welfare; some referred to the committee by student organizations, some by student government, some by faculty **and** staff members, and some that the committee itself chose to delve into,

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SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF STUDENT AFFAIRS COMMITTEE CONT'D.: (Col. Wales)

The subjects of greatest concern to the Student Affairs **Committee** have been:

1. Student Appointments and Membership on Senate Committees.

The **committee** approved guidelines which they considered appropriate for this subject and forwarded them to the 6-Member Council for consideration for a revision of the policy for the selection and appointment of student members to Senate committees. The Senate **Executive** Committee has now asked that we reexamine our proposals in the light of President **Pugsley's** comments on this matter which have been made available to us. Such action will be expedited,

2 Selection of YSU Students for Listing in the 1970-71 "Who's Who Among American College Students."

3. Student Representation on University Senate

The **committee's** recommendation that the number of student members of the Senate be increased and that they be given voting privileges were sent to the Constitution and Bylaws Committee for their consideration in the preparation of changes they were to recommend in the Senate **structure.**

4. Revision of Student Disciplinary Code

Two members of the Student Affairs Committee are **working** with two members of the Discipline Committee and two members of the Dean of Student Affairs Office to prepare a revised Student Disciplinary Code,

5. Safety in the University Area

Students and faculty members of the committee have voiced great concern about this matter. We have considered **many** aspects of this subject and at our last meeting discussed **it** at length with the Chief of Campus Security. So far we have reached no conclusions about this matter; action may continue.

6. Campus Medical Facilities

7. Accident and Health Insurance for International Students.

The committee, after considerable deliberation, **approved** the recommendation of the sub-committee on **International** Students and forwarded **it** to the 6-Member Council, who have decided that I should present this proposal to the Senate today. **Our** recommendation is that the University Senate recommend a change in the University Policy that will specify that "**All** international students be required to have an insurance policy for accident and health coverage during the period the individual is a student at Youngstown State **University.**" I **will** make a motion to that effect following this **report.**"

Col. Wales moved the Senate receive this Report.  
Seconded,  
AYES HAVE IT.

MOTION: Col. Wales moved that the University Senate recommend a change in the University Policy that will specify that "**All** International Students be required to have an insurance policy for accident and health coverage during the period the individual is a student in **Youngstown** State University,"  
Seconded.

SENATE MINUTES CONT'D.- (April 2, 1971)  
REPORT OF STUDENT AFFAIRS COMMITTEE CONT'D.: (Col. Wales)

Col. Wales moved: That the Senate recommendation include the following:  
1) A University Policy be made available  
2) **The** Policy should include the most complete coverage  
3) The Policy should be obtained at the lowest possible premium,

For this purpose an International Student is defined as any YSU student who is a non-citizen of the United States.

If objections are raised as to the definition of an International Student then the following is proposed:

"An International Student for this purpose (health insurance) is defined as one who is a **non-citizen** of the United States attending Youngstown State University excluding those on permanent resident (Immigrant) **visas.**"

DISCUSSION:

1) Will this policy be provided by the University and will student be **expected** to buy the policy the University **recommends**?

Col. Wales: Does not have to be the University policy, If they had one when they came to this country they would have to present the proof of such policy.

Dr. Edgar: Payroll office handles **this** if they wish to buy **it**,

Mr. Ellis: What **kind** of accident **will** this cover? What about medical insurance? **What** is the nature of the policy?

Col. Wales: Accident to the **individual** (medical accident).

Dean Rishel: There are a **number** of companies who specialize in student policies, etc. Many students are on permanent **visas** to this country and are covered by their own **policies.**

Dean Rishel asked to have the following words inserted in **Col. Wales** report:

AMENDMENT: After International Students, other than those on permanent resident (Immigrant Visa) be required to have an insurance policy for accident and health coverage during the period **the** individual is a student in Youngstown State University, Seconded,

Dr. Pfau: Since Dean Rishel is an **ex-officio** member of this Committee, did this Committee discuss this matter **and** previously reject it?

Dean Rishel: Stated he had three (3) meetings he was supposed to attend the day this **came** up and this **was** not one of **them.**

Col. Wales: Had several meetings same **day** and could not attend,

Mrs. Edna McDonald: (**International** Students Advisor) The Motion as such was not rejected but **it** was sent back to the International Student Committee to clarify what **was** meant by the "**International** Student", because the objection to **it** seemed to be that we would be requiring **permanent** residence to take out **insurance.**

If you listen to the Motion or look at **it** in terms of **it** they would be required to have a Health Policy, not a Health Policy that we **say** they have to have.

It would also **eliminate** the permanent resident (Immigrant) who is in the country and who has Health Insurance. The Immigrant also has a recourse the International Student **doesn't** have " if he **doesn't** have a policy he has access to welfare help that the International Student **doesn't** have, and we would have a way to help that student, but no way to help **the** International Student.

To **my** knowledge the Motion was not turned down.

SENATE MINUTES CONT'D.: (April 2, 1971)  
REPORT OF STUDENT AFFAIRS COMMITTEE CONT'D.: (Col. Wales)  
DISCUSSION CONT'D.:

Mr. Koss: Do we have **any** idea what this will cost?

Dean Rishel: One **general** policy about \$25. per year; **with** major medical about \$35. a year. Anywhere from \$25. to \$40. a year,

2) Is **it** wise or not wise?

3) Would you recommend this Amendment, Mrs. McDonald.

ANS.: YES.

4) Is the Motion in full accord with **all** Civil Rights, provisions, etc.?

Ans.: YES.

**Any** question of controversy, etc.?

Ans.: NO.

Dean Rishel: From a survey made: Bowling Green, **Miami**, Ohio University, Akron, Cincinnati, of foreign students found that **Miami**, Ohio University, Michigan, Michigan State, **Michigan** Technological Institute and Wayne State **all** foreign students required to have these policies. So there is some precedent for **this**. Apparently no one will challenge,

Mrs. McDonald: The International Students for the most part would welcome **this** kind of plan, Now paying anywhere from \$8.00 to \$10.00 a month on their own.

VOTING ON AMENDMENT: **Definition** of International Student. Any student who is a non-resident of the United States.  
Seconded.  
AYES HAVE IT.

VOTING ON MOTION: 1) University Policy be made available;  
2) The policy should include most complete coverage;  
3) Policy should be obtained at lowest possible premium.  
Seconded.  
AYES HAVE IT.

REPORT ON TEACHER EDUCATION COMMITTEE

This report was given by the Chairman, Dr. Duane Sample.

Dr. Sample reported as follows:

"**Membership** of the Council 1970-71:

<u>CHAIRMAN:</u> <b>Duane</b> Sample	Joan A Philip
<b>Alfred L.</b> Bright	Virginia K Phillips
<b>Hugh G. Earnhart</b>	James P. Poggione
Carol Gay	* <b>Colletta Griffiths</b>
Arland B. <b>Imlay</b>	* <b>Barbara</b> Jacobson
Raymond E. Meiners	* <b>Jacqueline</b> Thompson
Howard <b>Mettee</b>	* <b>Marilyn</b> Witherspoon

\*Student Members

The Council is charged "to function as a University-wide advisory Committee to the Dean of the School of Education in academic matters relating to the total educational program for teachers. "

Many modifications in existing **programs** and **proposals** for new programs are being studied by the faculty of the School of Education. Impetus for studying certain programs stems from the adoption of new state certification standards, The Council **recently** received a comprehensive progress report from Dean Robinson.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.:- (April 2, 1971)  
REPORT ON TEACHER EDUCATION COMMITTEE CONT'D.:- (Dr. Sample)

The Council Chairman is a member of the School of Education's Academic Standards and Policy Committee which is studying the School's admission, retention, and graduation policies. Council members have been asked to serve on various School of Education committees.

A year ago the Council brought to the attention of the School of Education the problem of drug education for teachers. After considerable discussion it was decided to devote one session of the Student Teaching Seminar to drug education. This approach to a continuing problem in our society has been continued this year.

Significant developments reported to the Council recently included:

1. The selection of YSU as one of the 15 National Regional Centers of the Kettering Foundation's Individual Guided Education project.
2. Video-taping of student teachers is proving useful and will be employed more extensively when additional equipment is available,
3. Masters programs are being developed to prepare professional counselors and reading specialists.
4. Earlier laboratory experiences are being planned in all teacher education programs; the Sheridan School project is underway with excellent cooperation from the school faculty.
5. The Student Teaching Advisory Council is helping establish criteria for the selection of cooperating teachers and assisting in a review of the total program.

COMMENTS:-

Dr. Yozwiak: Has this Committee ever considered the 2.5 requirement for the School of Education?

Dr. Sample: The committee to which Dean Robinson appointed him (Academic Standards and Policy) is examining the whole set of criteria in the selection and graduation. There is a report in writing of the Sub-committee which we will act on shortly.

- 2) Has your committee taken up the implications of the Degrees?  
Should we have: (1) Degree of BS. in Ed and B.S. - the one requires a foreign language but the other does not?

Dr. Sample: The committee will be meeting shortly and can take up this matter. Please give me a note to this effect and I will present it to the Committee.

Dean Robinson: One of the recommendations of the new Master Plan is that undergraduate enrollment be limited to the level of this gear because of the over-supply\*

Also, there is a State-wide Committee of the University Council of Education Deans acting as advisor to Chancellor Millett, which is in the process of developing a State-wide Research Program for the project leading to a selection criteria emphasizing not only academic standing and basic ability but also personal characteristics and things of this sort.

STUDENT ACADEMIC GUIDANCE AND REGISTRATION COMMITTEE

This report was given by Mrs Anna Margaret Battin.

(CONT'D. NEXT PAGE)

MOTION: Mrs. Mary B. Smith moved the adoption of the recommendation of the Student Academic Guidance and Registration Committee, effective with registration for the Summer and Fall Quarters of 1971:

Permits for **early** registration should be limited to the following groups of students:

- 1) Full-time **employees**
- 2) Students who shall be certified by the Financial Aids Office
- 3) Athletes in season as certified by the head of the Athletic Department
- 4) Students involved in Student **Government** as certified by the Dean of Student Affairs

Seconded.

AYES HAVE IT. MOTION PASSED.

(DISCUSSION BELOW)

DISCUSSION:

1) ~~What~~ is the rationale behind including full-time employees of the University? Should a student who decides to work full-time at this University receive any special treatment than one working full-time at the mill, for example?

Ans: Mrs. Battin - We felt that for the student working here he would have to take his courses only at certain times in order not to conflict with his work; after work or before work; there was a question about it.

2) Puts pressure many times on Departments who have full-time employees; often a conflict between studies and work. Are we not encouraging students even now to take full-time jobs by giving special privileges to those who work here?

Ms. Smith: Two (2) items. We set up priority times when students could register:

1) We had to take people out of our offices and send them over to registration when we really needed them in the office but students would ask to be excused to go and be registered. Depending upon what time they went they might or might not return to their desks. So, one of the selfish reasons on the part of those in the offices, was that if we could register than early on a certain morning we would know they were going to be back at work.

2) The other thing that has happened, and giving us a real problem, even with our full-time students and our night students especially - at 2:00 p.m. in the afternoon, with registration starting at 12:00 noon this Quarter, one of our night classes was closed. It was the only class given on that particular night and the day students had filled the class. There were eight (8) or ten (10) classes of the same course given in the day time; I had a visitation of night students along about 6:00 p.m. and a call from the Dean about students going to graduate in June and needing this particular course. Had to do some quick thinking. Fortunately, the Department Chairman concurred in letting people who appeared that evening in the class. But it gives difficulty. Gives difficulty with Instructors, student workers, office workers; many office workers forced to take classes at certain hours as many of us use our people in the evening and they get closed out of classes. It is a selfish reason possibly, but it is one of the fringe benefits,

3) **Jambar** staff has been removed from early list of Registration, Dr. Hare.

4) Are all Student Assistants working anywhere from 15 to 20 hours a week to be certified by Financial Aids or are we going to be looking over their working schedules and say one must work from 5:00 to 7:00 p.m. for example, etc,

5) I thought you said you would be inclined to certify all employed students and some others as well:

Col. Wales: No - only those employed on campus. Not other students on other types of Financial Aids,

(CONT'D. NEXT PAGE)



SENATE MINUTES CONT'D.:- (April 2, 1971)  
STUDENT ACADEMIC GUIDANCE AND REGISTRATION COMMITTEE CONT'D.:- (Mrs. Battin)  
DISCUSSION CONT'D.

Mrs. Battin: did not feel all she mentioned would be certified,

Mrs. Smith: A few years ago we had a Registration committee; what has happened in the last four (4) or five (5) years is that everybody on campus who does something started sending Mary Smith a list stating that we would like to have these people enroll early. We ended up with 500 or 600 people wanting to enroll early and it was getting out of hand.

We decided certain groups who had musts, etc., and get them into certain sections of classes would be better and have them register early.

The Committee got together - some on the Jambar Staff get paid and some are on scholarships - also same with the Neon - those who are paid on the Neon or Jambar would have to juggle their schedules.

Have about 300 now who register early. We do not want to inconvenience any faculty member. Football players may register only for Fall Quarter (Football season); basketball players only for basketball season, etc.

We want the faculty to know what is going on.

UNFINISHED BUSINESS: Dr. Behen stated he voted for defeat of the Amendment on Black Studies Program; but voted for the courses as he thinks they are good.

Dr. Yozwiak has a good point. Inasmuch as the Curriculum Committee worked very long and hard in drawing the general degree requirements, etc., we should be careful about making exceptions to those provisions. Does not say that exceptions should not be made, but had in mind that when Curriculum Committee approved the two Black Studies courses with proviso that they would fulfill certain requirements, it would be well for the committee to report separately respecting a change in the University requirements which this is going to affect.

Dr. Behen stated he was simply calling attention to the fact that Dr. Yozwiak had a very pertinent point here totally divorced from the specific courses under consideration.

MOTION: Mrs. Mary B. Smith moved that the <sup>Senate</sup> University instruct the Secretary of the Senate to write a letter of Congratulation to President Albert L. Pugsley on his election as President of the North Central Accrediting Association of Colleges and Secondary Schools.  
Seconded.  
AYES HAVE IT. (MOTION PASSED).

(NOTE: Secretary has written the letter to Dr. Pugsley).

NEW BUSINESS: Dr. Raymond Hurd mentioned YSU is entitled to three (3) delegates to the Ohio Faculty Senate. We are now under-represented.

MOTION: The Senate Executive Committee, as moved by Dr. Hurd, shall be responsible for conducting elections of delegates to the Ohio Faculty Senate, each year, at a convenient time, but not later than October when terms of the delegates expire. These elections should name one three-year delegate, an alternate, and delegates to fill any unexpired terms.  
Seconded,

Dr. Tarantine: As an Executive Committee representing the two groups how could you divorce yourselves from that representation and look out for the welfare of just one of those?

SENATE MINUTES CONT'D.: (April 2, 1971)  
NEW BUSINESS CONT'D.:

Dr. Tarantine cont'd.: We picked a Faculty Committee. If this faculty group is not interested in propagating this particular venture basically you are throwing it back on the group that has a broader base than the Ohio Faculty Senate.

We never really felt this was within our jurisdiction.

Dr. Sterenberg: Who should do it?

Thinks the Senate Executive Committee should set it up; they have the mechanics for doing so.

1) What about the Faculty Affairs Committee?

Dr. Dillon: This has already been taken care of. We set up this Committee, the same Committee that was in charge of elections last year. We charged them with the mission to set up a Board of Elections to handle all future elections.

Dr. Tarantine: This Committee composed of only those eligible for election - pure faculty members.

Dr. Hurd: This problem is raised today, because the Committee that was appointed knew about it. I don't think their Charge was completely clear, but if so, the Committee failed to function.

We have been unrepresented by three (3) delegates since last, October-

Mr. Koss: ~~AMENDMENT TO MOTION~~ Mr. Joseph Koss moved the Senate direct the Faculty Affairs Committee to set up the machinery to affect this objective.  
Seconded.

Dr. Hare: It is wise to err on the side of trusting the administration branch of the Executive Committee and let them manage the elections.

I do not think that Dr. Tarantine's fine and scrupulous point is apparently working for the representatives to the Ohio Faculty Senate. I think you can trust the administration with nominations, sending out the ballots, etc.

Dr. Tarantine: This was our position. If the Senate so directs us we will be glad to do so.

Dr. Hare: I feel to set up a Special Committee for this when the Senate already has the machinery for doing this, has mailing lists, etc., is a great duplication of effort,

I think we should support Dr. Hurd's Motion in order to expedite these matters and use the Senate election machinery for the purpose.

Parliamentarian:

(Mrs. Dykema): Ruled that Mr. Koss was out of order with his Amendment.  
It was changing the meaning of the main Motion.

Dr. Coffelt asked if a Quorum were present (since the hour was getting late)?  
Secretary informed Dr. Edgar a Quorum was not present at this time,

ANNOUNCEMENT BY DR. EDGAR: The Secretary will send out announcements for the Special Senate meeting on Friday, April 23, 1971. We do not know at this time if it will be held in the ES Auditorium. PLEASE READ YOUR ANNOUNCEMENT FOR PLACE AND ROOM NUMBER.

MEETING ADJOURNED: 5:50 pm

Respectfully submitted,

Vera Jenkins  
SECRETARY OF THE SENATE

YOUNGSTOWN STATE UNIVERSITY  
SENATE MEETING  
Friday, April 2, 1971

IN ATTENDANCE:

Ed. T. Reilly	Laurey Schroeder
Frank A. Fortunato	Clyde Vanaman
B. J. Urywiak	Marvin Chusy
Anna Margaret Battin	Nick Paraska
Robert A. Hare	R. E. Kramer
Christine Tykema	G. R. Williamson
Ruth Clayton	G. A. Noble
Bob Ameduri - guest	Ronald W. Jones
W. A. Shipman	I. Boyer
G. Mavrigian	James W. Kovacs
Jon Hill	Robert Ward
Jim Steele	James E. Gits
Ray Hurd	Richard M. Magner
Henry Fubin	E. Mark Evans
Leonard B. Spiegel	Richard
John H. Lamb	S. J. Roberts
Richard W. Jones	M. Slavin
Leszumi Filators	E. Sterenberg
Lowell J. Satre	James S. Smeltzer, <u>Imbar</u>
	Harold Z. Winer
	Frank Starantine

YOUNGSTOWN STATE UNIVERSITY  
SENATE MEETING  
Friday, April 2, 1971

IN ATTENDANCE CONT'D. :-

Clyde Hankey  
Jayon Friedman  
Thomas A. Shipka  
M. H. Greenman  
Esther Niemi  
Diane Sample (non-member) yea!

Ann B. Harris  
Earl Harris Jr.  
J. P. Terlecki  
George L. Almond  
Bhagwati Poddar

Mice Budge

Shad Dillon  
Paul Beckman  
Sally Hotchkiss  
Samuel N. Hotchkiss

V. A. Reichley  
Dw. Byo  
Margaret Foley  
Mary G. G. G.  
John P. W. W. III

Hosher  
L. Rand  
Clyde A. Painter  
Edith A. Painter  
Elmer Foldvary  
Paul C. Sigmund  
Alfred Bright  
G. N. Nabunary

Donald E. Doep  
Pete Wilms (Jambor)  
John J. Coffelt  
Lawrence Kosby

Wm. Swan  
Michael Starovsky  
Richard J. Connolly  
Dorrell Risher  
Alfred H.

Wm. S. Fead  
Van Zandt  
J. J. Kosi  
and Josephine  
Melba Mince (et al.)

April 2, 1971

NOTE: Approved and passed at today's Senate meeting.

*v. Jenkins Secy.*

REPORT TO SENATE

April 2, 1971

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

COLLEGE OF ARTS & SCIENCES

Black Studies

For the most part, courses in the Black Studies program will be taken from various academic departments. However, there is a need for a few general introductory courses, identified specifically with the program. It is also felt that these will be valuable as electives, helping the non-black student assess and understand the black cultural experience and its contribution to our total heritage.

**600 - Introduction to Black Studies I** 4 q.h.

Description: The social-historical experiences of Black people in Africa and the Americas. This course is applicable toward the University requirement in Social Studies.

**601 - Introduction to Black Studies II** 4 q.h.

Description: The cultural and intellectual heritage of Black people in Africa and the Americas as reflected in literature, philosophy, and art. This course is applicable to the University requirement in Humanities.

Home Economics

The Home Economics Department is presenting a thorough revision of its curriculum, which includes the following changes:

Delete:

**501, 501L, 602, 709, 710, 711, 712, 713, 714, 802, 803, 807, 808, 811**

Total 42 q.h.

Change:

**551 - Food & Nutrition** 4 q.h.

**551L** 1 q.h.

**652 - Family Meal Planning & Serving** 4 q.h.

Description: Principles of menu planning for the family and other groups with emphasis on adaptation to various economic levels of expenditure

**759 - Normal Nutrition** 4 q.h.

**760 - Diet Therapy** 4 q.h.

**762 - Housing I: Furnishings** 4 q.h.

**763 - Housing II: Equipment** 4 q.h.

**770 - Activity Analysis** 4 q.h.

Description: Task analysis of work done in homes and institutions. Three lecture hours and one two-hour laboratory period per week

**852 - Home Management** 4 q.h.

**857 - Institutional Management II** 4 q.h.

**861 - Quantity Cookery** 4 q.h.

Add:

**502 - Applied Nutrition** 4 q.h.

Description: Study of basic nutrition focusing on the nutritive needs of the individual or family group. Open only to non-majors.

**550 - Orientation to Home Economics** 1 q.h.

Description: Introduction to content, opportunities and various points of view about home economics. Current readings and occasional field trips will implement the course.

NOTE: April 2, 1971. Approved and passed at today's Senate meeting.

*v. Jenkins  
L. E. J.*

**Page 2 - REPORT TO SENATE**

**Home Economics-(continued)**

Add:

771 - Demonstration Techniques 4 q.h.

Description: Techniques and practice in presentations related to various areas in home economics. Two lecture hours and two two-hour laboratory periods a week.

772 - Child Nutrition 3 q.h.

Description: A study of nutritional requirements from the time of conception through the adolescent years.

773, 774, 775, - Problems in Child Nutrition 1+1+1 q.h.

Description: Each course may be taken concurrently with or following Home Economics 772. Each student electing the course will plan and conduct a term project related to a problem of child nutrition

**Foreign Languages**

Thorough revisions have been made of the curriculums in French, German and Spanish, and include the following changes:

**French**

Delete:

701, 702, 703, 750, 760, 761, 770, ~~771-772~~, 773, 774, 801, 802, 803, 811, 812, 813, 821, 822, 823, 831, 832, 833, ~~870, 871, 872, 873, 874, 875~~

Change:

655 - Conversational French 4 q.h.

675 - French Composition 3 q.h.

705 - Survey of French Literature I 4 q.h.

706 - Survey of French Literature II 5 q.h.

~~778-774~~ Advanced French Composition 4 q.h.

810 - 16th and 17th Century Prose 4 q.h.

815 - 17th and 18th Century Theater 4 q.h.

825 - The French Novel from its Origin to 1800 4 q.h.

830 - 19th Century French Novel 4 q.h.

835 - 19th and 20th Century French Theater 4 q.h.

840 - French Poetry 4 q.h.

845 - 20th Century French Novel 4 q.h.

880, 881 - Special Reading and Research 2-4, 2-4 q.h.

New:

615 - Intermediate French Readings 4 q.h.

Description: Intensive reading of modern authors, intended primarily to prepare students for the survey courses.

756 - Practice in French Conversation 2 q.h.

Description: A course designed to maintain oral facility, and based on discussion of contemporary topics. May be taken either before, or after 757.

757 - Practice in French Conversation 2 q.h.

Description: A course on the same level as 756 but using different materials. May be taken either before or after 756.

769 - Applied French Phonetics 4 q.h.

Description: A study of phonetics for application to individual pronunciation problems; elementary linguistic concepts.

~~776, 777~~ ~~771, 772~~ - Advanced French Grammar I, II 4+4 q.h.

Description: A review in depth of French grammar through analysis of the stylistic devices of literary works, and through exercises, translation, and original composition.

NOTE: April 2, 1971. Approved and passed at today's Senate meeting.

*Y. Jenkins  
Secy.*

Page 3 - Report to Senate

Foreign Languages: **French(Continued)**

New:

*117* ~~773~~ - Explication de Texte 4 q.h.

Description: Detailed examination of prose and poetry to develop skills in perceptive analysis of literature.

820 - 18th Century French Prose 4 q.h.

Description: The Age of Enlightenment: philosophical and literary works, primarily those of Montesquieu, Voltaire, Diderot and Rousseau.

German

Delete:

701, 702, **703, 770, 771**, 821, 822, 823, **811, 812, 831, 832, 833, 870, 871, 872, 873, 874**, 875

Change:

**705** - Survey of German Literature I 4 q.h.

706 - Survey of German Literature II 5 q.h.

745 - Advanced German Composition 4 q.h.

815 - The Age of Goethe 4 q.h.

816 - Goethe and Schiller 4 q.h.

**825** - German Romanticism 4 q.h.

**835** - German Realism and Naturalism 4 q.h.

**845** - Recent German Literature I 4 q.h.

846 - Recent German Prose 4 q.h.

880, 881 - Special Reading and Research 2-4, 2-4 q.h.

New:

740 - Advanced Grammar 4 q.h.

Description: Advanced study of German grammar and sentence structure.

**850** - Seminar in German Translation 4 q.h.

Description: Practice in translating from German to English and English to German through a variety of techniques of selected belletristic and non-belletristic writings.

The German changes result in a net decrease of 16 quarter hours.

Spanish

Delete:

**701, 702, 703**, 711, 712, 713, 721, 722, **723, 731, 732, 733, 801, 802, 803, 811, 812, 813**, 821, 822, 823, **831, 832, 833, 841, 842, 843, 870, 871, 872, 873, 874, 875**

Change:

**655** - Conversational Spanish 4 q.h.

**705, 706** - Survey of Spanish Literature 4+5 q.h.

**715, 716** - Survey of Spanish-American Literature 4+5 q.h.

725, 726 - Advanced Spanish Grammar and Composition 4+4 q.h.

729 - Explicacion de textos 4 q.h.

**756** - Practice in Spanish Conversation 2 q.h.

757 - Practice in Spanish Conversation 2 q.h.

800 - Medieval Spanish Literature 4 q.h.

**805** - The Prose of the Golden Age 4 q.h.

806 - The Drama of the Golden Age 4 q.h.

807 - The Poetry of the Golden Age 4 q.h.

**815** - 19th Century Spanish Drama 4 q.h.

816 - 19th Century Spanish Prose 4 q.h.

820 - The Generation of '98 4 q.h.

825 - 20th Century Spanish Prose 4 q.h.

826 - 20th Century Spanish Drama 4 q.h.

NOTE: April 2, 1971. Approved and passed at today's Senate meeting - only the Spanish courses on this page. Speech & Drama crossed out. Dic  
 Page 4 - Report to Senate not come up at Senate meeting. Sp & Drama not approved. v. Jenkins  
lee

Foreign Languages: Spanish (Continued)

Change:

827 - 20th Century Spanish Poetry	4 q.h.
835 - Modern Spanish-American Prose	4 q.h.
<b>836 - Modern Spanish-American Drama</b>	4 q.h.
837 - Modern Spanish-American Poetry	4 q.h.
880, 881 - Special Reading and Research	2-4, 2-4 q.h.

New:

615 - <b>Intermediate Spanish Readings</b>	4 q.h.
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Description: An introductory course on the reading of literary texts for their linguistic, **stylistic** and literary aspects.

740 - Hispanic Civilizations	4 q.h.
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Description: A survey of the traditions, history and geography of the Hispanic nations, and of **their chief** cultural characteristics as seen in their way of life, the evolution of their institutions, their social and political structures.

The Spanish changes result in a net increase of 6 quarter hours.

~~Speech and Drama~~

~~Based on the following changes, this department has reorganized its curriculum into Public Address, Radio and Television and Theater. The revision results in a net increase of 12 quarter hours.~~

~~Delete:~~

~~515, 611, 613, 614, 615-616, 617, 618, 619, 620, 621, 623, 624, 713, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 754, 811, 812, 813, 814, 815, 816, 817, 818, 820, 821, 822, 823~~

~~Change:~~

<del>553 - Principles of Speech</del>	<del>3 q.h.</del>
<del>560 - Introduction to Theatre Arts</del>	<del>4 q.h.</del>
<del>561 - Stagecraft</del>	<del>4 q.h.</del>
<del>580-- Principles and Practices of Broadcasting</del>	<del>3 q.h.</del>
<del>605 - Voice and Diction</del>	<del>4 q.h.</del>
<del>652 - Business and Professional Speech</del>	<del>3 q.h.</del>
<del>654 - Argumentation and Debate</del>	<del>4 q.h.</del>
<del>655 - Parliamentary Procedure</del>	<del>2 q.h.</del>
<del>658 - Advanced Public Speaking</del>	<del>4 q.h.</del>
<del>661 - Play Production</del>	<del>4 q.h.</del>
<del>668 - Fundamentals of Acting</del>	<del>4 q.h.</del>
<del>670 - Oral Interpretation</del>	<del>4 q.h.</del>
<del>680 - Radio and Television Announcing</del>	<del>3 q.h.</del>
<del>682 - Radio and Television Station Writing</del>	<del>4 q.h.</del>
<del>705 - Speech Problems for the Classroom Teacher</del>	<del>3 q.h.</del>
<del>751 - Greek and Roman Public Address</del>	<del>4 q.h.</del>
<del>752 - British Public Address</del>	<del>4 q.h.</del>
<del>754 - Persuasive Speaking</del>	<del>4 q.h.</del>
<del>758 - Oral Communication Theory</del>	<del>4 q.h.</del>
<del>760 - Dramatics for Elementary Grades</del>	<del>4 q.h.</del>
<del>761 - Makeup for Stage and Television</del>	<del>3 q.h.</del>
<del>762 - Play Direction</del>	<del>4 q.h.</del>
<del>763 - Scene Design</del>	<del>3 q.h.</del>
<del>764 - History of Stage Costuming</del>	<del>4 q.h.</del>
<del>765 - Stage Lighting</del>	<del>3 q.h.</del>
<del>770 - Advanced Oral Interpretation</del>	<del>4 q.h.</del>
<del>781 - Radio Production</del>	<del>4 q.h.</del>
<del>783 - Broadcasting Regulations</del>	<del>4 q.h.</del>
<del>850 - Early American Public Address</del>	<del>4 q.h.</del>



English & Geography at bottom of this page. Speech & Drama crossed out. Did not come up at Senate meeting. Sp & Drama not approved.

*v. J. J. J.*

~~Speech and Drama~~

Change:

- 851 - Contemporary American Public Address 4 q.h.
- 861 - History of the Theatre 5 q.h.
- 863 - Advanced Acting 4 q.h.
- 864 - Advanced Directing 4 q.h.

New:

606 - Speech Correction 4 q.h.  
 Description: A survey of the various types of speech disorders and of the various types of correctional methods that have been and are being employed. Laboratory hours will be arranged in order to insure adequate practical experience.

653 - Principles of Discussion and Conference 3 q.h.  
 Description: Principles and practice of small group discussion. This course will teach the theory and techniques of small group interaction as well as the techniques of interviewing. (This is helpful as a second speech course for students enrolled in Business Administration).

750 - Speech Criticism 4 q.h.  
 Description: This course will explore approaches to the critical evaluation of significant speeches past and present. Rhetorical, literary, historical, linguistic, and quantitative methods of criticism will be analyzed.

780 - Advanced Radio & TV Announcing 3 q.h.

782 - Television Production 4 q.h.  
 Description: Study of the many elements of television production-equipment lighting, scene design, graphics, special effects, video tape, film, and creative camera work.

852 - The Process of Group Interaction 4 q.h.  
 Description: This course is a correlate to 653 Principles of Discussion and Conference. The primary focus of the course is a description of communication variables in the small group setting. In addition, the course will survey the literature related to communication in the small-group situation.

862 - Dramatic Writing and Criticism 4 q.h.  
 Description: Includes a study of the history of dramatic criticism and outstanding critics as well as a study of the elements of dramatic structure and the writing of dramas.

897 - Seminar in Broadcasting 3 q.h.  
 Description: This course is designed to provide the student with opportunities to investigate contemporary problems in radio and television.

898 - Seminar in Public Address 3 q.h.  
 Description: This course is designed to provide the student with opportunities to explore the areas in public address not covered in the regular course offerings.

899 - Seminar in Theatre 3 q.h.  
 Description: This course is designed to provide the student with opportunities to explore areas in theatre not covered in the regular course offerings.

English

New:

820 - Literary Criticism 4 q.h.  
 Description: A survey of the principal works in criticism from antiquity to the present. Special attention will be given to Aristotle, Plato, Sidney, Jonson, Dryden, Dr. Johnson, the Romantics, Arnold and Eliot

Geography

Change: (Reduction in hours)

- 502 - Principles of Geography 4 q.h.
- 519 - Economic Geography 4 q.h.

NOTE: April 2, 1971. Approved and passed at **today's** Senate meeting.

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Secy.*

Page 6 - Report to Senate

### Mathematics

Delete:

709 - Ordinary Differential Equations 3 q.h.  
710, 711 - Higher Mathematics for Engineers and Physicists I, II 3+3 q.h.  
846, 847, 840 - Theory of Probability I, II, III 3+3+3 q.h.

Change:

760 - Numerical Analysis 4 q.h.

Description: The theory and techniques of **numerical** computation. The solution of an equation or a system of equations, the method of finite differences, interpolation methods, numerical differentiation and integration, least squares **techniques**.

843, 844 - Theory of Probability I, II 4+4 q.h.

875 - **Introduction** to Complex Variables 4 q.h.

Prerequisite: **Mathematics** 674 and 4 quarter hours of mathematics at 700 or 800 course level, or consent of instructor

New:

705, 706 - Differential Equations 4+4 q.h.

Description: Introduction to theory and solution of ordinary differential equations with applications; partial differential equations, Fourier series; boundary value problems; **Laplace** transform; vector analysis

861 - Advanced Numerical Analysis 4 q.h.

Description: Application of numerical methods and computer analysis in the solution of ordinary and partial differential equations.

### Sociology/Anthropology

This department is **submitting** a new program for approval. At present, no new courses are proposed.

A major in Social Work

Purpose: It is obvious that for **most** students who enter the field of social work the bachelor's degree is a terminal degree. It is suggested that these students will be specifically geared in this direction. The recent report of the Board of Regents Sub-committee on Social Work curriculum recommends establishing an undergraduate major. The Council on Social Work Education also recommends it for purposes of accreditation.

600 - **Principles** of Sociology 5 q.h.

601 - Social Pathology 3 q.h.

700 - **Minority** Groups 5 q.h.

701 - Social Statistics 4 q.h.

703 - Sociology of Aging 3 q.h.

705 - The Family 4 q.h.

706 - **Industrial** Sociology 4 q.h.

707 - Urban Sociology 5 q.h.

708 - Political Sociology 4 q.h.

720 - Historical Introduction to Social Services I 3 q.h.

721 - Historical Introduction to Social Services II 3 q.h.

722 - Introduction to Social Casework Methods 3 q.h.

723 - Introduction to Social Group Work Methods 3 q.h.

724 - Introduction to Community Organization Methods 3 q.h.

735 - Juvenile Delinquency 4 q.h.

743 - Social Stratification 4 q.h.

751 - Social Research 5 q.h.

760 - History of **Social** Theory 5 q.h.

800 - **Social** and Cultural Factors in Personality Development 4 q.h.

Required courses: **701**, 751, and 760

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**Sociology/Anthropology (Continued)**

New:

744 - Social Deviance! 4 q.h.

Description: A survey of the **problems** of drug abuse, sexual deviation, crime, and other forms of social deviance. Emphasis on various approaches or perspectives to social deviance formulated in sociological theory; the study of etiologies and of the methods of social control,

**SCHOOL OF EDUCATION**

Elementary Education

Change:

856, 857 - Diagnosis and Treatment of Reading Disability I, II 4+4 q.h.

New:

881 - Corrective Techniques in Reading 4 q.h.

Description: A basic course in corrective reading for the classroom teacher. Emphasis on the administration and interpretation of group tests and the evaluation and correction of reading difficulties.

882 - Developmental: Content Area Reading 4 q.h.

Description: A study of the development of comprehension skills, word attack skills, study skills and related problems in the content areas from kindergarten through grade 12.

Secondary Education

New:

883 - Survey of Major Issues in Reading 4 q.h.

Description: A review of the major problems confronting the teacher and supervisor of reading instruction. Emphasis will be placed on development of models in reading and language arts; the implications of various learning theories for the learning and teaching of reading, the inherent problems of developing and **changing** new programs.

891, 892, 893 - Seminar in Secondary Education each, 1-4 q.h.  
(Max. 15)

This department is also submitting the following new program for approval:

Comprehensive Science Major

Purpose: 1. To produce high academic quality, potential high school science teachers, and 2. To develop a flexible curriculum which is meaningful, practical, and realistic in **meeting** the needs of the student and society.

**Astronomy**

504	Descriptive Astronomy	4 q.h.
608	Moon and the Planets	3 q.h.

**Biology**

506, 507, 508	Principles of Biology	12 q.h.
680	Molecular-Cellular Level of Life	5 q.h.
690	Biology of Populations	5 q.h.

**Chemistry**

515, 516, 517	General Chemistry I, II, III	12 q.h.
719, 720, 721	Organic Chemistry	12 q.h.
603	Quantitative Chemistry	5 q.h.

**Geology**

505	Principles of Physical Geology	4 q.h.
506	Principles of Historical Geology	4 q.h.
507	<b>Principles of Geology Lab</b>	4 q.h.
602	Introduction to Oceanography	4 q.h.
701	<b>Geomorphology</b> or	6 q.h.
705	Principles of Paleontology	6 q.h.

(continued on next page)

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Secondary Education: Comprehensive Science Major: (continued)

Physics

501, 502, 503	Lecture	12 q.h.
502L, 503L	Laboratory	
OR		
510, 610, 611	Lecture	12 q.h.
610L, 611L	Laboratory	2 q.h.

Twelve quarter hours of 700-800 electives must be chosen to meet the university requirements of sixty (60) quarter hours of upper division course work; preferably these **should** be in the above areas.

Special Education

Delete:

856 - Evaluation of Reading Difficulties	3 q.h.
857 - Development of Remedial Reading Techniques	3 q.h.

Add:

858 - Education of Gifted or Superior Students	3 q.h.
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Description: A course to acquaint the prospective teacher with methods for the identification of gifted students, the developmental characteristics of such students, the problems they present and encounter in the usual curriculum pattern, and how the needs of gifted and superior students can be and are being met.

861 - Education of the Emotionally Disturbed Child	3 q.h.
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Description: A course to acquaint the prospective teacher with the multiple origins of disturbed behavior, the identification of manifest patterns indicating disturbed behavior, the educational implications of emotional disturbance and how the needs of emotionally disturbed children may be met.

862 - Clinical Teaching of Children with Behavior Disorders	3 q.h.
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Description: A course to acquaint the prospective teacher with methods of managing, and instructing children who present behavioral disorders which interfere with the learning process. When students are involved in field experience, they will substitute 3 hours of field experience for 1 hour of lecture experience.

863 - The Child with Learning Disabilities	3 q.h.
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Description: A course to acquaint the prospective teacher with the etiology of learning disabilities, the identification of manifest patterns indicating possible neurological involvement, the educational implications of learning disability and how the needs of children who have learning disabilities may be met.

864 - Teacher-Parent Consultation	3 q.h.
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Description: A course to acquaint the prospective teacher with the special problems faced by a parent of an exceptional child, techniques of reporting to parents and gaining cooperation without antagonizing the parent.

865 - Workshop or Independent Study in Special Education	3 q.h.
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Description: This course would provide the opportunity for individual work under staff guidance in the area of special education, e.g., curriculum development or assignment to community agencies or to schools to work with individual problems.

SCHOOL OF MUSIC

Delete:

761 - Hymnology	3 q.h.
762 - Gregorian Chant	3 q.h.
763 - Junior & Senior Choir Methods	3 q.h.
860 - Applied Piano Pedagogy	2 q.h.
861 - History of Sacred Music	3 q.h.

New:

880-881 - Vocal Pedagogy	2+2 q.h.
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Description: A comparative study of physiological and psychological approaches to voice instruction and their application to private and class teaching. In the 2nd quarter supervised teaching of selected beginning singers will be required.