

SENATE MINUTES
YOUNGSTOWN STATE UNIVERSITY
Friday, January 5, 1973

PRESENT: Mr. Charignon, Mr. Krill, Mr. Livosky, Mr. Swan, Mr. Ringer, Mr. Looby, Mr. Rand, Mr. von Ostwalden, Mr. Foldvary, Mr. Richley, Mr. Earnhart, Mr. Gould, Mr. Yozwiak, Mr. O'Neill, Mr. Lucas, Mr. Rost, Mr. Barsch, Mr. DeGarmo, Mr. Foster, Mr. Sumpter, Mr. Fisher, Mrs. Mackall, Miss Boyer, Mr. Spiegel, Mr. Ives, Mr. Hotchkiss, Mr. Dillon, Mr. Hurd, Mrs. Hotchkiss, Mr. Ellis, Mr. Scriven, Mr. Pejack, Mrs. Smith, Mr. Aurand, Mr. Byo, Mr. Greenman, Mrs. Niemi, Mr. Ward, Mr. Wales, III, Mr. Cohen, Mr. Sinan, Mr. D'Isa, Mr. R. Jones, Mr. Flad, Mr. Hovey, Mr. Petrych, Mr. Deiderick, Mr. Kramer, Mr. Bertelsen, Mrs. Miller, Mr. Salpietro, Mr. Esterly, Mr. Cernica, Mr. Paraska, Mr. Fortunato, Mr. Miller, Mr. Jonas, Miss Mead, Mr. Katz, Mr. Hanzely, Miss Sterenberg, Mr. Zetts, Mr. Shipka, Mr. Morris, Mr. Rondy, Mr. Toskas, Mr. Larene, Mr. Kessler, Mrs. Saulino, Mrs. Budge, Mrs. Hoffmann, Mr. Vanaman, Mrs. Braden, Mr. Hill, Mr. Koss, Mr. Satre, Mr. Domonkos, Mr. Roberts, Mr. Reid, Mr. Abram, Miss Hakojarvi, Mrs. Hille, Mr. Laitman, Mr. Betres, Mr. Gay, Mrs. Kennedy, Miss DeCapita, Mr. Almond, Mrs. Miner, Mr. Miner, Mr. C. Hankey, Mr. Hahn, Mr. Zaccaro, Mr. Davis, Mrs. Dykema, Mr. Shuster, Miss Jenkins, Vice President Rook and Vice President Edgar.

PRESIDING: VICE PRESIDENT EARL E. EDGAR. TIME: 4:00 p.m. SCHWEBEL AUDIT.

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

Dr. Edgar called for the approval of the Minutes of the previous meeting (Friday, December 1, 1972). There being no corrections, additions or modifications Dr. Edgar then declared those Minutes approved as distributed.

REPORT OF CONSTITUTION AND BYLAWS COMMITTEE: (Jack Foster)

The Constitution and Bylaws Committee offered the following Motions at the regular Senate meeting today (January 5, 1973):

(a) Motion to amend Bylaw II, Section 2 on Nominations, Subsection b. The present subsection b proposed to become b (1) with b (2) to be added as shown below:

(What this deals with is the process of nominating people who may not be able to serve on the Senate and we are trying to straighten this out). The Section will now read as follows:

MOTION: Section 2. Nominations.

b (1) There shall be no nominations for the faculty membership of the Senate, but every full-service faculty member, except ex-officio members of the Senate, shall be listed as a nominee.

(2) Notwithstanding, a full-service faculty member may have his/her name removed from nomination by submitting a signed written request to his/her Department Chairman and a copy thereof to the Secretary of the Senate. Such notice shall be received by the Department Chairman and the Secretary of the Senate by March 15. Seconded.

AYES HAVE IT. MOTION CARRIED.

(SEE NEXT PAGE FOR DISCUSSION, ETC., BEFORE PASSAGE)

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SENATE MINUTES CONT'D.: (January 5, 1973)
REPORT OF CONSTITUTION AND BYLAWS COMMITTEE CONT'D.: (Jack Foster)

AMENDMENT: Mr. David Ives moved to Amend the Motion Section b (2) (on the preceding page) in two places where we have his/hers to the use of the masculine pronoun which is common in English.

Seconded.

MOTION DEFEATED.

(SEE DISCUSSION BELOW BEFORE MOTION DEFEATED)

DISCUSSION:

- 1) Dr. T. Miner: I object to Mr. Ives' remarks.
I prefer his/her. Women are around.
- 2) Mr. Ives: They have always been.
- 3) Dr. Roberts: Why is the request made to go to the Department Chairman?
Dr. Foster: Simply because he is most accessible.
- 4) Dr. C. Hankey: The other point is the Department Chairman provides the Secretary of the Senate with the list.
Dr. Foster: That is correct.

(b) Motion to Amend Bylaw II, Section 8, on Vacancies. Added phrases and statements are enclosed in parenthesis; deleted material has a line drawn through it.

(NOTE: This change makes provision for filling temporary vacancies)

MOTION: Bylaw II. Section 8. Vacancies.
 Vacancies, (whether temporary or permanent), involving elected positions, shall immediately be filled by the Secretary of the Senate, who shall appoint the candidate who received the next highest number of votes ~~to the unexpired term~~. In case of a tie the Secretary shall supervise a drawing of lots to decide the appointment.

(Appointments to fill vacancies shall terminate upon the return of a person being replaced or upon the expiration of the term of office, whichever occurs first).

The filling of a vacancy is to be reported at the next Senate meeting.

Seconded.

MOTION PASSES.

(SEE DISCUSSION BELOW BEFORE PASSAGE OF MOTION).

DISCUSSION:

- 1) What, if for some reason, there is no candidate (who, for some reason) has no next highest number of votes?

Dr. Foster: There always happens to be. I don't think we have a situation in which that is true unless it is in the student area, and that, I don't know about.

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SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CONSTITUTION & BYLAWS COMMITTEE CONT'D.: (Jack Foster)
DISCUSSION CONT'D.:

2) Is there any provision for the student replacement in the Constitution anywhere? If there isn't, shouldn't it be included in this Bylaw?

Dr. Foster: We are interpreting that that is what this means. If there is a vacancy to whatever extent the Constitution deals with student appointments or student elections this would apply.

It does not say anything about faculty or non-faculty. It simply just says vacancies. This is how it would be construed.

If any of the committee differ with me on this please speak up but I think it is the correct interpretation.

3) Mr. Ives: Vacancies involve the elected positions?

Dr. Foster: This is as opposed to ex-officio.

This deals with the persons who are on the Senate by means of election. It does not refer to vacancies in the area of ex-officio members, department chairmen or administrative members. They are not filled in this way. What we are discussing deals with the election processes.

4) Student: My position will become vacant this Spring Quarter. There was no one in the election who opposed me. How will the position be filled? What will be the procedure? There are 13 voting students on the Senate.

Dr. Foster: Probably have another election, but I don't know. It may remain vacant. This is what has happened heretofore if there were none. Perhaps that is something we would look into to.

The reason this came up is because for faculty, when the person left, the chair was vacant. What we are trying to do now is provide an orderly process for its being filled temporarily even if the temporariness might mean the remainder of that term.

If, in fact, it turns out that there is no one else on the list I suppose we will have to give some kind of consideration to that kind of procedure. I don't know what the answer to that is.

I would say that whatever we would come up with would not be in violation of this. It would be an Addendum to this so I would urge the moving of this and then we will take a look at the problem you pointed out.

PARLIAMENTARIAN: Members of the Senate are to stand to be recognized.
 (Mrs. Dykema)

REPORT OF SENATE EXECUTIVE COMMITTEE: (Esther Niemi)

Dr. Niemi stated the Senate Executive Committee had no report at this time.

REPORT OF CURRICULUM COMMITTEE: (Richard Jones)

The Curriculum Committee Report today is in two (2) Parts. Dr. Jones stated he wished the Senate to consider these two Parts separately.

Dr. Jones checked the Roll to determine whether or not Chairmen or their representatives were present at today's Senate meeting for Departments having course changes coming up from the Curriculum Committee.

All Departments having changes had Chairmen or a representative present.

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SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

MOTION: Dr. Richard Jones moved on behalf of the University Curriculum Committee Senate approval of PART I of today's University Curriculum Report. This constitutes changes in courses in the College of Arts and Sciences: Psychology, Foreign Languages and Literature (German, Spanish, Italian, Russian, French); and Economics.
 Seconded.
AYES HAVE IT. MOTION PASSED.
(SEE DISCUSSION BELOW BEFORE PASSAGE OF ABOVE MOTION).

DISCUSSION:

1) Dr. Swan:

AMENDMENT TO MOTION: Dr. William O. Swan moved to Amend the Motion to delete the addition of Psychology 620,
 (Woman: A Psychological Study; 3 q.h.)
 Seconded.

Dr. Swan cont'd.:

Dr. Swan stated his reasons for wanting the course, Psychology 620 deleted:
 1) I believe it to be discriminatory; (2) I believe it is possibly restrictive in the amount of time in a woman's life it covers; (3) if there is going to be a course for Women there should be one for Man; (4) there should possibly be one for those who are uncertain as to their Gender.

This course was in the Curriculum Committee for at least two (2) years running while I was a member of the Committee and it was sent back each time. I question the wisdom of its being submitted this time.

2) Mr. Toskas: As to such time as those courses are adopted I feel we should
 (Student) adopt this one and wait patiently.

3) Student: As a female student of this University I think it is absolutely disgusting you would want to have a course about the role of a woman as a sexual object. That's all I have to say about it.

QUESTION CALLED FOR.

Dr. Edgar stated:

MOTION: You are voting to delete Psychology 620 from these offerings.
 (If you vote 'Aye' you are voting to delete the course).
 (If you vote 'No' you are voting to retain the course).
AYES HAVE IT.

A COUNT WAS ASKED FOR ON ABOVE MOTION:

AYES: 35. NAY'S: 37.

THE MOTION FAILS.

4) Dean Miller: Could we have a count again? We didn't hear the count.

Dr. Edgar stated: AYES: 35. NAY'S: 37.
THE MOTION FAILS.

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SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

DISCUSSION CONT'D.:

5) Dean Miller: Could we have a recount because there was a little misunderstanding about the way the Motion was presented?

6) Dr. Sanford Hotchkiss: I object to that, really. I have been put through this jeopardy for so many years I don't care whether the course is offered or not; but the point is that we have been asked to offer the course; that it was proposed by the ex- Dean of Women who is no longer here; who was a firm advocate of Women's Liberation; that other people have asked us to present the course and when we get through with this we will put in a course on the 'Psychology of Men' and one on the 'Psychology of Other People'.

7) Dr. Swan: I would like a recount. I think the course is still inadequately conceptualized. If it were a bad course before, it is equally bad now in spite of whoever recommended it.

8) Dr. Roberts: People are talking to a Motion that has already been defeated. I find it difficult to understand how a group of College Faculty members in this day and age, when the whole woman question is being reexamined can question the necessity of offering a course on Women; and also find it difficult to understand how a group of Faculty members in this day and age can refer to people as being confused in their gender. They are not confused in their gender.....

INTERRUPTION AT THIS POINT BY:

Miss Boyer: Point of Order.
Is this to the point?

Dr. Edgar: A request has been made for a recount;
If you vote 'Aye' you are voting for the Motion, which is to delete the course.
If you vote 'Against' the Motion, which is to retain the course.

RECOUNT: AYES: 36. NAY'S: 44.
THE COURSE IS RETAINED.

BACK TO THE ORIGINAL MOTION: Part I of Curriculum Committee Report.
AYES HAVE IT.

Dr. Richard Jones:

Part II of the University Curriculum Committee Report to Senate today concerns a proposed new degree, Bachelor of Science in Applied Science with areas in three (3) Programs (Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology).

Dr. Jones gave a few corrections pertinent to pages connected with this Motion in the University Curriculum Report as follows:

- 1) Civil Engineering Technology Program:
Under Topic #2, Mathematics and Physical Science: above the Math 670, Applied Math II should be entered 'Science electives and then in parenthesis Non-Math, 4 q.h.'
- This is on the page entitled Bachelor of Science in Applied Science, Civil Engineering Technology, approximately 6th page from the end of the Report (pages of Curriculum Report were not numbered). Also, in the same

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REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

Section 2, opposite 'Completed in the Socciate Degree change the 27 q.h. to 23 q.h., so that the total still adds up to 35 q.h.

2) The exact same change should be made under the Mechanical Engineering Technology Program two (2) pages over.

Under Topic #2, Mathematics and Physical Science, above Math 670 Applied Math II add 'Science Electives, (Non-Math) 4 q.h.; also, in the same Topic #2, Completed in the Associate Program change the 27 q.h. to 23 q.h. so that the total in Topic II adds up to 35 q.h.

Dr. C. Hankey: An editorial change. Please have the 's' removed from Communications.
It should be 'Communication'.

Dr. Richard Jones stated he was going to make three (3) separate Motions concerning PART II of today's University Curriculum Committee Report as follows:

- 1) Approval of Programs;
- 2) Approval of Degree Title;
- 3) Approval of courses.

MOTION: Dr. Richard Jones moved on behalf of the University Curriculum Committee Senate approval of the Degree Programs in the areas of Civil Engineering Technology, Electrical Engineering Technology and Mechanical Engineering Technology.
Seconded.
AYES HAVE IT. PROGRAMS APPROVED.

(SEE BELOW THE DISCUSSION BEFORE PASSAGE OF THE PROGRAMS).

NOTE: SEE SENATE MINUTE BOOK FOR DETAILS OF PART I AND PART II OF UNIVERSITY CURRICULUM COMMITTEE REPORT AT TODAY'S SENATE MEETING.

DISCUSSION:

1) Dr. Sally Hotchkiss: Since this seems to have a rather fuzzy line of demarkation with the courses presently offered in the School of Engineering I would hope we could receive some reaction from a representative of the School of Engineering.

2) Mr. Ellis: You say, Dr. Jones, you have three (3) Motions to offer and you mention only one (1). It seems to me if we pass the first Motion there is no point in passing the other two, whatever they are.

Dr. Jones: The other Motions are: Approval of the Title of the Degree; and Approval of the Courses.

It appears to me if I moved approval of the Programs of the Degree that this could be interpreted as Senate approval, meaning that it approved the Degree with only these three (3) Programs; so I moved approval of these Programs. That is accepting the fact that a new Degree will be offered.

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SENATE MINUTES CONT'D.: (Friday, January 5, 1973)

REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

Dr. Jones cont'd.: Then I will move Approval of the Title of that Degree, that it be Bachelor of Science in Applied Science. If I made this in one Motion it might, in the future, be interpreted that the Senate is approving this Degree in only these three (3) areas and no other.

3) Mr. Ellis: And your third (3rd) Motion?

Dr. Jones: The 3rd Motion is to Approve the Courses and that Motion is contingent upon it.

4) Mr. Ellis: I still feel that if your first Motion is passed the other two Motions are minor.

5) Dr. Cohen: A question about the Program.

You corrected the number of Science hours in 2 of the 3 Programs; but the number of Science hours is still deficient by 1 1/3. The total number of Science courses is 11 q.h. in Electrical Engineering Technology instead of the University requirement of 12 q.h.

I think you could add a Physics Lab. 503 to make it reach the same requirement as the University.

This also has in it another feature that puzzles me. You require a student to take a choice, apparently of getting an Associate Degree at the end of 2 years or continuing for a Bachelors and you apparently do not allow him the option of doing both.

I don't know why we cannot allow a student to have an Associate Degree if he so wishes. He will if he transfers from some place else and also continues for a Bachelors Program here.

I wonder about the one (1) hour credit in Science in Electrical Engineering Technology and I wonder about the course of choice at the end of two (2) years.

6) Dr. Richley: During the first two-years of the Electrical Technology Program the student will take a 5-hour course in Math.; 4 hours in Chemistry (for a total of 9 q.h.) and 4 in Physics (for a total of 13 q.h.), and he will take a Science elective Non-Mathematics for the other 3 q.h. He will then have completed his Science requirement.

7) Dr. Cohen: Since requirement includes 12 hours of Non-Math, Science and it has 4 q.h. of Chemistry and 7 of Physics; a 4-hour course and a 3-hour course with Laboratory and that is only 11 q.h.

8) Dr. Richley: And he has a Non-Math elective.

9) Dr. Cohen: Where is that?

10) Dr. Richley: That is in the first two-years. That is in the 2-year Program and that is not shown on the sheet given out today.

You can rest assured, Dr. Cohen, we did not mean to usurp the Science requirement for the Baccalaureate Degree.

11) Dr. W. Miner: There is a request on the floor to hear from the School of Engineering. We have not yet heard.

12) Dean Charignon: The Programs as outlined meets the requirements of Technology.

It gives the student an additional option in a course that he might wish to follow. There is nothing academically wrong with the Curriculum. The Technical Institute and the Engineering School spent three or four hours in

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SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

Dean Charignon cont'd.:

one session and we had quite a lengthy report. It was agreed that it is a necessary Program. It is academically sound. It serves a need for the student. Whether it is an infringement on Engineering or not is a matter of what you think personally.

In other words, the Engineering Technologist has the same position with respect to the Engineer as a Medical Technologist as to an M.D. I think that is what is bothering you.

If someone else has a question I will answer it or I will stop talking.

13) Mr. Ives: In Section I in all 3 Programs: Social Studies elective - (700-level) -- need that be restricted to the 700-level?

Dr. Jones: Yes, at least 700-level.

14) Dr. Cohen: I am sure Dr. Richley nor anyone tends to subvert requirements but I find in the Catalog no mention of a Science elective in the first 2 years. There is only 7 hours of Physics and 4-hours of Chemistry for a total of 11-hours of Science instead of 12 q.h.

Dr. Richley: There will be a revision in the next issue of this Catalog that will incorporate that, Dr. Cohen.

MOTION: Dr. Irwin Cohen moved that a student may have the Option of getting the Associate Degree and also of continuing for the 4-year Degree Program.
 Seconded.

(SEE DISCUSSION BELOW).

DISCUSSION:

1) Dean Paraska: I will speak on that. I think that is superfluous. That is, it's intended that the students who take the 2-year Program receive the Degree. It is not intended that the student not get the Degree. He can complete the 2-year Program and if he wants to go out and work he works and if wants to come back that is what he would do.

I think if there is anything different than that it is a misinterpretation of what we intended. If you feel this is a necessary part then we certainly do not object, because that is our intent.

2) Dr. Cohen: I would have thought so. In PART II it says that the student has the option, etc..... If we Amend that by adding say 'or both' I guess it will satisfy your intent and make it clear that the student can get both.

Dr. W. Miner: This can be taken care of editorially without taking a vote.

3) Dr. Hanzely: The Program as presented is educationally sound. What I would like to criticize, however, is the justification for the Program:

1) The Report from the Curriculum Committee mentions a 56-page Report that was submitted by the T & CC to the Board of Regents. I don't think too many members of the Senate have had a chance to read it. I have read it and I would like to bring up the following criticisms of justification:

1) The argument is made that the Program should not be offered under Engineering because it would provide second class citizens in the School

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REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

Dr. Hanzely cont'd.: of Engineering.

I believe that by simply having to designate this new 4-year Program by a different Degree, other than a Bachelor of Science Degree, in itself indicates that it creates something other than what would normally be considered a Bachelor of Science Degree. By implication alone we are creating a second-class citizen because we are designating the Degree by something other than a Bachelor of Science Degree.

2) Another statement that was made in the Report was that current Associate Degree holders are finding difficulty getting employment in the Youngstown vicinity.

Basically this Associate Degree Program, the Technology Program, is designed to produce graduates which can be absorbed in the immediate vicinity where the Program is offered.

The suggested solution to this dilemma is to provide an opportunity for the individual to get added specialization and hopefully improve his chances for employment.

My argument is that this is faulty. It can be well documented that if an individual specializes he limits rather than broadens his opportunities for employment.

I think an individual with an Associate Degree having difficulty finding employment in the Youngstown area surely will have more difficulty finding employment with 4-years of training. His asking price is going to be higher; his areas of application are going to be restricted, etc.

I can cite the Board of Regents Master Plan which states and I quote: "a high degree of specialization in Programs and courses in Engineering Technology should be avoided as a possible hindrance to possible displacement".

I think perhaps what should be done instead of extending this Program to a 4-year Program right now is to look into the possibilities of providing alternate periods of instruction and on-the-job training for these individuals rather than giving them in-class specialization.

As to the effect of the Program on the Engineering School I can only say that the enrollment figures indicate as of last Fall that the Engineering School suffered the greatest loss in enrollment percentage-wise, while the Technical and Community College showed the largest gain (or at least the second largest gain -- I cannot remember specifically).

MOTION: Dr. Stephen Hanzely moved that before Senate members can vote intelligently on this Proposal they should take a look at the 56-page document we are referring to; also that we postpone discussion on this particular Motion until next time.
 Seconded.

4) Miss Boyer: Was your Committee aware of the Report and did your Committee consider it, Dr. Jones?

Dr. Jones: All members of the Curriculum Committee did read the Report.

5) Miss Boyer: Did you take some sort of action, Dr. Jones, that would make definite the opinion of the Curriculum Committee? Was there a vote? A consensus?

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SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

Dr. Jones: There was a vote. We passed three (3) Motions:

- 1) to approve the Programs
- 2) to approve the Degree Title
- 3) to approve the Courses.

6) Miss Boyer: In your judgment, as Chairman, do you think the Committee adequately considered this Report that is being considered?

Dr. Jones: Yes. We spent a long time on this. We spent over a month on this Program.

7) Mr. Ellis: Another question of the Committee. It is my understanding that when the State of Ohio began the T & CC School with a 2-year Program that the students could go on from there to a 4-year Program in the regular University or College if they wished without any loss of credit?

We did not envision another 4-year Program in the T & CC School as far as I know. What are the reasons for making an extra 4-year Program then if supposedly provision was made for the 2-year students to go into the 4-year Schools? Did your Committee consider that? The reason for it, etc.

Dr. Edgar: Excuse me, Professor Ellis - we are talking about postponing the vote.

8) Mr. Toskas: Point of information.
 (Student) Postponement is equivalent to what? Laying it on the table or what? Can we retrieve it any time we wish?

Parliamentarian: It was postponed to a definite time, next meeting.
 (Mrs. Dykema)

9) Dr. Bertlesen: Against the Motion for postponement specifically on the reason for doing so -- the Master Plan of the Ohio State is sadly out-of-date if anybody has looked at it recently. I think the people in the T & CC and the School of Engineering are more aware of the Job Market Problems than we are. I did a study of Placement in the Job Market two years ago and you can draw any kind of conclusion you want from the figures you get.

We are also in competition with other Universities in the area, namely Akron. I believe they do have such a Program.

Dr. Edgar: We must discuss the issue as to whether or not it is desirable to postpone this vote.

10) Dean Paraska: I would like to speak on the desirability of whether or not we should postpone. I would like to point out that for nine (9) months we have been trying to get this before the Senate and get it approved.

A study was made by the Curriculum Committee and other members who are specifically interested in it. To postpone this is going to merely introduce an additional delay which is going to make it quite difficult for us to present this to the Board of Trustees at their next meeting (January 20, 1973). If we don't present this at their January 20th meeting it is going to mean that we are going to have to delay presenting it to the Board of Trustees until the April meeting. It is going to be extremely difficult for us then to get it before the Board of Regents.

I strongly urge that we Defeat the Motion to postpone and let us vote on the Program.

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SENATE MINUTES CONT'D.: (January 5, 1973)

REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

11) Dr. Richley: I would also like to speak against postponement. If we wait a few more months it will be exactly one year since this Proposal was completed and submitted to the Curriculum Committee.

To postpone it will do nothing but delay the answer to the questions I get daily from a great number of people who are interest in the Program.

I think that the University Senate members ought to know that there are already more than 15 people in the University who are currently enrolled in general University requirement courses which apply to this Degree who are patiently waiting for us to get it through Senate.

12) Dr. Shipka: I would like to speak against postponement and in favor of the Program. I think with any innovative Curriculum suggestion such as this there are always a series of problems which legitimately cause hesitation.

I myself, and from the point of view of the OEA, in our concern of Staff sizes and the impact of this kind of Program on faculty sizes in Engineering I wrote to the Deans of the two Colleges and I have investigated this Proposal on my own quite extensively.

Although I share some of Dr. Hanzely's concerns I think the Program has been very thoroughly constructed and carefully thought through and I would very much urge its passage.

I think the postponement really serves no useful purpose.

There are a couple of questions that I think need to be raised. Essentially, I think, it is a sound Program. It is the kind of innovative Program that we need to look to in the years ahead if we are going to maintain our enrollments and increase them.

It may well be that the Program falls on its face but I think it should be given a chance for a period of years.

I would urge the Senate to Defeat the Motion for postponement and to support the Proposal of the Curriculum Committee.

Dr. Edgar: Are you ready to vote on the Motion?

MOTION: Is to postpone until next time.

NO'S HAVE IT. MOTION DEFEATED. IT IS NOT POSTPONED.

13) Dr. Cohen: I think there is a lot of concern and I think very understandably about the impact of the Program on the University.

T & CC was a 2-year College. It is evidently not the 2-year College now. What is it, is a question that bothers me especially on these things? I think we should have a rather complete explanation of this kind as to what T & CC is; why this Program is in T & CC; the effect of these Programs on the remainder of the School. People are very concerned about it.

As I imagine it, T & CC has now emerged as another 4-year School devoted to Technology as opposed to Science; or Engineering Technology as opposed to Engineering Science.

If this is the purpose of T & CC, as I understand it, as opposed to being a 2-year College, but this is my own understanding.

I would like to ask the Chairman here to explain what is the role of the T & CC on this campus at present?

Why this Program is put in T & CC?

I think the faculty is concerned about these things. I think you can answer these things and they should be not only for the Senate but they should be in the Minutes for all the faculty to read and understand the situation a little better.

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SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

14) Dr. Ward: To correlate Dr. Cohen's remarks I would like to ask Dean Paraska one question concerning the effect of this on the College of Arts and Sciences.

As I understand this the students who are now taking the Bachelor of Science Degree would be exempted from the requirements for the Bachelor of Science Degree as they are applicable to the College of Arts and Sciences?

You have students who take a Bachelor of Science Degree; can these students now option for this new Degree?

Dean Paraska: The purpose of this Motion is to establish the new Degree, Bachelor of Science in Applied Science and is specifically for these purposes. If this is approved through the University channels, our Board of Trustees and the Board of Regents then the University would be authorized to utilize this Degree for other Programs.

I would envision that any other Program that would be entitled to award this Degree would be approved through appropriate University channels.

15) Dr. Ward: Is it anticipated that there will be students who will take this new Degree who won't, let us say, have to satisfy the new revision on the Language requirement? So there will be withdrawal from income from the College of Arts and Sciences then from this new 4-year Program?

Dean Paraska: I don't know specifically what impact that would have, if any.

In two (2) years of these Technology Programs not over 24 hours of specialized courses that do not already exist within the College of Arts and Sciences, School of Business Administration, etc., so basically this is not taking students out of the College of Arts and Sciences.

It may have some future impact on the Language Department if the other Programs that are now requiring Language, for instance, Criminal Justice, etc., are later authorized to use this Program. But, this is not the major purpose of this Degree.

Our original intention on the Degree was that we should not seek a new Degree but that we should use the Bachelor of Science Degree.

We are seeking to tag the Degree only because there seems to be a lot of concern within the College of Arts and Sciences about the T & CC usurping one of their Degrees.

I feel that that has been somewhat the general feeling, that the Bachelor of Science Degree ought to be solely an Arts and Sciences Degree and this was one of the motivating factors.

Dr. Foster: MOVED THE PREVIOUS QUESTION.
 Seconded.
MOTION PASSES.

QUESTION ON THE MOTION.

Dr. Jones: The Motion is to approve the 3 Programs, Bachelor of Science in Applied Science (Civil Engineering Technology); Bachelor of Science in Applied Science (Electrical Engineering Technology); Bachelor of Science in Applied Science (Mechanical Engineering Technology).
 Seconded.
MOTION PASSES. PROGRAMS APPROVED.

(SEE DISCUSSION ON NEXT PAGE BEFORE PASSAGE).

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

DISCUSSION:

1) Mr. Ives: If I understand the Chairman a Motion regarding the Title, the name of the Degree will be in a separate Motion?

Dr. Jones: YES.

2) Dr. Cohen: Notwithstanding the passage of the Motion I wonder if you would still discuss the role of the T & CC on this campus at this time before the next Motion?

Dr. Jones: Are you speaking to me, Dr. Cohen or to the Chair (Dr. Edgar)?

3) I am speaking to Dr. Edgar.

Dr. Edgar: I would refer to Dean Paraska, I think, on that.

4) Miss Boyer: Point of Order.

There is a rather long agenda today.

Is this a moment for broad discussion of these points or is this something that can wait? Simply as a Point of Order.

5) Dr. Foster: I think the question is mute because from the inception of the T & CC I have been a part of it and have awarded Degrees in Criminal Justice at the Baccalaureate level. Never before, other than the academic questions that get raised occasionally on the Senate floor, has it ever been a problem.

It has been a Baccalaureate awarding College from its inception. It happens to be a confusion on the part of some people because of its title, that it was a 2-year Community College.

We all know the politics surrounding that and I think it doesn't deserve a discussion at this point. It's historic, in other words!

Dr. Edgar: Since I have been asked the question I will say it does deserve discussion but I guess not at this point.

MOTION: Dr. Richard Jones, on behalf of the University Curriculum Committee moved Senate approval of the title of the new Degree: Bachelor of Science in Applied Science.
Seconded.

MOTION: Mr. David Ives moved to Amend the Motion that the name of the Degree be: Bachelor of Applied Science.
Seconded.

Dr. Edgar stated: Motion is to change the name of the Degree to Bachelor of Applied Science.

6) Dr. Cohen: I think, at this point, this discussion on the nature of the T & CC would be very important. As I see it, and I am not sure, but T & CC now stands as a School of Technology differentiating very sharply Technology from Science. Otherwise, the Programs would be in Arts and Sciences; and differentiating Engineering Technology from Engineering; otherwise, the Programs would be in Engineering.

Since the reason for this School is Technology and we are recognizing

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

Dr. Cohen cont'd.: now that Technology is worth a 4-year Baccalaureate Program the obvious name for this Program should be: Bachelor of Technology. I see no need to have any Science in this and I certainly agree with Mr. Ives' comments.

Our Engineering School, I might say, is the only one who proudly says Bachelor of Engineering and not Bachelor of Science in Engineering.

I, therefore, think the Amendment should be defeated so we can put in something else like Bachelor of Technology for this Program.

Dean Paraska: The question of the name for the Degree received considerable study. One we finally arrived at was one we thought to be most appropos in line with the customs at this University and other Universities. There are other Degree names. Miami University utilizes specifically the Degree, Bachelor of Science in Applied Science for Programs of a similar character that we have in a Technical institution, and for this reason I thought it would be appropriate to use this particular designation for the Degree.

It has precedent within the State, and I think we have precedent within the University, using the Bachelor of Science in Education and Bachelor of Science in Business Administration.

7) Mrs. Smith: I think we should remember that the State of Ohio gives us the right to grant Degrees. In the President's Office, I know there is information in the files, I am sure as I used to help Miss Boyer do the filing and I can remember Dean Dykema coming over to see the information in those files; we are granted the right by the Legislature to grant a Degree, Bachelor of Arts or Bachelor of Science in some area or what have you.

Now, we would have to go back to those files, unless the rules have all changed, to get the right to grant a Bachelor of Technology because we have not been given the right, at least as far as I know, to give that Degree. This might take a little time and a little doing.

I am not saying it is impossible.

I ran into this and some of you were here when we used to put on the Diploma Bachelor of Arts with a major in Sociology, English, etc. I was called to account for it by the State of Ohio who said the School did not have the right to grant a Bachelor of Arts Degree with a major in Sociology. You may grant the major in Sociology but the Title of the Degree is 'Bachelor of Arts' so we remembered it from our Diplomas.

I offer this only as information.

We may not want to go for Bachelor of Technology. The Schools that I am familiar with are giving a Bachelor of Science in Technology rather than Applied Science but the Degree is still 'Bachelor of Science'.

Dr. Edgar: I understand, Dean Paraska, we will have to get approval from the Board of Regents to award this new Degree?

Dean Paraska: Yes, that is correct.

8) Mr. Toskas: It seems to me that we are really backing into this question
 (Student) of naming of the particular Degree.

As the time is limited and we cannot really adequately discuss the matter of naming of the Degree entirely I suggest we pass the Degree as it is named and take up the matter in toto at some future time.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

(9) Dr. Shuster: I am confused by the use of the name for a number of reasons. This 2 + 2 Program seems to me to present further possible implications.

Is there a possibility that at some future date we might have someone instructing a Curriculum in a 'Bachelor of Applied Business'? What would that do to the Bachelor of Science in Business Administration Program?

I have a basis for asking the question. The University of Detroit issues two (2) Degrees. They issue a 'Bachelor of Business Administration' and a 'Bachelor of Science in Business Administration', the latter being considerably more rigorous in its Curriculum than the former, and I think we should be careful in naming this Degree because of the implications.

Dr. Edgar: You are now voting on the Amendment to the Motion:

AMENDMENT TO MOTION: The Amendment to the Motion is to approve the Title of the Degree as Bachelor of Applied Science.
 Seconded.
NO'S HAVE IT. MOTION FAILS.

MOVED THE ORIGINAL QUESTION.

10) Dr. Cohen: I would like to move that this be Amended.....

Dean Paraska: I moved the question.

11) Dr. Hanzely: A point of clarification.

I would really like to know that what we are voting on and that these new Degrees would be restricted to ~~these~~ three 3 Programs; and that any additional Programs in the T & CC, as it might eventually deserve our consideration for this new Degree, will have to come to the Senate again. Is that right?

Dr. Jones: The Senate has only approved the three (3) Programs.

Dean Paraska: Point of Order.

Didn't I move the previous question? Doesn't that call for a vote?

Parliamentarian: There was no second until after Dr. Cohen had been recognized.
 (Mrs. Dykema)

Dr. Jones: The Senate has only approved these three (3) Programs. Any new Program which would come under this Degree would have to be approved by the Senate.

AMENDMENT TO MOTION: Dr. Irwin Cohen moved to Amend the Motion by substitution of the phrase 'Bachelor of Technology' for the phrase 'Bachelor of Science in Applied Science'.
 Seconded.
NO'S HAVE IT.

Dean Paraska: MOVED THE PREVIOUS QUESTION.
THIS IS TO CLOSE DEBATE.
AYES HAVE IT.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
REPORT OF CURRICULUM COMMITTEE CONT'D.: (Richard Jones)

Dr. Edgar: You are now voting as follows:

ON THE TITLE OF THE DEGREE: Bachelor of Science in Applied Science as recommended by the Chairman of the University Curriculum (on behalf of the Curriculum Committee), Dr. Richard Jones.
AYES HAVE IT. MOTION PASSES.

MOTION: Dr. Richard Jones, on behalf of the University Curriculum Committee moved Senate approval of the new courses in the three (3) areas as described in today's Curriculum Committee Report.

These courses are in: Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology.

NOTE: Should this Program not be approved by the State Board of Regents these courses will not be added to the University Inventory of courses.

THIS MOTION INCLUDES ALSO: The addition of three (3) courses in Mathematics in College of Arts and Sciences.

NOTE: Should the Program not be approved by the State Board of Regents the three (3) courses in Mathematics also should not be added to the University Inventory of courses.

Seconded.

AYES HAVE IT. MOTION PASSES.

Dean Scriven: On the next to the last page of the Curriculum Report, Dr. Jones, MET 820; Machine Systems. The number of q.h. has been omitted. Should it not be 4 q.h.?

Dr. Jones: Yes, it should be 4 q.h. Please correct copies.

ACADEMIC AFFAIRS COMMITTEE REPORT: (Matthew Siman for Earl E. Eminhizer)

Since Dr. Eminhizer was unable to attend today's meeting Dr. Siman made the Report for him.

MOTION: Dr. Matthew Siman moved on behalf of the Academic Affairs Committee that the last day for a student to change from Credit to Audit in a course be moved to the end of the eighth¹ week with the footnote:
 depending on how late the Records Office can make these changes in the Quarter.
 Seconded.

NOTE: There are 8 reasons for this Proposed Recommendation on Audit. They are listed on attached Report.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
 REPORT OF ACADEMIC AFFAIRS COMMITTEE CONT'D.: (Matthew Siman)

DISCUSSION:

1) Point of information, for myself.

Is not the reason a student wants to change from CREDIT to AUDIT in order to avoid an "F"?

And if, in fact, that is why he is doing this why don't we move the Dropping period to the 8th week and settle the issue this way?

Dr. Siman: This is one of the reasons stated.
 See attached sheet for the 8 reasons.

2) Dr. T. Miner: I am bewildered by this. It seems to suggest that we are doing away completely with the "W"; I would prefer myself to keep the "W" at the end of the 6-weeks period. If we add this recommendation I think we are going to be in a state of real confusion.

Either the 'Audit' or the "W" it would seem to me; but not both at two different dates.

I would like some further explanation. The reasons do not convince me.

3) Dr. C. Hankey: I would like to suggest that the first reason is misstated. The change will not resolve the problem of CR/NCR or Pass/Fail Proposals. It is a "cop-out". This is in insult if it were adopted by students who in the first week legitimately registered for an "Audit" for perfectly good reasons of their own that we have already approved. This puts them in the bag with these others. I object strongly to this; to the whole move.

I would like to point out also, if it is still in order, that the Committee had enough feed-back from the Senate last time the Pass/Fail was up to suggest that this was not one of the better solutions.

That is, there is nothing objectionable in it if applied only to problems of 'Audit' but it is obviously meant to solve other problems.

4) Dr. Bertlesen: What does the Footnote mean on the 'Proposed Recommendation on Audit'?

Would the Records Office be able to do this in the 8th week?

Dean Scriven: YES.

Dr. Bertlesen cont'd.: I am assuming that the reason for the 8th week is that that is when most of the Finals are.

(All did not agree that finals were given then).

As far as being discriminatory against those that "Audit" a course I don't see how. If they "Audit" they "Audit". I don't see how it affects them at all. I just don't see what the problem is, or why there are any real objections -- not that I accept all the justifications for it.

I simply don't see why not. I haven't heard a good reason yet why not.

5) Dr. Foster: Again we are backing into CR/NCR. I don't see why we don't face the issue added up before us here a while back. I think this is a "cop-out", I agree.

I think we have, in effect, said we don't want to give "F's" any more and if that is the way we feel and I concur with that then let's go that route. Let's stop playing games with the Credits, Audits, Drops, Adds, etc. Let's call it by its right name.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (January 5, 1973)

REPORT OF ACADEMIC AFFAIRS COMMITTEE CONT'D.: (Matthew Siman)

Dr. Foster cont'd.: I think that ought to be defeated and let's get back to CR/NCR where the real issue lies. Let's deal with that.

'Audits' should mean just what they are, and you start the course to 'Audit' it and it doesn't get counted in your load. You just pay for it and you give the student a chance to do this.

It is going backwards into a NO/CR. Soon "F's" won't exist simply because we have five (5) gimmicks to get around it.

6) Dr. Rand: One of the things that existed at schools for many years was cramming for final examinations. In many cases it is very successful for students.

If a student is not doing very well perhaps earning a 'D' or an 'F' by the time he reaches the 8th week feels maybe I won't make it or perhaps I can take the pressure off by changing to "Audit"; then he loses the benefit of the pressure of cramming for a course.

I think there are other ways more satisfactory than this to help a student get into courses that he may wish to take without being sure that he can pass it.

One of the Proposals submitted to the Academic Affairs Committee addressed itself to this responsibility; something on the order of the A, B, C, No Entry, "I", with possibility of a 'D' for those students who didn't care what the grade was other than the "F"; just to have a credit. This was presented accordingly with the idea that we are doing away with "F's", particularly on the lower-level courses. These students are just trying to find their way.

I urge defeat of this Motion.

7) Mr. Toskas: I agree that this particular Proposal is, very obviously, a cop-out in terms of our approach to the concept of Pass/Fail.

It is a cop-out because it tends to deal mechanically with the matter which is, largely a perspective of education.

CR/NC is not merely a way to eliminate failures so that you can keep enrollment higher but a basic reflection of a particular attitude, of a particular approach on certain concepts of education.

It reflects a particular view of education; it is not a tactical matter. This attempts to make tactical revisions which through compromise will result in a Program which largely is ineffective educationally.

We have to take a systems approach here. Review the whole Program. Get down to the issue of CR/NCR whether we need the adoptable philosophy behind that or we don't.

I urge defeat of the Motion.

QUESTION CALLED FOR:

MOTION: The Motion is that for the last day for a student to change from Credit to Audit in a course be moved to the end of the 8th week.

NO'S HAVE IT. MOTION DEFEATED.

Mr. Ellis: Is there a last date from which a student can change from Audit to Credit? Can a student change his mind after registering for Audit?

Ans.: End of the first week.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, January 5, 1973)

UNFINISHED BUSINESS: NONE.

NEW BUSINESS:

Mr. Gilbert Rondy: Due to the fact that with all this interest in students, in athletic programs and due to the fact that from various sources I hear that student jobs will be cut down and there will be less work for students on campus I make the following Motion:

MOTION: Mr. Gilbert Rondy moved that a Committee be set up to study the advantages which could be attained by either the curtailment or total elimination of the current Football Program. I further move that the Committee be formed from an equal number of students and faculty members of the Senate who are not connected with the Athletic Department. Finally, that this Committee should report back to the Senate in March with its recommendations towards the Football Program. Seconded.

(SEE DISCUSSION BELOW).

Mr. Rondy stated: We spend \$100,000 a year on Football. Students I don't think want this. I can think of a lot better things to do with my \$15. a year. I feel that there is enough support, enough voice from the student body that they really don't want this.

If you are going to cut jobs and you worry about enrollment let's make some jobs so people can go to work around here so that they can be able to get through College.

Dr. Edgar: Your Motion is to establish this Committee to study this question and to report back by March?
The Motion was Seconded.

Mr. Rondy: Yes.

DISCUSSION:

1) Miss Boyer: Is there a Standing Committee to which this might possibly be addressed?
I don't know whether the Senate Executive Committee Chairman would be the person to answer this or who the further responsible authority is on Committee jurisdiction.

Dr. Niemi: The only Committee I can think of that would probably handle this would be the Athletic Commission or the Athletic Committee and it would probably have to have a Sub-committee formed to take on this particular question because various Proposals regarding the Athletic Program certainly come from the Athletic Committee.

Is Dr. Baldino here?

(Dr. Baldino was unable to attend today's meeting).

Dr. Niemi cont'd.: But other than that this could be an Ad Hoc Committee established to study this one particular question; a Sub-committee of the Athletic Committee.

(CONT'D. NEXT PAGE)

SENATE MINUTES CONT'D.: (Friday, January 5, 1973)
NEW BUSINESS CONT'D.:

Dr. Edgar: Your Motion (this addressed to Mr. Rondy) included a Committee did it not; one-half students and one-half faculty members from the Senate who are not connected with the Athletic Department and these to be presumably appointed by the Executive Committee of the Senate?

Mr. Rondy: Yes. The reasons for this is that in current Committees we are going to get bogged down with what our responsibilities are. We already have certain responsibilities.

I think that you need a new Committee made up of students and faculty that is actually going to get down and deal with this as a separate item.

I think there are too many self-interests to allow for any other Committee to review this on its own.

2) Dr. Tarantine: I think if we are going to have a Committee formed of this type I think you should include people from outside the University community; because our Football Program, if we think in terms of confining it only to the University community, that is one thing; but I think that is not the case with a Football Program.

A Football Program does more for exposure for a University outside the University community more so than any Program that you have.

I think if we are going to conduct this type of study it should include Alumni members; it should include people from the Community as well.

I think we should Defeat the present Motion.

3) Dr. Bertlesen: I want to speak in terms of keeping the present Athletic Council. The Athletic Council is a Type 'B' Committee reporting to the Administration in terms of athletics.

I think from the Motion itself though that they wish to have those who are not associated with Athletics. There are people on the Committee who are ex-officio.

Dr. Edgar: (Repeated synopsis of Motion at this point).
 The Motion, as I have it before me, Mr. Rondy, further moves that the Committee be formed from an equal number of students and faculty members of the Senate who are not connected with the Athletic Department.

(MOTION COMPLETELY WRITTEN ON PRECEDING PAGE).

QUESTION CALLED FOR.

AYES HAVE IT. MOTION CARRIED.

Dean Scriven asked for a Count.

<u>IN FAVOR OF MOTION:</u> 48	<u>AGAINST MOTION:</u> 35
(To Create this Committee)	(Against Creating this Committee)

MOTION CARRIED.

MEETING ADJOURNED!

Respectfully submitted,

Vera Jenkins
 SECRETARY OF THE SENATE

NOTE: MOTION DEFEATED AT TODAY'S SENATE MEETING, FRIDAY, JANUARY 5, 1973.

V. Jenkins
Sec'y. of Senate

29 November, 1972

TO: UNIVERSITY SENATE

FROM: DR. EARL E. EMINHIZER, CHAIRMAN
ACADEMIC AFFAIRS COMMITTEE

SUBJECT: A PROPOSED RECOMMENDATION ON AUDIT

The Academic Affairs Committee recommends to the University Senate that the last day for a student to change from credit to audit in a course be moved to the end of the eighth¹ week.

REASONS: (1) Such a change will resolve the problem of credit, no-credit or pass-fail proposals and others which would change drastically the present grading system and methods of keeping records.

(2) It will, within the present system, allow students to elect no-credit in courses where failure seems likely. Also, a student could, by use of this option, avoid being given other grades he may not want on his record.

(3) It retains on the student's record the fact that he did take the course, which the no-entry does not do. There are objections to not showing the complete record on the transcript.

(4) It will allow a student to elect to take courses which he may have some question about his ability to pass, without endangering his record.

(5) It will allow students new to college to be able to make adjustments without adverse effects on his record.

(6) It will help cut down on drop-out due to academic failure.

(7) It will require the students to assume responsibility for his own decisions.

(8) It allows retention of present academic standards and should encourage strengthening them since students will not be academically threatened by higher standards.

¹Depending on how late the records office can make these changes in the quarter.

EARL EUGENE EMINHIZER

REPORT
OF
FACULTY ADVISORY COMMITTEE
TO
THE CHANCELLOR-STATE BOARD OF REGENTS

by Victor A. Richley

MEETING OF OCTOBER 25, 1972

The Faculty Affairs Committee to the State Board of Regents, in a morning meeting at Ohio State University, discussed and identified the following agenda items for an afternoon meeting with Acting Chancellor Coulter.

1. Progress report on the management improvement program for Ohio state assisted institutions.
2. Board of Regents position with respect to the Millet Plan.
3. Alternative funding plans for higher education in Ohio.
4. Board of Regents position with respect to "affirmative action" activities on state campuses.
5. Enrollment picture in state assisted institutions.
6. Board of Regents position with regard to Issue 2 on the November ballot.
7. Possibility of the Faculty Advisory Committee functioning as a screening committee for nominations to the Chancellor's position.

In an afternoon meeting with Acting Chancellor Coulter the following areas of discussion were heard:

1. The Acting Chancellor distributed an up-dated copy of the Management Improvement Program being developed to improve institutional planning, program budgeting, personnel management, student registration and class scheduling, and computer services in state assisted institutions. A manual of best practices for each of the five areas listed is to be developed by June 30, 1973. The regents do not have the authority to implement these best practices at this time. They are considering the recommendation of legislation to this effect.

(CONT'D. NEXT PAGE)

2. The Board of Regents have not studied the Millet Plan systematically, but have considered a variety of ways of funding higher education in the state. A funding plan of the Millet type may be presented to the legislature depending upon the overall financial picture and the plans of the Governor.
3. The Board of Regents are tentatively recommending increases in the budget models of universities of approximately 10%, slightly higher in the technical and masters models. This increase is to offset a 6 $\frac{1}{2}$ % spending increase per student for each year of the biennium.
4. With regard to issue 2, state institutions have been asked to solicit funds from friends, alumni, and other sources in order to compile a \$50,000 war chest. Precedent for this kind of activity has been set in the past, it is totally legal, and institutions are to decide for themselves how they can best contribute to the war chest.
5. Board of Regents have taken no official role legally or otherwise, regarding affirmative action. Each institution should handle their problems based on local conditions.
6. The enrollment picture for the state shows that total enrollment was up by 1%. Technical institutes increased by 26%, while four-year schools decreased by 0.2%. Community colleges increased by 14.6% and branches decreased by 3.6%. No information was available regarding the enrollment picture at private institutions in Ohio.
7. Acting Chancellor Coulter indicated that he would be happy to act as an intermediary to make the Faculty Advisory Committee's views known relative to the screening of applicants for the position of Chancellor. He suggested that we prepare a letter explaining our position and our request and attach to it evaluating criteria which could be used to supplement the Boards criteria in the search for the new Chancellor.
8. The next meeting was set for December 12, 1972 at the Ohio State Union Building in Columbus.

Respectfully submitted,

VICTOR A. RICHLEY
FACULTY REPRESENTATIVE TO THE
ADVISORY COMMITTEE

YOUNGSTOWN STATE UNIVERSITY
SENATE MEETING
Friday, January 5, 1973

TN ATTENDANCE:

Charrignon	Sally Hatcher
J. E. Hill	M. Ellis
W. Lusby	Jim Scriven
Wm Swan	Edwin Pejack
J. Krings	May B. Smith
L. Lusty	J. C. ...
J. Ravel	W. Byo
W. W. Stwalden	Mrs. Greenman
Edmer Foldvary	Edward Ajami
V. A. Kichley	R. Ward
John G. Esch	John Taber
Ronald L. Stone	J. D. Henry
Russell J. Upzwick	Matthew Sunday
Dan O'Neill	Paul Arden
James Lucas	P. W. Jones
Wm F. Rott	William S. Flad
William O. Baruch	Joseph D. Koch
James W. O'Hara	J. & Lovey
G. R. Sumpter	Will Petrych
J. D. Foster	J. T. Deederick
LTC R. J. Fisher	R. E. Kramer
E. O. Macmillan	C. David Betelsen
J. Brown	Kathryn (Cannatta) Miller
Leonard B. Spiegel	Thomas Skupito
David S. Ives	Samy E. Esterly
Samuel N. Hadden	John Curiepo
Shel Dillon	J. Parasba
Raymond W. Hurd	Paul A. ...

YOUNGSTOWN STATE UNIVERSITY

SENATE MEETING

Friday, January 5, 1973

ATTENDANCE CONT'D.:

Katerine	J. Bettes
Ronald Jones	Thomas Gray
Deborah Sue Mead	Sarah Kennedy
Bruce	M. W. Caputo
Stephen Flaggly	George L. Almond
Elizabeth Sternberg	Thelma S. Moyer
John Zetts	Ward R. Miner
Thomas A. Shyka	Clyde Harkey
Robert Wagner	Philip Ahm
Silbert J. Bondy	John N. Zaccaro
C. S. Toskas	William Paris
Jim Lane	C. R. McKenna
Gon Kessler	R. J. Duster
May Saulino	Vera Jenkins
Lee Budge	
George Hoffmann	
Carl Vanaman	
Margaret Braden	
James E. Hill	
J. J. Ross	
J. J. Latre	
L. S. Damon King	
S. J. Roberts	
Charles L. Bird	
Verette Abram	
Ali Hekojaris	
Donna J. Hill	
Jack Fairman	

NOTE: Approved and passed at today's Senate meeting January 5, 1973.

Report of the University Curriculum Committee
to the University Senate, 5 January 1973

V. Jenkins
Sec'y. of Senate

This report of the University Curriculum Committee to the University Senate is divided into two parts. Part I concerns proposed curriculum changes in existing programs. Part II concerns a proposed new degree, Bachelor of Science in Applied Science, with programs in the areas of Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology; and includes proposed new courses for these programs.

Part I

Following (a) initiation by the Department, and (b) the scrutiny and approval of both the school and university curriculum committees, the university curriculum committee submits said proposals to University Senate for final determination.

COLLEGE OF ARTS AND SCIENCES

Psychology

Addition of 620; Woman: A Psychological Study; 3 q.h.
Prereq: Psychology 501 or 601

Description: A systematic exploration of the psychology of woman including questions of her social and personality development in terms of institutional, interpersonal and intrapersonal factors. Woman will be surveyed in her many roles such as mother, sexual object, consumer, worker and creator. Applicable to major with consent of department chairman.

Foreign Languages and Literatures

Deletion of following courses:

German 876	German: Study Abroad
Spanish 876	Spanish: Study Abroad
Italian 876	Italian: Study Abroad
Russian 876	Russian: Study Abroad
French 876	French: Study Abroad
Italian 873, 874, & 875;	Seminar
Russian 873, 874, & 875;	Seminar
Russian 804;	Russian Literature from 1100 to 1800
German 705 & 706;	Survey of German Literature, I & II
German 760, 761, & 762;	Conversational German

Addition of 765; Advanced German Conversation, 4 q.h.

Prereq: German 661 or equivalent.

Description: Facility in oral expression developed through exercises and discussions of assigned topics and through prepared and extemporaneous situational dialogues at an advanced level.

NOTE: Approved and passed at today's Senate meeting January 5, 1973.

E. Jenkins
Sec'y. of Senat

Change of German 800; Early German Literature; 4 q.h.
Prereq: German 615 or permission of the instructor.
Description: Intensive study of important works (including the Nibelungenlied) from the eighth century through the seventeenth century with emphasis on the medieval Bluetezeit.

Change from 3 to 4 q.h., change in prerequisite and description.

Change in German 611, 612; Scientific German; 4, 4 q.h.
Prereq: German 503 or equivalent and one year of a laboratory science.
Description: A basic course designed to develop expeditiously an ability to read scientific literature in German.

Change from 5 to 4 contact hours, change in prerequisites.

Change of Russian 611, 612, Scientific Russian; 4, 4 q.h.
Prereq: Russian 503 or equivalent and one year of a laboratory science.
Description: A basic course designed to develop expeditiously an ability to read scientific literature in Russian.

Change from 5 to 4 contact hours, change in prerequisites.

Change in Spanish 725, 726; Review of Spanish Grammar, 4 + 4 q.h.
Prereq: Spanish 602 or equivalent
Description: A review of Spanish grammar through analysis of stylistic devices of literary works and through exercises, translation, and original composition.
Prereq.: Spanish 602 or equivalent. 4 + 4

Change in title and description.

Change in Italian 601; Intermediate Italian; 4 q.h.
Prereq: Italian 503 or equivalent
Description: Grammar reviewed through oral and written exercises. Reading of modern Italian prose and poetry.

Change from 5 to 4 contact hours, change in prerequisites.

Change in Russian 601; Intermediate Russian; 4 q.h.
Prereq: Russian 503 or equivalent.
Description: Continuation of inductive grammar. Emphasis on readings in prose and poetry. Oral and written practice based on readings.

Change from 5 to 4 contact hours, change in prerequisites.

Addition of German 660: Intermediate German Conversation I,
2 q.h.
Prereq: German 503
Description: A course in conversational German to help the student gain fluency in the spoken language.

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Addition of German 661, Intermediate German Conversation II,
2 q.h.

Prereq: German 503

Description: A course on the same level as 660, but using
different materials. May be taken before
completing 660.

Addition of German 615; Intermediate German Readings; 4 q.h.

Prereq: German 602

Description: Intensive readings of modern authors, intended
primarily to prepare students for advanced
literature courses in German.

Economics

Addition of 801; Economics of Industrial Organization; 4 q.h.

Prereq: Economics 622

Description: A systematic analysis of the structure, con-
duct, and performance of American industry.
Special emphasis will be given to a quantita-
tive analysis, complemented by a comprehensive
review of the theoretical models of the mar-
ket, firm behavior, and performance.

Change of 803R; Business and Government, 4 q.h.

Prereq: Economics 801 or consent of instructor.

Description: An analysis of the influence of the common law
and the development, the growth, and the
present status of competition, imperfect com-
petition, and monopoly in the American economy.

Change of number (803 to 803R) and prerequisite.

Addition of 899; Individual Study in Economics; 2-5 q.h.

Prereq: Junior or senior standing; consent of instructor
and department chairman.

Description: A course for a student wanting to pursue a
study of a topic, area, or problem in economics
requiring in-depth reading, a project, and a
written report. The course may be repeated
once for a different topic, area, or problem.

Part II

On 21 April 1972 the Technical and Community College, through Dr. N. Paraska submitted to the University Curriculum Committee a proposal for establishing a new degree, Bachelor of Science in Applied Science (B.S. in A.S.), at Youngstown State University with programs in the major areas of Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology; and including five new specialty courses for each program area, three new courses to be offered by the Department of Mathematics, and one new course to be offered by Computer Technology. The proposal, prepared after many months of work by Dr. Richley and his staff, was in the form of a 68-page report. This report presented objectives of engineering technology; described the degree programs, curriculums, and new courses; discussed program administration, justifications, prospective enrollments, available resources, and required resources; and listed faculty resumes. Because numerous other proposals had been submitted to the committee prior to 21 April 1972, and because of questions relative to administrative aspects of the degree, no deliberative action regarding the T. & C.C. proposal could be taken by the University Curriculum Committee before the end of the 1971-1972 academic year. On 13 November 1972 the committee began its deliberations on the proposal. The committee members discussed in detail the numerous aspects of the proposal, hearing from Dr. Richley and Dean Paraska concerning the nature and justification of the programs, and from Dr. Edgar concerning the question of the administrative location of the programs. On 7 December 1972 the University Curriculum Committee approved the following: (1) the programs in the major areas of Civil, Electrical, and Mechanical Engineering Technology; (2) the title of the new degree "Bachelor of Science in Applied Science"; and (3) the new course for the three programs.

The University Curriculum Committee recommends Senate approval, which will be moved by the committee chairman, of the proposal to establish a new degree, B.S. in A.S., at Y.S.U. with programs in the major areas of Civil, Electrical, and Mechanical Engineering Technology. Committee approval of the new courses was contingent upon approval of the proposal by the State Board of Regents. The committee recommends Senate approval, with the same contingency, of the new courses in the programs. Should the proposal not receive approval by the State Board of Regents, the committee recommends that the new courses not be added to the inventory of university courses.

Description of Proposal

Degree requirements in the proposed programs fulfill the general university graduation requirements for a "tagged" baccalaureate degree such as B.S. in Ed. or B.S. in B.A., and approximate the guidelines for accreditation established by the Engineering Council for Professional Development. The proposed degree programs are designed as two-plus-two programs. No changes are required in the existing two year programs leading to the associate degree in the same major areas. Two more years are required in order to fulfill the general university graduation requirements for the baccalaureate degree, and to extend technical competence

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in the major areas. At the end of two years a student has the option of either graduating with the associate degree, or continuing in the baccalaureate program. Associate degree students from other institutions will be admitted at the junior level to complete the last two years of the baccalaureate.

Five new speciality courses (described in this report) are required for each major area, plus three new courses in mathematics and one course in computers will be used in all three areas. In order to meet the university requirement, for the baccalaureate degree, that a minimum of 60 quarter hours be in courses numbered 700 or higher, it is necessary to require 700 or higher level courses in the areas of humanities, social studies, and in one program the free electives. In some cases specific courses will be required in the social studies area (see curriculums below). These specific courses are most appropriate for the particular major area. The new programs require 196 quarter hours for the degree, of which 96 hours are completed in the associate degree program. Of the 196 quarter hours required for the degree, 160 quarter hours are earned from existing Y.S.U. courses. Curriculums for the three major areas are described below.

Curriculums of Proposed Programs

Curriculums of the three proposed programs are shown on following pages.

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BACHELOR OF SCIENCE IN APPLIED SCIENCE

CIVIL ENGINEERING TECHNOLOGY

1.	<u>COMMUNICATIONS, HUMANITIES, SOCIAL SCIENCE</u>	<u>CREDITS</u>
	English 527 Communications III	4
	Humanities Electives	10
	Economics 704 Economics and Social Statistics I	4
	Geography 805 Geography of Environmental Planning	3
	Geography 807 Geography of Urban Regions	4
	Health & Phys. Ed. Activity	3
	Completed in the Associate Degree	20
		<u>48 q.h.</u>
2.	<u>MATHEMATICS AND PHYSICAL SCIENCE</u>	<u>CREDITS</u>
	<i>Science Electives (Non-MATH)</i>	<i>4</i>
	Math 670 Applied Math II	4
	Math 770 Applied Math III	4
	Completed in the Associate Degree	27
		<u>35 q.h.</u>
3.	<u>TECHNICAL ELECTIVES, MANAGEMENT, PLANNING</u>	<u>CREDITS</u>
	Comp. Tech. 601 Scientific Programming I	4
	Management 715 Business Law	4
	Elec. Engr. Tech. 501, 501L, Circuit Theory I and Lab.	4
	Management 725 Fundamentals of Management	4
	Geography 809 Geography Aspects of City/Regional Planning	4
	Geography 808 Land Use and Transportation	4
		<u>24 q.h.</u>
4.	<u>TECHNICAL SPECIALTY (CIVIL ENGINEERING TECHNOLOGY)</u>	<u>CREDITS</u>
	MET 700 Physical Measurements	4
	CET 712 Architectural Technology I	4
	CET 724 Public Works Technology	4
	CET 730 Transportation Technology	4
	CET 800 Building Systems	4
	CET 817 Construction Management	4
	Completed in the Associate Degree	55
		<u>79 q.h.</u>
5.	<u>FREE ELECTIVES</u>	<u>CREDITS</u>
	Electives	12
	TOTAL PROGRAM REQUIRES	198 q.h.

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ELECTRICAL ENGINEERING TECHNOLOGY

1.	<u>COMMUNICATIONS, HUMANITIES, SOCIAL SCIENCE</u>	<u>CREDITS</u>
	English 527 Communications III	4
	Humanities Electives	6
	Humanities Elective (700 level)	4
	Economics 704 Economics and Social Statistics I	4
	Social Studies Elective	3
	Social Studies Elective (700 level)	4
	Health and Physical Ed. Activity	3
	Completed in the Associate Degree	20
		<hr/> 48 q.h.
2.	<u>MATH AND PHYSICAL SCIENCE</u>	<u>CREDITS</u>
	Math 670 Applied Math II	4
	Math 770 Applied Math III	4
	Completed in the Associate Degree	26
		<hr/> 34 q.h.
3.	<u>TECHNICAL ELECTIVES, MANAGEMENT, PRODUCTION</u>	<u>CREDITS</u>
	Civil Engineering Tech. 604 Stgth. & Prop. of Mtls.	4
	Mech. Engrg. Tech. 630 Manufacturing Techniques	4
	Comp. Tech. 701 Sci. Prog. Applications	4
	Management 715 Business Law I	4
	Management 725 Fundamentals of Management	4
	Management 819 Production Management	4
		<hr/> 24 q.h.
4.	<u>TECHNICAL SPECIALTY (ELECTRICAL ENGINEERING TECHNOLOGY)</u>	<u>CREDITS</u>
	MET 700 Physical Measurements	4
	EET 710 Networks	4
	EET 720 Pulse Circuit Design	4
	EET 730 Logic Circuit Design	4
	CET 800 Building Systems	4
	EET 810 Electrical System Design	4
	EET 820 Power Transmission	4
	Completed in the Associate Degree	50
		<hr/> 78 q.h.
5.	<u>FREE ELECTIVES</u>	<u>CREDITS</u>
	Electives	12
	 TOTAL PROGRAM REQUIRES	 196 q.h.

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MECHANICAL ENGINEERING TECHNOLOGY

1.	<u>COMMUNICATIONS, HUMANITIES, SOCIAL SCIENCE</u>	<u>CREDITS</u>
	English 527 Communications III	4
	Humanities Electives	6
	Humanities Elective (700 level)	4
	Economics 704 Economics and Social Statistics I	4
	Social Studies Elective	3
	Social Studies Elective (700 level)	4
	Health and Physical Ed. Activity	3
	Completed in the Associate Degree	20
		<hr/> 48 q.h.
2.	<u>MATHEMATICS AND PHYSICAL SCIENCE</u>	<u>CREDITS</u>
	<i>Science Electives (Non-Math)</i>	4
	Math 670 Applied Math II	4
	Math 770 Applied Math III	4
	Completed in Associate Program	27 23
		<hr/> 35 q.h.
3.	<u>TECHNICAL ELECTIVES, MANAGEMENT, PRODUCTION</u>	<u>CREDITS</u>
	Comp. Tech. 601 Scientific Programming I	4
	Comp. Tech. 701 Scientific Programming Applications	4
	Elec. Engrg. Tech. 501, 501L, Circuit Theory & Lab	4
	Management 725 Fundamentals of Management	4
	Management 819 Production Management	4
	Management 820 Production Control	4
		<hr/> 24 q.h.
4.	<u>TECHNICAL SPECIALTY</u>	<u>CREDITS</u>
	MET 700 Physical Measurements	4
	MET 706 Mechanisims	4
	CET 800 Building Systems	4
	MET 806 Machine Systems	4
	MET 820 Advanced Tool Design	4
	MET 830 Manufacturing Systems Analysis	4
	Completed in Associate Degree	53
		<hr/> 77 q.h.
5.	<u>FREE ELECTIVES</u>	<u>CREDITS</u>
	Electives	8
	Elective (700 level)	4
		<hr/> 12 q.h.
	TOTAL PROGRAM REQUIRES	196 q.h.

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Course Descriptions

(1) Addition of following courses in Civil Engineering Technology:

CET 712; Architectural Technology I; 4 q.h.

Prereq: CET 617

Description:

Emphasis on overall planning and layout techniques. Techniques of reading building and plot plans. Studies of the relationships among the planner, architect, engineer, constructor, owner and pertinent public agencies or governments. Architectural design projects.

Two hours lecture, four hours laboratory per week.

CET 724; Public Works Technology; 4 q.h.

Prereq: CET 624

Description:

A first course in technological aspects of Public Works emphasizing overall environmental design. Simplified Technical solutions to problems involving man in modern society. Emphasis on the accountability of public works agencies to society in terms of providing of services and mobility. Natural resources and waste management will be heavily emphasized.

CET 730; Transportation Technology; 4 q.h.

Prereq: CET 624

Description:

Application of knowledge in construction materials, soil mechanics, structural technology and environmental analysis towards support of the transportation engineer and planner. Office procedures in route planning. Procedures in subsurface preparation, control and inspection. Emphasis on the ecological and social impact of transportation routes. Guest lectures by highway/transportation experts. Field trips to office and field sites.

CET 800; Building Systems; 4 q.h.

Prereq: EET 501

Description:

An integrated course reflecting the relationship between the environmental and structural systems of building structures. Included are water supply and drainage systems, sanitary systems, heating and air conditioning systems, electrical and electronic systems, lighting and sound systems and security systems.

Three hours lecture, three hours laboratory per week.

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CET 817; Construction Management; 4 q.h.

Prereq: CET 617

Description:

A continuation of CET 617 with emphasis on planning, estimating and scheduling. Discussions of contracts and specifications. Relationships among architect, builder, engineer and owner. The course will include field trips to office and field sites to observe the duties of technologists and supervisors in construction.

(2) Addition of following courses in Electrical Engineering Technology:

EET 710; Networks; 4 q.h.

Prereq: EET 503

Description:

An introduction to the Laplace transform and its application to the analysis of electrical networks, including coupled circuits, filters, attenuators, and equalizers.

Three hours lecture and three hours laboratory per week.

EET 720; Pulse Circuit Design; 4 q.h.

Prereq: EET 607

Description:

A study in the analysis and design of active circuits employed in electronic switching applications and in the generation of non-sinusoidal waveforms.

Three hours lecture, three hours laboratory per week.

EET 730; Logic Systems Design; 4 q.h.

Prereq: EET 607

Description:

An introduction to Boolean algebra and Karnaugh maps, and the design of combinational logic circuits and sequential switching systems.

Three hours lecture, three hours laboratory per week.

EET 810; Electrical Systems Design; 4 q.h.

Prereq: EET 607, 611

Description:

A course concerning the design and layout of electrical systems for power, light, heat, signals and communications in commercial, industrial, and residential buildings.

Three hours lecture and three hours laboratory per week.

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EET 820; Power Transmission; 4 q.h.
Prereq: EET 810
Description:

An introduction to power system analysis, transmission line parameters and calculations, and steady state power system representation.

(3) Addition of following courses in Mechanical Engineering Technology:

MET 700; Physical Measurements; 4 q.h.
Prereq: EET 501
Description:

Practice in the use and selection of instruments for measuring pressure, temperature, strain, force, flow rate, vibration etc.

Three hours lecture, three hours laboratory per week.

MET 720; Mechanisms; 4 q.h.
Prereq: MET 607, CPT 601
Description:

Graphical, analytical and computer solution of problems involving displacement, velocity, and acceleration in machine mechanisms. Design of linkages to provide required motions in machine members.

Three hours lecture, three hours laboratory per week.

MET 810; Manufacturing Systems Analysis; 4 q.h.
Prereq: MET 630, Econ. 707
Description:

Study of manufacturing systems including process, design value analysis, manufacturing process analysis, selection and sequencing; machine tool cost and functions, manufacturing economics, system characteristics and post production analysis.

MET 820; Machine Systems - - - - - 4 q.h.
Prereq: MET 720, EET 501
Description:

Analysis and design of complex machine systems incorporating electrical, pneumatic and hydraulic subsystems. Students will work on comprehensive projects.

Three hours lecture, three hours laboratory per week.

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MET 840; Advanced Tool Design; 4 q.h.

Prereq: MET 820, MET 620

Description:

Advanced tool design projects including the design of bending, forming and drawing dies, inspection and gaging, and associated subsystems and material feed mechanisms.

Three hours lecture, three hours laboratory per week.

(4) Addition of following course in Computer Technology:

CPT 701; Scientific Programming Applications; 4 q.h.

Prereq: CPT 601, Math 550 or Equivalent

Description:

Use of computers to solve basic technical problems in the areas of electrical, chemical, structural and mechanical design. Three hours lecture and three hours of programming laboratory per week.

(5) Addition of following courses in Department of Mathematics, College of Arts and Science:

MATH

~~CPT~~ 570, 670, 770; Applied Mathematics I, II, III; 5+4+4 q.h.

Prereq: Math 502 and 503, for 570; 570 for 670; 670 for 770

Description:

The elements of differential and integral calculus, with emphasis on applications. Analytical geometry, differentiation and integration techniques, series representations, and numerical methods. Introduction to differential equations, transform calculus, and ~~to~~ Fourier analysis. This is a basic methods course particularly adapted for those who require applied topics in mathematics. It is not applicable toward the mathematics major.

Respectfully submitted

Richard W. Jones

Richard W. Jones, Chairman
University Curriculum Committee

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TO SENATE MEMBERS

V. J. ...
Sec'y. of Senate

The Engineering Technology Department submits this information as a supplement to that to be presented by the University Curriculum Committee at the January 5, 1972 Senate meeting.

Victor A. Richley
December 22, 1972

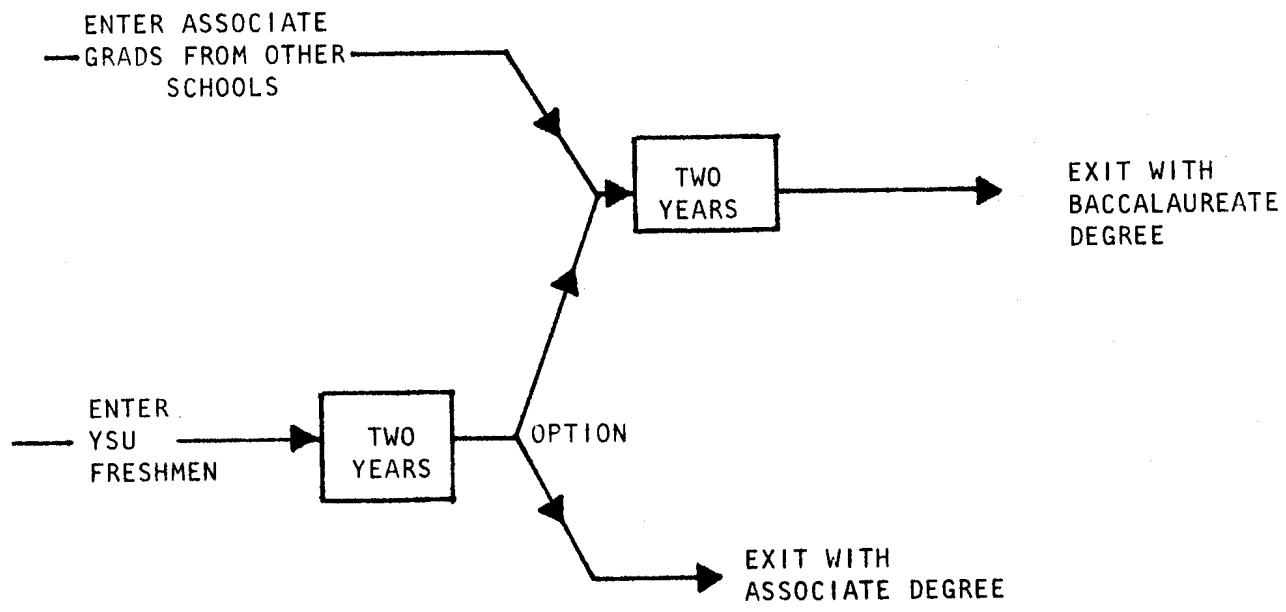
I. The Proposal

- a. It is proposed to establish a new degree at YSU - the Bachelor of Science in Applied Science (B.S. in A.S.). General university requirements for the degree are identical to those for the B.S. in Ed. and the B.S. in B.A. as recorded in the 1972-73 YSU catalog. The degree is intended to recognize the applied character of those baccalaureates offered by the T. & C.C.
- b. It is further proposed that the following degree programs leading to the B.S. in A.S. be established.

Civil Engineering Technology
Electrical Engineering Technology
Mechanical Engineering Technology

II. The Proposed Curriculum

The proposed degree programs are designed as two-plus-two programs which leave the existing two-year programs unrevised and devote two more years toward meeting university requirements and extending the technical specialty. At the completion of their two-year programs, students will have the option of either graduation to industry or initiating a baccalaureate. Associate degree graduates from other schools will be admitted at the junior level to complete the last two years of the baccalaureate.



— TWO-PLUS-TWO —

The proposed programs are charted below showing work completed in the associate program, areas expanded in the baccalaureate, % total achieved in each area and % total recommended by the accrediting body, ECPD.

	<u>Completed In Associate Program</u>	<u>Increase In Bachelors Program</u>	<u>Total Hours</u>	<u>% Of Total Achieved</u>	<u>% Of Total Recommended</u>
English	8 q.h.	4 q.h.	12 q.h.	} 24	18
Social Studies	9 q.h.	11 q.h.	20 q.h.		
Humanities	0	10 q.h.	10 q.h.		
H & PE	3 q.h.	3 q.h.	6 q.h.	} 18	18
Science/Math	27 q.h.	8 q.h.**	35 q.h.		
Mgt., Prod., Tech. Elec.	0	24 q.h.	24 q.h.	13	14
Technical Specialty	53 q.h.	24 q.h.*	77 q.h.	39	40
Free Electives	0	12 q.h.	12 q.h.	6	10
	<u>96 q.h.</u>	<u>100 q.h.</u>	<u>196 q.h.</u>	<u>100</u>	<u>100</u>

**New Math Courses, *New Major Area Courses - See Descriptions

III. Program Administration

The proposed programs are to be administrated by the Engineering Technology Department of the T. & C.C. which also administers the two-year programs in Engineering Technology. This is in keeping with the practice in our sister institution University of Akron, is recommended by the university administration and is recommended by the nationally prominent American Society for Engineering Education.

IV. Program Justification

Justification is provided by 1) the need to provide for the upward academic mobility of YSU's associate degree graduates 2) the need to keep YSU's offerings abreast of her sister institutions currently offering such programs 3) the need to attract associate degree graduates from nearby two-year schools and 4) the need to respond to industrial interest as expressed by Advisory Committees.

V. Prospective Enrollment

The latest poll taken of associate degree students at YSU showed that 54% of 244 students were interested, either full or part time, in the proposed programs. An additional 83 students were not polled. Fourteen nearby two-year schools represent a system of feeder institutions supplying associate degree graudates to the proposed programs.

VI. Required Resources

Since more than 80% of the courses required to form the proposed programs are current YSU offerings, no new faculty will be required to staff the programs during its first year. Future faculty needs will be filled with qualified YSU faculty as available. Ample physical plant is either currently available or planned in the new T & CC building.