

SENATE MINUTES
YOUNGSTOWN STATE UNIVERSITY
Friday, February 1, 1974

PRESENT: Mr. Abram, Mr. Almond, Mr. Baldino, Jr., Mr. Barsch, Mr. Beelen, Mr. Behen, Mr. Bellini, Mr. Bertelsen, Mr. Blue, Miss Boyer, Miss Budge, Mr. Cernica, Mr. Charignon, Mr. Cobett, President Coffelt, Mr. Cohen, Mr. Curran, Mr. Dalbec, Mr. Randall Davis, Mr. Skip Davis, Miss DeCapita, Mr. DeGarmo, Jr. Mr. Deiderick, Miss DelBene, Mr. Dillon, Mr. D'Isa, Mr. Domonkos, Mrs. Dykema, Vice-President Edgar, Mr. Ellis, Mr. Evans, Mrs. Foley, Mr. Foster, Mr. Gardner, Mr. Gould, Mrs. Gubser, Mr. Hahn, Miss Hakojarvi, Mr. Hankey, Mrs. Hare, Mr. Harris, Mr. Herndon. Mr. Ives, Mrs. Hille, Mrs. Hoffman, Mr. Hoops, Mrs. Hotchkiss, Mr. Hotchkiss, Mr. Hurd, Miss Jenkins, Mr. Richard Jones, Mr. Koss, Mr. Kramer, Vice-President Krill, Mr. Largent, Mr. Livosky, Mr. Longacre, Mr. Looby, Mrs. Mackall, Mr. Mavigian, Mr. Mettee, Mr. Miller, Mrs. Miner, Mr. Miner, Miss McLaughlin, Mrs. Niemi, Mr. O'Neill, Mr. Paraska, Mr. Petrych, Mrs. Phillips, Mr. Reid, Mr. Richley, Mr. Ringer, Mr. Roberts, Mr. Sample, Mr. Satre, Mr. Schoenhard, Mr. Shuster, Mr. Simko, Mr. Simon Mr. Slavin, Mr. Slawecki, Mr. Spiegel, Mrs. Sterenberg, Mr. Sturgeon, Mr. Sumpter, Mr. Swan, Mr. Tarantine, Mr. Van Zandt, Mr. Von Ostwalden, Miss Yager, Mr. Yiannaki, Mr. Young, Mr. Yozwiak.

A count was taken to determine whether or not a quorum was present; a quorum was present. Therefore, the meeting was called to order by Presiding Officer Behen at 4:05 p.m. in Schwebel Auditorium on Friday, February 1, 1974.

Dr. Behen asked for approval of the minutes of the previous meeting, Friday, January 11, 1974. Dr. Hotchkiss asked that the following paragraph be inserted in the section labeled Student Affairs Committee beginning-after the sentence "The motion was seconded by Dr. Miner": "Dr. Hotchkiss said that because of professional considerations, the department of psychology had serious reservations and would have to maintain contacts and volunteer services in the community parallel to but independent of any Student Volunteer Bureau." The minutes were then approved as amended.

Dr. Behen then proposed that, in order to avoid repetition of the events of the November 30, 1973, meeting, he make the Senate aware of the time at approximately 5:20 to 5:25. Senate members could then vote for an extension of the meeting if desired

COMMITTEE REPORTS

Senate Executive Committee: Dr. Richley, Chairman, reported that the following Senate committee membership revisions have been recommended by the Executive Committee and approved by the Administrative Council:

Curriculum Committee (A-5)	Eugene Schneider (Business) replaces Donald Hovey (Business)
Student Affairs Committee (6-5)	Terry Shidel (T&CC) replaces Ilajean Feldmiller (TECC)
Health & Safety Committee (6-9)	Philip Hirsch (Director of Kilcawley Center) replaces Joseph Luggert (Director of Student Services)
Media Center Committee (B-15)	Mike Taylor (Business) replaces Eugene Sekeres (Business)

Dr. **Richley** moved that the revisions be accepted by the Senate. The motion was seconded by Dr. Miner. The motion carried.

Curriculum Committee: Dr. **Hahn**, Chairman, first indicated that the proposal which he brought to the Senate was not concerned with Health & Physical Education or **Communication** requirements. These would be reviewed and presented to Senate at a later date. Dr. Hahn then indicated some corrections in the Committee report distributed to Senate. (These corrections are shown on the copy of the report attached to these minutes.) Also, he indicated that in the matter of catalogue changes, (see page 6 of the Curriculum **Committee** report appended), the catalogue description would include the fact the Social Studies requirements would still be taken in **two** departments. Further, on page 46 of the catalogue. **Items "a., b., and c, "** which describe combinations of Science **and** Mathematics courses, would be eliminated because the description printed on page 6 **of** the Curriculum Committee report would be a broader statement.

Dr. Hahn moved that the total of 46 hours for the general requirements be distributed as follows: Humanities, minimum 8 hours, maximum 18 hours; Social Studies, minimum 16 hours, maximum 22 hours; **Science/Mathematics**, minimum (combination) 12 hours, maximum (combination) 22 hours with a minimum of 10 hours required in Science **and a maximum** of 8 hours in Mathematics permitted. The motion was seconded by Dr. **D'Isa**. There was discussion following the motion. Dr. Roberts moved to amend the motion to read that the minimum requirement in Social Studies be 20 hours instead of 16. This amendment to the motion was seconded **by Mr. Koss**. After discussion, the motion to amend was defeated.

Discussion on the main motion continued. Dr. **Richley** moved to amend the general area requirements currently under discussion so that the explanatory note regarding the **Science/Mathematics** area reads: "Eight quarter hours minimum in Science and 10 quarter hours maximum in Mathematics." The motion was seconded.

At 5: 23, during discussion of the second proposed amendment to the original motion, Dr. Hankey moved to suspend the rule of automatic adjournment at 5: 30. The motion was seconded and **carried**. Before either the main motion or the amendment to that motion were brought to a vote, a motion to adjourn was passed (by hand count- 44 yea, 40 nay), and the meeting was adjourned at 5: 36 p.m.

Respectfully submitted,

Caryl P. Freeman, Secretary

The Proposal for General Area Requirements

To be offered as a motion:

	Minimum	Maximum
Humanities	8 Hours	18 Hours
Social Studies	16 Hours	22 Hours
Science-Math¹	12 Hours	22 Hours

NOTE: 1) 10 Hours minimum in Science and 8 Hours maximum in Math.

TOTAL 46 Quarter Hours

The proposal was adopted by a vote of 9 yes, 1 abstention by the Curriculum Committee on January 17, 1974.

The members of the committee are:

Paul Bellini	Engineering
Diana Campana, Student	Arts & Sciences
Barry Davis, Student	Business Administration
Earl Edgar	Vice President, Academic Affairs
Philip Hahn, Chairman	Economics
Stephen Kozarich	Mathematics
Edward Largent	Music
Virginia Phillips	T. & C.C.
Leon Rand	Graduate Dean
Juanita Roderick	Education
Ray Shuster	Business Administration
Stephen Sniderman	English

PROPOSAL FOR GENERAL REQUIREMENTS

BACKGROUND

On 11 May, 1971, the Academic Dean's **Council** requested that:

"the University Curriculum Committee study the general education requirements with the intent of allowing the professional schools to establish their general education requirements based on the requirements of the accrediting agencies of the individual schools."

An Ad **Hoc** Subcommittee was established 15 November, 1971, and was charged:

"with the responsibility of studying the current University policy of having general university requirements for all baccalaureate **students**, with the intent of recommending either that this policy be continued or that each school of the University determine the general graduation requirements for its own students. **"**

In the Spring Quarter 1972 the Subcommittee recommended the following:

- a) that a core program for general university graduation requirements for the baccalaureate degree be maintained at Youngstown State University.
- b) that the University Curriculum Committee consider modifying the requirements in the present university core program.

"One possible alternative which received the most favorable consideration of the Subcommittee is a **"sliding-rule" or "range"** core program. In such a program each area would have a quarter hour range requirement, that is, a minimum requirement and an allowed maximum which could be counted toward the University requirement. The program would have a fixed minimum total requirement for all baccalaureate students. A program with this structure has the flexibility recommended by the Deans of the professional schools, and is more easily adapted to changes in the standards of professional accrediting agencies. **"**

With the presentation of the Ad **Hoc** Subcommittee Report on April 24, 1972, no specific proposal for general requirements was presented to the University Curriculum Committee nor was the matter placed on the agenda of the University Curriculum Committee. In the meantime, an unusual number of course and program proposals came to the Committee during the 1972-1973 school year. Work began on the general requirements in the summer of 1973. (University Curriculum Committee, Summary Report for Summer Session 1973, 20 Sept. 1973)

DEGREE REQUIREMENTS BY AREAS

The following material provides information for the distribution of hours by areas for various degrees in schools or colleges with the **relation** to professional requirements of the accrediting **agencies**.

ENGINEERING

The minimum suggested total content requirement of the **Engineering Council for Professional Development** is:

		<u>Present Requirement</u>
Humanities and Social Studies	22 q.h. ½ year	10 + 20 = 30 q.h.
Math beyond Trig	22 q.h. ½ year	
Basic Sciences	22 q.h. ½ year	16 q.h.
Engineering Sciences	45 q.h. 1 year	
Design, Synthesis and Systems	22 q.h. ½ year	
Other in Designated Area of Engin.	45 q.h. ½ year	

The following table summarizes the hours in the engineering majors:

MAJOR	TOTAL	BASIC SCI.	MATH	OTHER*	PROFESSIONAL
B.E. CHEM	211	45	22	48	96
MAT SCI.	206	16	29	48	113
CIVIL	199	24	22	48	105
ELECT.	201	16-20	22	48	111-115
IND.	198	12	28	48	110
MGT.	201	16	18	54 (includ. 10 hr. Stat. in Econ.)	113
MECH.	196-204	19	26	48	103-111

*OTHER includes **Soc. Stud.** 20 q.h. + Humanities 10 q.h. + Comm 12 q.h. + H. & PE. 6q.h. = 48q.h.

At the present time, 10 hours in Humanities and 20 hours in Social Studies, or 30 q.h., are general requirements while 22 q.h. are the minimum in the ECPD requirements. On the other hand, ECPD requires at least 22 hours in each of Math. and Basic Science, or 44 q.h., while only **16** of the 44 hours are covered in the general requirements. At the same time that more than the ECPD minimum in Humanities and Social Studies are taken to meet the general requirements, the minimum (or less) of professional requirements are taken, because total hours are high.

BUSINESS

The American Collegiate Schools of Business recommends **40%** professional, **40%** general (including economics), and **20%** free electives.

The following table summarizes hours by degree in Business Administration:

MAJOR	TOTAL	GENERAL ¹	ELECTIVES ²	PROFESSIONAL ³
ACCT.	194	82	19	93
ADV. & P.R.	186	67	15	104
ADV. ART	194	67	13	114
FIN.	194-198	88-89	8-9	98-100
GEN. ADM.	193-195	76	10-11	107-108
IND. MCT.	194	82	10	102
MARK.-IND.	186	71	13	102
MARK.-RET.	186	71	17	98
MARK.-FASH.	186	64	14	108
PUB. ADM.	194	99	22	73
TRANS. MGT.	194	78	15	101

- NOTE: 1. **"GENERAL"** includes courses in Arts and Sciences which satisfy general requirements and hours in **Communications** and **H. & PE.**
2. **Electives** are usually satisfied in the School of Business.
3. Professional courses include **courses** taken in Arts and Sciences which are not "general" courses.

T & C. C.

The distribution of hours in the 4 year T. & C.C. degrees is as follows:

DEGREE	COMM.	H&PE	HUM.	SS.	SCI.	MATH	PROF.	ELECT.	TOTAL
CET	12	6	10	24	12	23¹	99	12	198
EET	12	6	10	20	12	23¹	102	12	197
MET	12	6	10	20	12	23¹	101	12	196
BS. NURS.									(X)
BS. CRIM. J.									(X)
BS. H. Econ.									(X)

~~BS. B.Sci.~~
REQUIREMENTS
APPLY

NOTE: 1. Includes 5 hours Alg. and 5 hours Trig. in each case.

(X) Denotes principal area of concentration in courses covered in general requirements.

SCHOOL OF EDUCATION

In the School of Education, the general university requirements are encompassed within the requirements for certification of the State of Ohio and NCATE. There may be problems in evaluating transfer credits and in the number of hours necessary for students seeking to pursue more than one major area.

MUSIC

80% of the students in the Music School are taking Music Education. The following table compares NASM requirements in Music and Non-Music with actual hours.

	NASM	M.E. VOICE	M.E. KBD.	M.E. INST
MUSIC	65%	132/214=62%	136/210=62%	135/217=62%
NON-MUSIC	35%	82/214=38%	82/218=38%	83/217=39%

PREVIOUS, CURRENT AND PROPOSED REQUIREMENTS

The present requirements were adopted in the 1970-1971 school year. The following table compares the current requirements with the previous requirements, and the proposal.

(General area requirements include the three areas of Science-Math, Social Studies and Humanities. Communications and Health and Physical Education are not "general requirements" in the same sense as the area requirements. (See catalogue, page 45). At the present time there is a 46 q.h. requirement in the three areas and an 18 q.h. requirement in Communications and H. & P. E. For the purpose of this report, "general requirements" are general area requirements.)

	<u>1969-70 Catalogue</u>	<u>Current Requirements</u>	<u>Proposed Requirements</u>
Soc. Studies	22 With Exception of: BS 18, BE 18	20	16-22
Sci.- Math	AR 16, BS 16+, BSED 17 or 14, BSBA 14, BE 27, MUS.B.9.	16 ¹	12-22 ²
Humanities	10 With Exception of: BS 4, MUS.B.7	10	8-18
	TOTAL	<u>46</u>	<u>46</u>

- NOTE: 1. Minimum of 12 hours of Sci. and maximum of 4 hours Math.
2. Minimum of 10 hours of Sci. and maximum of 8 hours Math.

CATALOGUE CHANGES IN DESCRIPTION OF AREA REQUIREMENTS

The catalogue descriptions under "area **requirements**" on pp. 45-46 would be changed to reflect the changes in hours. The first paragraph would include an addition showing the ranges and the total hours **required**. Under Humanities and Social Studies the hourly ranges would be stated. Under **Science/Mathematics**, the first sentence would state the range of 12-22 with at least **10 credits in one or more** of the science areas, lab or non-lab, and no more than 9 hours **in Math**.

THE EFFECTS OF THE PROPOSAL

The effects of the proposed change would be different in a) the professional schools, b) in the College of Arts and Sciences.

In Professional Schools

The establishment of ranges **would** release hours which could be 1) eliminated, 2) used for professional courses, 3) used for other courses. For example, in Engineering, 22 hours of Science-Math. would be applied to the Science-Math area, **16** hours would be taken in Social Studies, and 8 hours in Humanities for a total of 46. Twenty-two hours are already being taken in Science-Math. **Four hours** less **would** be taken in Social Studies, and 2 hours less in **Humanities** for a total release of 6 hours in "**area**" requirements.

Hours could be eliminated in professional schools if the total hours exceed **186 q.h.**, which is the minimum required for graduation.

In Arts & Sciences

Degrees in Arts and Sciences do not exceed **186** q.h. Therefore, released hours would become electives.

The effect would depend on the area of concentration. For example, Social Studies majors would apply **22** hours to satisfy the 22 hours in Social Studies. The 24 hours remaining of the total of 46 **could** be divided with 8 to **14 hours** to Humanities or **16** to **10** hours to Science-Math. In this case, there is a release of 2 **hours since** the Social Studies requirement is now **20** hours and a Social Studies **major** already takes at least 22 hours in Social Studies.

Hours may be released if hours currently offered in a degree for one of the areas equals or exceeds the maximum hours in the range of the area and **if** hours currently offered in the other two general areas must not exceed the minimums in the ranges of those areas.

CONSIDERATIONS IN ESTABLISHING RANGES IN THE AREAS

The ranges in each of the three areas were **established** with deliberation.

Consideration was given to the **minimum** in **Humanities** at **10** hours; however, **this alternative was rejected** because **multiples of 4 hours provide more choice** in this area. **With 10 hours, 5 hour courses have an advantage.** A **12 hour minimum was rejected because** the release of hours in professional schools would **be minimized** or eliminated by this **alternative** since areas of concentration in **Engineering, Business Administration, and T. & C. C. are in Science-Math., or Social Studies.**

The **minimum of 10 hours in Science in the Science-Math area is a compromise.** **With a minimum of 8 hours in Science, there would be a maximum reduction of ~~10~~ 9-11 classes of average size in Science per quarter.** **If hours were left at 12 minimum in Science, the Science area would not be affected.** **Since Humanities and Social Studies were assigned minimums below the current requirement, a 10 hour minimum in Science was accepted as a compromise.**

The Social Studies area with a range of 16-22 hours is the only area where the range is less than 10 hours. **The reduced range reflects an effort toward equalization according to accepted practice.**

TOTAL EFFECTS.

The only school that expects to use released hours to reduce hours for graduation **is the School of Music.** **Departments in the School of Engineering may use the hours released to add courses in Physics, Chemistry, and Math which are needed.** **Other professional schools can be expected to use the hours for professional courses or electives.**

In the College of Arts and Sciences, released hours would be used as electives.

Implementation of the proposal would have the following effects:

- 1. Provide greater flexibility for professional schools to meet professional requirements.**
- 2. Provide more choice for the student.**
- 3. Permit reduction in hours for graduation when hours are excessive.**

CONCLUSION

There are differences in the **needs of professional schools in seeking to meet requirements imposed from within and without the University.** **Ranges in area requirements allow each professional school flexibility to adapt to its needs.** **At the same time, general university area requirements are retained to provide general education for all students in the University.**

Respectfully submitted,

Philip Hahn
Chairman, Curriculum Committee

Proceedings of the
SENATE
Friday, February 1, 1974
(4:07 p.m.)

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VICE PRESIDENT FOR
ACADEMIC AFFAIRS

DR. BEHEN: Our secretary informs us that we have a quorum present, and so we will come to order and proceed with the business. First order of business is approval of minutes of the previous meeting of Friday, January 11, 1974. Are there any additions or corrections? Dr. Hotchkiss?

DR. HOTCHKISS: I would like to make the following addition to the minutes of Friday, January 11, 1974, be inserted under Student Affairs Committee after the sentence reading "The motion was seconded by Dr. Miner," the following, which I have given to the secretary, "Dr. Hotchkiss said that because of professional considerations, the Department of Psychology had serious reservations and would have to maintain contacts and volunteer services in the community parallel to but independent of any Student Volunteer Bureau."

DR. BEHEN: Is that agreeable that that change shall be made? Are there any other changes, corrections, or otherwise to be made? Hearing none, then the minutes will stand approved as read. Your presiding officer would like your indulgence for just a couple of minutes for a brief remark. This goes back to the meeting of November 30. As you may recall, I was not here for what, I understand, was quite a stimulating meeting last time, but I missed that. At the previous meeting, the **December** meeting held at the end of November, Dr. Sumpter rose after a vote which was by show of hands or viva **voce**, Dr. Sumpter rose to propose either a roll call or some other type of count, and I saw what was going to happen. It wasn't hard to divine; and so I asked two people, one on each side facing me if their watches checked with mine, and they agreed they did; and before Dr. Sumpter could finish stating his business, the time ran out and I declared the meeting adjourned. I felt bad about this and went back to Dr. Sumpter after the meeting dispersed, and did not apologize (I didn't think I had done anything wrong), but I told him that I regretted it that he was cut off in his midst.

Actually the Chairman has no option here. I was certain of it at the time (reasonably certain). I've since reviewed our orders and the provision is very distinct that unless there is a vote to extend the time of meeting, the meeting is adjourned at **5:30**. So it is not that the chairman adjourns the meeting: there is no leeway except that provision. So let me simply ask you this question. I am not putting a motion; I don't think the chairman is privileged to put a motion anyhow, and I would not put this in the form of a motion even if I could. I'm simply asking this question: Would you like this (and it's immaterial to me) **I'm** just asking would you like? If, say about 5 minutes before the closing time, if I should simply stop whatever proceedings, call attention to this fact, sort of like the two-minute warning in

football, and say, "We're about to run out of time. Does anyone wish to move to extend the time?" If anyone did, we could take a quick vote without discussion, just to see. If negative, then we could proceed on to the 5:30 automatic adjournment. If somebody did move and it was accepted, then we would not have the unfortunate happening of somebody cut off in the midst of some remarks. I don't know if it's a good idea or not. What's your sentiment on it?

MEMBER: Mr. Chairman, it's a good idea.

DR. BEHEN: Good idea! Anyone want to say bad idea? All right, by vote of one, then, I say this is not a motion or anything: I simply want to make this, help this run as smoothly and pleasantly as possible. Say five or six minutes before, I'll simply call to your attention that time is getting late, and if anyone wishes to take action, they can.' Next order of business is the report of the Executive Committee, Dr. Richley.

DR. RICHLEY: Since our last Senate meeting, there have been the usual committee changes that are necessitated by schedule conflicts, resignation, and that sort of thing; I'd like to present these to you today. Mr. Chairman, members of Senate, the following Senate Committee membership revisions have been recommended by the Executive Committee, approved by Administrative Council, and are now moved for Senate approval. The Curriculum Committee, Eugene Schneider, School of Business, replaces Don Hovey, School of Business: Student Affairs, Terry Shidel, T & C C replaces Ilajean Feldmiller, T & C C. Health and Safety Committee, Phillip Hirsch, Director of Kilcawley Center, replaces Joseph Luppert, Director of Student Services. In the Media Center, Mike Taylor, **Business**, replaces Eugene Sekeres, Business. I did move Senate approval.

DR. BEHEN: Do I hear a second to that motion?

MEMBER: Second.

DR. BEHEN: It has been seconded. Is there any discussion on the motion for replacement of membership on the committees? Call for the question. All in favor? To the contrary? Motion is carried. Further report, Dr. Richley? Thank you sir.

Report of the Curriculum Committee, Dr. Hahn.

DR. HAHN: I have here some extra copies of the report in case anyone wants one. There are also duplicated sheets which Mr. Livosky is distributing. Anyone need one of these? Before making a motion, Mr. Chairperson.

DR. BEHEN: That's all right.

DR. HAHN: You will note that on the front of this report, the "Total" of 46 hours was omitted. Also, in case some people have a confusion, the courses that are under consideration today do not include **Communications** and Health and Physical Education.

Communications will be brought before the senate--probably this month, sometime this month; and the Health and Physical Education plans are under review. Now on page 4 of this report, I want to correct a typographical error. Down at the bottom, beside Bachelor of Science in Nursing is the word, "Basic." That word should be "BS" or "Bachelor of Science" requirements apply to all three degrees. On page 7, in harmony with the sheets that were distributed showing the effects on class sizes, classes, numbers of classes, on page 7, in the third paragraph, second line, the range of 11 to 14 is 9 to 17.

DR. BEHEN: I'm not with you, Dr. Hahn.

DR. HAHN: On page 7, third paragraph, first paragraph is one, . . .

DR. BEHEN: Oh, all right, I'm with you now.

DR. HAHN: Now on the second line there would be a maximum reduction of 11 to 14, make that 9 to 17. Also a question was raised about--in reference to how the catalog would be changed if this proposal is adopted. This is on the top of page 6. Omitted from this description is the fact that social studies would still be taken in two departments as it is in the catalog. This was the conclusion of the Curriculum Committee. Also under Science, A, B, and C, which describes combinations of science courses and math courses.

MEMBER: Where are you?

DR. HAHN: I'm in the catalog now. It's on page 46, and on page 46 on the left hand side describes the combinations in which science may be taken. Now this would be eliminated because the description as it appears on page 6 on the top would include the possibilities--and also be more extensive than this. A, B, and C as it appears here is restrictive to some extent. Now that explains the changes in the catalog that would occur if this motion were adopted as it is. Mr. Chairman, I'm ready to make a motion.

DR. BEHEN: Please do, sir.

DR. HAHN: I move that a total of 46 hours for the general area requirements be distributed as follows: **Humanities**, minimum of 8 hours, maximum, 18 hours. **Social Studies**, minimum of 16 hours, maximum, 22 hours. **Science/Math**, minimum (combination) 12 hours, maximum (combination) 22 hours with a minimum of 10 hours required in science and a maximum of 8 hours in math permitted.

DR. BEHEN: That's your motion: do I hear a second to that motion? (seconded by Dr. D'Isa) Motion has been made and seconded. It is now open for discussion, I would suggest that for the most part you would probably wish to direct your questions to Dr. Hahn rather than to the chair.

DR. HAHN: Mr. Chairman, I would prefer that the questions be directed to the chair.

DR. BEHEN: All right good enough. Dr. Sumpster.

DR. SUMPTER: Two questions that I have. One is that you have now in Science--they can take 22 hours of science because you have dropped the requirement that it be done in two departments, somebody can effectively major, minor, I should say in one department, complete the entire minor which is 21 hours as well as meet his requirements. And I question this.

Secondly, if the science is to remain at ten hours, and that's not my preference, then is the committee really saying that it is taking a position encouraging proliferation of two-hour science and math courses?

DR. BEHEN: I refer Dr. Sumpster to Dr. Hahn.

DR. HAHN: If this body feels that 22 hours in one science is excessive, they can change it.

DR. ROBERTS: Did I hear you say, "if this Committee feels. .?"

DR. HAHN: Not this Committee, I say this body. Now concerning these two-hour courses. There is a two-hour course in Physics. The Curriculum Committee has not consciously come forth with 10 hours in order to encourage two-hour courses. Now if this is adopted, the ten hours, I suppose two-hour courses would come about, so a minimum could be met by the science area. The reason the ten hours was adopted was for different reasons. Now what the reasons--would you care for an explanation? That is embodied in the piece of paper you've got in your hand.

MR. IVES: I'm not clear on why the maximums have to be stated; there is no indication with the way this question was asked.

DR. HAHN: I can answer that, Mr. Chairman. You see, the minimums are 8, 12, and 16. They add up to 36. Now you would think that the 10 is automatic, wouldn't you? The difference between 46 and 36. Are you with it, Dave? Now you would say then that the maximum in each area is the minimum plus 10. But that isn't the case, because that isn't so in social studies. Therefore, the maximum has to be stated. I don't know, you'll have to ask me another question, like a student, so I know what the problem is.

DR. IVES: (inaudible)

DR. HAHN: I see. Well, the sum of the minimums is less than 46.

DR. IVES: So what is this 46?

DR. HAHN: That's the--you see, at the present time, there's 20 hours in Social Studies plus 16 hours in **Science/Math**; that's 36, plus 10 hours in Humanities; that's 46.

DR. IVES: That just happens to be what was in the old catalog. That's the only reason for that.

DR. HAHN: Then the minimum would add up to be 8, 12, and 16, is only 36. So you are saying that we don't have to state the maximum, then if people only take the minimum, they've got 36 hours, where they should be taking 46.

DR. IVES: So why do we have to tell them how much. . .

DR. HAHN: Say it again, I don't understand your question,

DR. BEHEN: Dr. Foster, I'm not taking the floor away from Mr. Ives, for he has a point he is pursuing, but perhaps you can throw some light on this, Dr. Foster?

DR. FOSTER: Well, I'll not pursue the question that Dave has raised about maximums. It is not clear, of course, the rationale for 46 hours, except past practice, which is not necessarily a good rationale when you're considering change. And I think the point that Dave is making would be made clearer if he realized where else will the student likely pick up electives when he's in a 186-hour minimum program. That's the minimum of any Bachelor program. Some are more than that, but none less than 186 hours. It would seem to me that surely somewhere along the line he will take more science or math or social studies or humanities to fill out whatever maximums you have stated anyway. His question is, for what value are there maximums, and I'm not sure you've given us a valid reason. The reason you have given is that in the past it added up to more.

DR. HAHN: You're assuming that what is released would be taken in courses that are specified as general requirements. That isn't necessarily the case. Number 2, in the professional schools, these maximums delineate the extent to which hours will be released. And that is a very important point.

MEMBER: Mr. Chairman, I have one other question. There is no mention made of either Communications or Physical Education. Is the presumption that they are not being proposed for a change?

DR. HAHN: Did you just walk in here?

MEMBER: No, but I didn't hear you mention it.

DR. HAHN: The Communications sequence will be presented to the Senate sometime this month, perhaps in a special meeting because at the end of the month, we'll probably be loaded with courses. And the Health and Physical Education requirements have not been gone into in the detail that might be required in order to get it to the Senate before catalog time. However, we will take a try at it. I think we'll have time to consider it.

DR. BEHEN: Before moving elsewhere, I feel obligated to ask Mr. Ives if he wishes to return to since I sort of passed it over to Dr. Foster.

DR. IVES: Well, the discussion has answered the question to a certain extent. It's not made clear in the printing here. There is the assumption apparently that the present total of 46 hours in these liberal arts areas is desirable. And it is desirable to maintain that particular total, is that correct?

DR. HAHN: No. Of course, you imply people want to take more, and they certainly have that prerogative and privilege.

DR. IVES: 90 and then 90 for the specialization. If it is necessary to add to the specialization field, you add it at the top; you don't subtract it from the educational field at the bottom.

DR. HAHN: I'd like to repeat again that the maximums define the extent to which the professional schools can get hours released.

DR. BEHEN: Dr. Sumpster, then I believe, Dr. Roberts; then I will get others.

DR. SUMPTER: I'd like to follow up Dave's question. If you just specified the minimums and said that you must have a maximum then of 46 in these three areas, why would you need a maximum designated?

DR. HAHN: As I explained to Dave, 12, and 16 is 28, and no, 16: You have 36 hours..

MEMBER: I thought you said 10.

DR. HAHN: Yes, then you say 10, OK. You see, the minimum in social studies is 16, and we made the maximum 22 for a very good reason. That one course makes a difference. And that was done for a purpose.

DR. BEHEN: All right, Dr. Roberts, please.

DR. ROBERTS: Mr. Chairman, I have been here long enough to know better than to address questions to Phil Hahn, so I'll speak to the Chair. I'm not unmindful of the pressure that's presently being put on the professional schools at the university to increase the technical training that they have to give their students the four-year period. Over the years, schools have been adding fifth years and so forth and so on. It is an unbearable pressure. Nor am I unmindful of the pressure that society and its recent trend has been placing upon our graduates and therefore upon us as well. The emphasis is on trade and skill and materialism and keeping up with inflation. Nor am I unmindful of the time that the members of the Curriculum Committee have spent working up this proposal to paraphrase Marc Antony, I presume that they are all honorable persons. But I do object to the proposal before us on three very simple points, and this won't be very lengthy because I don't think that I can convert anybody. I just want to, as some of you do at home, rage, rage, in the dark of the night. My objection is as follows: 1) I think that it is a major function of any University but especially of Youngstown State University

to educate its students and I think that there is a distinction between educating our students as opposed to merely training them. I should like to call your attention to the stated objectives of the University in the catalog. It says that among other things, and it mentions only once, "training" them to earn a living. It says that we're supposed to produce socially valuable individuals, culturally mature people, and it ends with the strong statement that we are to continue the long tradition of liberal education. I think that we here have got to maintain a liberal education, because our students tend to be a homogeneous group; they tend to come from a largely homogeneous ethnic background; they tend to come from a limited number of high schools; they tend to come from a limited geographic area. And I think that we have a responsibility to widen their cultural exposure. I think that many major corporations have stated that what they want are not trained people; they want educated people, and then they can train them rather easily once they get them on the job; so I think it's contrary to the main stated function of any university but especially this one.

2) I object to the proposal because I feel that there has been inadequate input into the Curriculum Committee as to this proposed change, speaking for example just from the point of view of the History Department. At no point was the History Department officially contacted for a statement with reference to this proposal which is obviously going to have a major effect on the Department. Twenty-one months ago, on April 10, 1972, a member of the department did state that he consulted 20 people in the social studies, and they were all opposed to the reduction of those provisions in social studies.

Thirdly, I object; well, I should point out that the Chairman of the Curriculum Committee did meet the Chairman of the History Department as **they** passed each other in the hall, informally, they had momentary discussion about this. Thirdly, I think that recent changes in society have increased the burden of our University to increase its offering in social studies. You all know that now 18-year-olds have the vote. They're citizens. They're citizens when they come here. You all know that as of January 1 of this year, 18-year-olds in the state of Ohio are adults with all the legal responsibilities thereof. **Simply** enough, I think that with these changes, the burden for us to educate our students is greater now than it ever has been before and that it is a terrible mistake for us **to reduce the number** of hours that we are asking our students to take in the social studies. Because of these points, and one other that I haven't mentioned (but it's something not to be mentioned), I think that the proposal is disadvantageous to us and to our students. Therefore, I move to amend the motion, that the minimum requirements for social studies be 20 hours instead of 16.

DR. BEHEN: We have a motion to amend. Is there a second to that motion?

MR. KOSS: Second.

DR. BEHEN: Second. The amendment to the motion and I believe I can state it but Dr. Roberts, I'd like to get it correct here, thank you sir. Is that, move to amend the motion: "That

the minimum requirements in Social Studies be 20 hours instead of 16." That question is now open for discussion. Discussion on the amendment. Yes, Mr. Hahn.

DR. HAHN: I would like to address myself to that motion, please. Dr. Sumpter was talking about social studies and I mentioned that the maximum was placed as 22 rather than 16. When the change in general requirements was made effective in '70-71, there was a sort of an automatic carry-over of the Social Science courses that were being taken including Psychology, History and Social Studies. It was about 20, so they kept 20 in the general requirements. I have, in my bag, a summary of the general requirements of state schools in the State of Ohio, which indicate the general requirements in these three areas are approximately equal in each area. I am contending that the changes that were made in '70-71 failed to make this change which should have been done and it would have made the task of this Committee easier if it had been done. To ask for an increase to 20 hours, I think is partisan. I agree that social studies is just as important as other areas and I am in that field. Nevertheless, I had no qualms about seeking to equalize these areas in Committee, even though I'm in this area and it was my recommendation and I'm proud of it. (I sound like Nixon). That's my statement.

DR. MINER: Those of you who were here when we went through this change known as the general area requirements, will remember that it was a push and pull game. You will remember also that we had open hearings. The problems here have been well stated by Dr. Roberts and my own support of his statement is a firm support. We were concerned then and I think we are concerned now with helping our students get a liberal education. The committee that worked on this before spent an equally long period of time. It, too, as this committee has, did examine the basic curriculum requirements of other Ohio State schools. The desires of the various schools within this University were strong then; they seem to be even stronger now for professional education. I, too, would like to see the liberal arts requirements for our students much more nearly equal than they are. My own discipline is very feebly represented, shall we say. I would--I'm not going to move this at the moment--but I would like to ask us all to think whether we should not, before we decide this matter, ask for open hearings and ask for more discussion from faculty members. The deans will have their input; I think the faculty members, too, should have a chance to speak in open session to the committee and list some of the problems that individual faculty members feel strongly about. I'm not moving that at the moment because I want to hear what the rest of the Senate has to say on this whole problem. It is a very difficult one, and I am not one to minimize the difficulties of it; but I would like you to be, perhaps thinking about that as a possibility before we make a final **commitment**.

MR. CURRAN: As a member of a professional school, or so-called professional school, I would like to add affirmation to the idea that our students do need as much liberal arts as they can get, and I personally **don't** believe there is anything we've got over at the Business school that will help them, that

is by increasing anything will help them as much professionally as more of the liberal arts. If you want to face the fact that we're going to train a bunch of foremen around here, that's fine; but if we're going to give these students their rightful **break--** because we have some very good students--if we're going to give them their rightful break and we're going to aim them for the top of the organization, they certainly need more than some of the "Mickey Mouse" stuff we're putting out.

DR. SHUSTER: I hate to take issue with my own colleague, but I have a feeling that Dr. Roberts attempted to differentiate between training and education, and I am a little bit lost. I claim that the professional schools educate as well as train. I believe that under the present conditions, (), differentiate between education and training, I. . . For an example: That our liberal arts students are being denied the opportunity to learn more about the kind of world that they have got to cope with. I know of at least one other school where an Introduction to Business course is included in the area of general requirements. My own feeling is that our students who do not get into the School of Business could well benefit from the 4-hour course in Introduction to Business, which could be considered a Social Study.

MRS. DYKEMA: In a recent issue of the ADC Journal, there is an interesting article by a man reviewing what has been done in the last ten years or so in the way of modification of curricula. I'm not going to read you the article. He is applauding the efforts many have been making in making courses more relevant. . . . Though he defines relevancy very generally. He discusses the loosening up or livening up of dead courses with approval. He praises work done in interdisciplinary programs in the way of introducing various programs, in the way of introducing credit/no credit grading, and so on. But he ends up with something that I hardly can paraphrase. I am going to read very quickly: "As to the reduction in the number of courses an undergraduate has to take, the abandonment of general education distribution requirements, () seems to have made education less relevant, less broadly applicable rather than more so. The net fact has been to free students for narrowness, not for breadth. Many of them will perhaps regret that the price of freedom to specialize at 18 is slavery to their specialty at 40. Specious relevance may end in desperate ()."

DR. BEHEN: Dr. Hahn.

DR. HAHN: I would like to address myself to this question of the regrettable, perhaps, inference that people have not had an opportunity to make input. I would be very regretful if I thought the people didn't have this opportunity because I think it is important. But, there is, it is just not necessary in a democratic procedure that every single person has the opportunity to make their say. We have established a committee system in this University. This Committee has been operating, working on this program, and we have kept people informed in detail as to what is

happening through the academic offices. Those of you who were interested could have gone to the minutes. You could have made remonstrances to your superiors. There was plenty of opportunity to get input into this Committee. There were some people who made input. We were glad to get them. But the committee structure is a democratic procedure. These committees were appointed by the Senate Executive Committee, and they were asked to do a job. We picked up on this work from the past, worked on in the summer under a previous **chairman**; and this committee this year went on with it. We're bringing it before the Senate. The Senate is an open forum. People, if they want to, can get their inputs here and now. And they can probably get a better effect by their inputs now than they would in hearings. I don't want to imply that there is a delaying tactic being made. Let's settle it. We have gone through this matter from alpha to omega (beginning to end). I don't believe that we can improve on the output.

DR. **BEHEN**: Dr. Foster, then I'll get to you.

DR. FOSTER: I would like to speak to the motion which is on the floor; that is, that we amend to increase Social studies from 16 to 20 hours. I could harangue on the value of social studies because of my own background in that field. I want to raise the issue of what that does to the balance which this committee has tried to effect because I think that's the real issue before us. We have **46** hours we're trying to mandate. And that is, in effect, a minimum, because I think many students outside the Arts and Sciences will take more than **46** hours in these areas. Most of you will contend that may be true. Now, you say I'm not talking to the motion; but I am. Because if you increase the social studies by **4** hours and raise it to 20, then the additional 2 hours maximum there is irrelevant. You are apt to go elsewhere, either into humanities or science to pick up the other six hours of the ten that are left. Because a minimum of **36** is already mandated in the three areas. You have ten hours left; we're now going to take **4** of those 10 remaining and put them in social studies which means you have **6** hours optional left. OK, you can't use them in social studies because you can only use 2 of them there, and that's unreal, because there are no 2-hour social studies courses; and I would oppose the creation of any. So then you turn to humanities. If you then take the 6 hours there, that's 14 of the 18. If you move it over to the science, that's 18 of the 22. And what, in effect you are doing, is raising the minimums of humanities and science by the action of raising the minimum of the social studies. It's going to be automatic. It has to go that way because there are no options left to the student in the one area that's left. Now, what I'm asking is if our intention is that the students take a minimum of **46** hours in three areas, which are the three you've identified, humanities, social studies, science and math. I would suggest that if this motion passes, that then we consider very seriously the abolition of the other maximums, all maximums, and consider then that we have only a minimum of **46** hours must be taken in these three areas, minimums being as they are described here, because we have effectively destroyed the meaning of the maximum.

DR. BEHEN: Dr. Jones, I believe.

DR. JONES: I'd like to speak against the motion on the floor because it's not going to have anything to do against a liberal education. I think it's very important. But the fact of the matter is, is that at least our school--I can't speak for the others--we've got to have some flexibility. We're strapped right now, we've got to get some flexibility. The proposal that has been put before you is, I don't think anyone is 100 percent happy, some schools would like lower in some areas, some would like lower in other areas. It's a compromise. **Now**, we've gained a total of 6 hours out of this that we can work with. If the motion on the floor is passed, it's gone to **2**. This does nothing for us. We've got to have some flexibility in our curriculum. We've got accrediting agencies; we've got curriculums that we have to meet their standards to be accredited. Now, we've gained just 6 hours out of this; this is a compromise.

(Equipment Malfunction)

DR. JONES (cont'd): They're not professional in that they won't educate their students; we do educate them. We have to take into consideration the liberal students. It's important that we gain some flexibility, and if you pass this motion and raise us back up to 20 hours, you've done nothing for us, absolutely nothing. I mean, we're all professional people, we recognize that a liberal education is necessary; but we simply have to have some flexibility. If you pass the motion, we come up with absolutely nothing. Two hours means nothing--6 means little enough.

DR. BEHEN: I **belive** there is a gentleman back here wanted to. . .

MEMBER: My comment was addressed to the main motion and not to the amendment, so I think it better. . .

DR. BEHEN: Dean Charignon.

DEAN CHARIGNON: The fact is--at least in the School of Engineering--we are in three binds. The first bind is that the state refuses to support more than 194 hours excluding H. & P.E. Sure, we can put the curriculum up to 220. We don't get state support on the last 20. You don't either. It's your problem and the University's. So, that's bind #1; we have to stay under 200 hours total. Bind #2, is that our accrediting agency says that we are required to have a half a year of humanities and social studies, which is roughly 20 to 24 hours. It says we have to have a half a year of mathematics, which is 20 to 23 hours, and it says we have to have a half year of physics and chemistry. If we gained 6 hours, it would just go right back into physics and chemistry anyhow because that's where we're short now. The third bind that we're in is that this group

in the University--and you probably didn't know. . .That was done years ago--which is the added assumption from previous dynasties that decided for some reason best known to themselves, that **all** professional schools must have 46 hours in general education, **30** of which goes into liberal arts. And so help me, in the science, in the age that we live, the technological orientation, the society that we live, makes the straight liberal arts student a far less well educated than an engineer, or a physicist, or a chemist, or a biologist, or a mathematician. Show me the liberal arts college who takes 46 hours of math and science! So those are our three binds. So what will happen? Well, if we do not get the prescribed amount of science and mathematics in our curriculum, we lose accreditation! Sure, who wants accreditation? It's mundane. Except that your student body will start dropping off. And if the student body starts to drop off, **who's** going to take those **20** hours? Who's going to take calculus? Who's going to take Chemistry 515, 516, and 5.7? ()**This** is the kind of a bind we are experiencing, ()and I think the problem is () . What we are asking for is the liberal arts concept of allowing people a choice within a range while still taking courses. Thank you.

DR. LARGENT: I'd like to speak against the motion and, in a sense, reinforce Dr. Jones' comments in relation to the **amendment** as it will affect the programs in the Dana School of Music. We also will--well, we. . .if this proposal for a **20** hour minimum in social studies is passed and becomes law, shall we say, students in the various education areas that we have will not only lose approximately the 4 to 6 hours that we may have gained if this original motion that Dr. Hahn made would go through, but they would probably wind up having to take another 4 hours which would jack one of the programs up to **225** hours.

DR. BEHEN: Sir, Dr. Roberts, then Dr. Richley, Dr. Roberts.

DR. ROBERTS: During the course of the discussion back and forth, a number of the speakers have talked about changing this to **20** hours and changing the **20** hours is going to have deleterious effect on the () . The proposed motion to amend to make the minimum **20** hours is, in effect, not changing, but keeping it where it currently is.

DR. RICHLEY: We heard very eloquent talk supporting the concept of a liberal education, and I'm sure professional schools as well as some of us at T. & C. support that concept. I think that's been demonstrated already by the fact that you have not heard one professional school or ourselves, leap to our feet and move to totally abolish university regulation, University area requirements as has been done in some schools. Our accrediting agency also recognizes the need for general education courses, and provides categories for those courses to be placed in. Unfortunately, between the accrediting agency requirements and the university requirements, we are caught in a bind that forces our total credit hours per curriculum to approximately **200**. I fail to see how one four-hour course in social studies out of the **curriculum** of **200** credit hours will make much difference one way or another.

Thirdly, all of the schools here. .rather, I beg your pardon, if our colleagues from Arts & Science are assuming that all the professional schools, as well as ourselves at T. & C. are going to immediately reduce the concentration in these areas; I'd like to point out that in my own program, if this new proposal is adopted, I will not have the flexibility that was mentioned by Dr. Jones in the School of Engineering nor will I have that mentioned by the School of Music. I will have a two-credit hour release out of 198 credit hours. I can't do anything with that, but I would enjoy the flexibility. But at any rate, nowhere in our discussion have we addressed ourselves to the students., as to what their needs are, their desires; and I think that's tremendously important. I think that we need the flexibility of these ranges in order that the student might be able to somewhat shape his own destiny, even though the range is relatively small. I support the proposal as originally put forth, and I oppose the amendment.

DR. BEHEN: Is there further discussion? Yes?

DR. ALDERMAN: May I speak very briefly to the amendment? I sympathize totally with Dr. Roberts' position on this. I suggest that the motion is not the appropriate one because it would change the social studies to 20 hours; it will be preserving the status quo in one of the three areas and will be leaving the other two chopped. It seems to me the proper question should be: do we want to preserve the status quo or do we want a revision? The function of the amendment is not really a wise one.

DR. BEHEN: Is there further discussion?

MR. ELLIS: I don't know if it will do any good or not, but I've been **listening** to the argument and I think that one point's been overlooked, and that's the matter of money. Whether it's a dirty subject or not, I don't know, but these 6, 8, or 10 hours being dropped out possibly have a substantive value of about \$550 for full-time students for a whole quarter. But the professional, they get around maybe 16, maybe 17 hundred dollars for a full-time student. There's a ratio of three to one there. So what's happening is, these professional schools are getting more money by teaching a course called professional and we're getting less. Now, whether () I do not know, but the school will get more money, I think, if we pass **this** resolution to give a break to higher subsidy courses.

DR. HAHN: I would like to comment on Mr. Ellis's remarks and point out that the Curriculum Committee has never discussed the question of money on the . . .(now this may be a side effect), but the principle considerations were academic in nature.

DR. BEHEN: Professor Koss, please.

PROFESSOR KOSS: I'd like to say that in the matter of money, it is important. However, if it is that important, maybe we ought to chop out some of these other courses down to zero. It

seems to me, if we're going to approach that problem, what we should do is get these other courses that bear lower subsidies up to where they ought to be rather than make changes of this type.

DR. BEHEN: Further discussion? Are we ready for the question? The chairman is going to exercise what I believe is his prerogative and start out with a show of hands because I anticipate I will simply get a confused shout if I ask for a vote. The motion, (may I have the copy please) is on Dr. Roberts' amendment move to amend the motion that the minimum requirement in social studies be 20 hours instead of 16. All in favor, indicate by raising your hands. Dr. Mettée, will you act as a teller over there? Will you act as one over on this side please? Well, I don't guess we need one. All opposed to the motion, by the same sign. The motion is defeated. We are now back to the main question--Dr. Hahn's motion for discussion. Yes, please?

MR. ABRAM: I would like to speak in opposition to the motion for what I hope is not purely vested interest. But it strikes me that Dr. Hahn has already commented, the Committee surveyed the corresponding state institutions here. He found that in general at these institutions that the requirements were somewhat equally divided among the humanities, social sciences, and the science/math area and it would seem, then, that unless in their endeavors they have found some other magic formula, as it were, to resolve basic requirements, that if anything is to be changed, then a change might be in that corresponding direction. So that will be one item.

The second item is, of course, the concern of all of us, to the extent of the manner in which enrollment has been dropping over the last few years, the pattern of enrollment drops coupled with changes here in curriculum to me would seemingly pose an enormous problem in the sense of just stability as it would be seen within the departments in a sense of any kind of projection for student loads, or faculty, for equipment and so on, I would say that those two areas perhaps coupled with some thoughts about the financial considerations that have been brought up here, would influence me anyway to certainly be opposed to this motion of change as it is proposed.

DR. BEHEN: Is there further discussion?

MR. HERNDON: I have a question about the note "Maximum of 8 hours in math." inasmuch as there is only one beginning quarter of 4 hours, all the other are five, what's a student to take?

DR. HAHN: We didn't study all of the math hours, but under the quarter system, 4 hours is a standard course.

MR. HERNDON: Under that rationale, why ten in science?

DR. HAHN: The explanation is that. . . Well, there is "no change" and "8" too much, so we settled on 10,

DR. RICHLEY: I notice that the changes that are being submitted in the minimum areas reduce humanities from 10 quarter hours to 8 quarter hours. I'd like to commend the Curriculum Committee on that. I think that's a very humane move because it's extremely difficult for many students to find five quarter hours, two of which would sum to 10. And, of course, many students take courses which sum far beyond 10 in order to satisfy that requirement. Well, if that is the reason that led to the reduction from 10 to 8, then I don't understand why that same reasoning doesn't apply to the minimum end of the science requirement. The, I beg your pardon, not the minimum of 12 hours, but the minimum expressed in the note. The note indicates that ten hours minimum in science must be taken. Now, I checked the catalog: The Departments of Geography, Geology, Biology, Chemistry, Physics and Astronomy, all have basic courses that are used quite often to satisfy the science requirements. They are all 4-credit-hour courses. Very clearly, students must take either three of these, or he can take two and then opt to take a two-hour course which I guess does exist in the Department of Physics. This forces the student to take a physics course which he may or may not want for two credit hours to satisfy the minimum, and it will also bring, I think, a rash of courses each of which are two credit hours for approval to the Curriculum Committee. I would suggest a more reasonable and more practical minimum would be 8 hours in science. This would allow the student to satisfy that requirement by taking two courses in science which would total 8, perhaps one in math and another one in science.

DR. HAHN: I think now's the time to explain this sheet, so if you will all take a look at it, I would not be able to explain in detail each of these sets, (I hope you appreciate that), but here's how to interpret it: On the left-hand side you see 12 hours of science hours 10 and 8. What has been done is to show what the effect is in the professional schools and in Arts and Sciences on the number of classes per quarter with a hundred student credit hours per class (in other words, if you want to get the student credit hours effect, you just multiply by 100). The classes give you some kind of an impression of the effect. But you don't want to get the feeling that, for instance, if there's 5.65 classes, we're going to get rid of 4 into 5.65 teachers. Now the effect will be, for instance, spread throughout the humanities, throughout the social studies, throughout the science/math. Let's take a figure, If the science hours are 8 minimum, humanities in the professional areas would be at a loss from 1.57 average-size classes to minus 5.65 average-size classes per quarter. In the Arts and Sciences, it would be minus 1.19 to minus 2.83 and the total is as you see. If ten hours is the minimum in science, you see the effect on the humanities as shown under humanities for 10 and for 12. All the way down the line. Now, you mentioned 8 hours minimum in science/math. I want you to note that in the lower right-hand corner, the effect in the professional schools would be from

approximately 8 classes to approximately 12, and in the arts and sciences a little over 1 to about 6 classes per quarter, or 9 to approximately 12 classes per quarter. The committee felt that this was excessive, and (in view of the fact that others had reduced their minimums) figured on 10. Now that's still high. It's higher, perhaps, than the effect on the humanities or social studies.

Now there is a possible solution to this. And I would first like to suggest who the sciences affect in the professional schools. A lower minimum in science isn't necessary for those schools, or those departments in the professional schools where they have a concentration in science--like engineering, home economics, nursing. The only area--Engineering Technology--the only area that puts a concentration in other areas is Criminal Justice and I don't think they're up in arms about the science requirements. Right Jack?

DR. FOSTER: That's correct, we would. . .

DR. HAHN: The only school that's affected is the Music School. Now the Music School was up in arms when the change was made in '70-71 and they've been rallying around that point ever since, and it has been a reason why these changes are being recommended. That is, the professional deans along with others have made this recommendation from the past. There is a solution to this. If the science effects are too great, you can make music an exception. Now, because you make an exception to music, and say let them have an 8 minimum in science, that doesn't mean that general requirements have been destroyed. Then leave 12 minimum science the way it was if you wish. That would solve the problem of the hours. This was considered in Committee, but it didn't come out that way out of Committee. That's a possibility for the Senate to decide.

DR. FOSTER: I think that certainly makes a lot more sense than 10 hours because as it stands, if music must keep it to the absolute minimum, that means that every music major has to take that physics course. That's the only way they can option for the ten hours. There just is no other way. Now, if the reason for not wanting to reduce the minimum of science below ten hours is because of the impact on the sciences, in terms of faculty (and that's a valid reason. Then I'm not being critical of that because we lived with this in history and I think we learned from that that we have to recognize what these changes mean to staffing considerations), Why aren't we honest about it, and just say that we can't at this time afford to reduce the science requirement below 12 hours because of its economic impact in these areas and live with that? And then if music is in a very very special bind, it obviously is not going to hurt engineering because they're going to exceed it anyway. And as far as we're concerned, we're going to take 12 and not 10 anyway most likely. So it will have no value to us to say a 10-hour minimum. So why not be open about it? Now what this, or course, means is that we shift the load then from science to mathematics because then it presumes that all 12 hours could be taken in science instead of in mathematics, but I don't

really know **how** many exercise the math option now anyway. And if it's minimal, I would suggest that we seriously just strike that note out of there and leave it 12 hours of science and math or eliminate math entirely or minimize, minimum of 12 hours of science and leave it open,

DR. BEHEN: Dr. Hotchkiss, I believe.

DR. HOTCHKISS: Well I would prefer to have Dr. Hahn, but Jack has not made a specific recommendation for change. But **to** add to what he has said, I think that it would be all right **to** leave the 8½ in there, over and above the 12. However, Mr. Herndon here **mentioned** that if hours aren't any good, what would you recommend?

DR. HAHN: You mean take a maximum of ten? That's **all** right, OK. If that would be better.

DR. RICHLEY: I think Jack Foster has said it all, If we want 12 credit hours minimum in the **science/math** area, then to call for a 10-hour science minimum in the footnotes is a travesty upon the students, They're going to be forced to take 3 courses no matter how you look at it. If that were reduced to 8 and if one other thing that is a very minor modification such as this one is could be brought about, I personally, in my own prebaccalaureate programs would be able to take the original 2 hours released that I had before, plus two more that I will get out of this and **I'll** have one course and I at last can do something with it. . .with some flexibility. Mathematics offers quite a series of courses in the basic level each of which are 5 credit hours. There arc a couple of **4's**, but the majority of them are 5. **It's** very difficult for me to tell a student that when he takes a 5-hour course in math, it's only 4, or rather when he takes 10 hours of math, only 8 of that will apply to his **science/math area**. That's extremely difficult for me to tell him and extremely difficult for him to grasp. I move to amend the general area requirements currently under consideration so that the explanatory note regarding the **science/math** areas reads: 8 quarter hours minimum in science, and 10 quarter hours minimum in math. . .maximum in math.

DR. BEHEN: We have a motion and second. Will you hold just a moment please. **We** now have a motion to amend before the house. . .move to amend the general area requirements currently under consideration so that the explanatory note regarding science/math reads: 8 quarter hours minimum in science and 10 quarter hours maximum in math. That is the motion now before the house duly seconded. Is there discussion?

DR. COHEN: I had a question asked earlier of Dr. Roberts. He called your greater attention to the intellectual aspects of education so much so that I was going to ask him if he would be willing also to put an increase in the science requirements from 12 to 20. I didn't think that would go through. But to reduce the science aspect of the intellectual side of education (I think **that's** what this general education requirement's supposed to **do**),

down to 8½ of the social studies requirements. It looks the same as humanities, but in **most** places, humanities includes freshman English, and we couldn't include that here. Under freshman English, does include at least some literature which is a part of humanities. I don't know what proportion, but the use of the English language, the appreciation of the English language, the appreciation of poetry and literature is in a part of humanities. And if we remember that, **what** we're doing in this motion is, we're reducing the science department far below the other departments. Aside from **the** economical aspects of it, I think that this is a very distorted view of what has traditionally been the intellectual aspects of the undergraduate education **in** so far as it has been traditional for the social sciences, the natural sciences and the humanities. The natural sciences, **if** anything, today, are more important. We have more scientific decisions to make. A great part of the national budget goes **to** endeavors related to science and science-related technology. This motion is in the wrong direction. We should simply, instead, delete perhaps that 10 hours phrase in the notes. (Let it go at 12 hours), and if this really does interfere with the accreditation requirements in a given **school, let** us recognize that. Let's make a (. . .) but not for the school as a whole. **A** giant step backwards for all mankind.

DR. BEHEN: Dr. Hahn, and the gentleman back there from the Dana School, **Mr.** Ellis.

DR. ELLIS: We've heard today that some curricula are 200 quarter hours for a 4-year degree and in the music school I think we're up to 225, didn't you say a while ago?

DR. BYO: **It's** possible.

DR. ELLIS: And that the state will support no more than 200 hours, is that right? What do the deans have in mind in assigning work which runs up to 220 hours when the maximum is **196? What** are these accreditation agencies doing? Are they actually putting you over a barrel? What do these accrediting agencies tell you when you come crying on their shoulders we can't do this, we can't do that. Have you talked to them? Are the accrediting agencies (ECPD for example) are they aware of that? They are requiring, in fact, a 5-year course here? With **220?** What is all this behind this talk of no flexibility?

DR. BEHEN: **I'll** take an answer over there. Yes, would you yield Dr. Hahn please, if you will please.

DR. BYO: The National **Association** of Schools of Music, which is one of our accrediting agencies, plus the State Board of Education, allows that The Dana School of **Music** at Youngstown State University will be allowed to be accredited with a minimum in various professional categories. Dr. Hahn, I think, **has** included an indication of that in the document that was sent to all faculty **members;** to wit, page 5 of the document. **Here** again, this deals specifically with 3 areas within music education. You see that we are above the **National** Association of Schools of **Music guidelines** for professional music courses and above the

maximums for non-music courses. They are apparently willing to continue to accredit our program at this University. I can't speak for any other institution that may have this problem, but they do seem to do that here. I'm afraid Dean Byo would have to respond to whether this is done tongue in cheek, or hand over a pic or something. I don't know.

MR. ELLIS: My question, in effect, was "Does the accrediting agency know, for example, you are requiring 225 hours here?"

DR. CYO: They know.

MR. ELLIS: They also know that 196 is the maximum?

DR. BYO: I don't know whether they're informed of that. I assume that. . .

MR. ELLIS: That's not my question. Did you inform them?

DR. BYO: It's not my responsibility. . .

DR. BEHEN: If my watch is correct, (being the chairman's watch, it is correct) we have 7 more minutes. Let me ask, do you prefer to extend the time of this meeting?

DR. HANKEY: I'd like to offer a motion to extend this meeting at least to 5:45.

DR. BEHEN: We have a motion. Is there a second? We have a second.

DR. O'NEILL: Mr. Chairman, I think the proper motion is simply to suspend the rules that we adjourn at 5:30 and we can adjourn whenever business is completed.

DR. BEHEN: Perhaps you would like to set it at 5:45 rather than opening a door; I don't know.

DR. HANKEY: I'll change my motion to accord with the Parliamentarian's suggestion.

DR. BEHEN: All right. Does the seconder still. . .? You've heard the motion. All in favor, signify by saying Aye. Those to the contrary by Nay. Motion is carried. Extended, it is simply left open at the present time. Now let's see, there were a number of people I think, Dr. Hahn, I've got you next, if you will please.

MR. SLAWECKI: I wanted to speak against the motion, the main motion that is to reduce the science requirement to a minimum of 10 hours and now against the amendment which would reduce it to 8 hours, which is, of course, even worse. If you look at the numbers that were produced by Bill Livosky at the lower right hand side, and look at the number of student credit hours that are lost per quarter (which is a different way of saying the same thing), I think that among the 4 Science departments you will find

if you average out the loss of student credit hours equally, (25% for each department), it would amount to about 425 student credit hours and this would mean that--at least I think for 2 of the 4 Science departments--that the need for their existence would virtually evaporate. And I think it is important that this body recognize that, and I think they do, of course; but I think it's important to say out loud that even if the 8 hours minimum is accepted by this body, if the 10 hour minimum is accepted by this body, it would be something like 350 student credit hours and a loss per department (if it's equally distributed among the 4 science departments) I think that that's going to be difficult to live with. Maybe in departments where the students might go from Science or math maybe it would be appreciated if they would keep their doors open for unemployed chemists.

DR. BEHEN: We'll hear Dr. Richley next, and then the gentleman from the Dana School and Dr. Hahn, Dr. Richley.

DR. RICHLEY: There may be some misunderstanding on what the effects of my amendment will be. The minimum is not reduced. There will still be 12 credit hours minimum in the Science/Math area. My own particular programs are upwards of 30 some hours in the science area, and we can't reduce it by edict from the accrediting agency. But what I'm asking for is an end to a recommendation here that in effect amounts to a travesty on the students. You're telling him that 12 hours is minimum; but if he opts to do that in science, he's got to go to three courses because of the 10 hour minimum in the footnote. That's plus the other aspect that I mentioned in chemistry at the other end. In no way will the total science requirement by this proposal change. That stays the same. Again, it gives us a little flexibility is all.

DEAN BYO: I think the faculty and students in the Dana School of Music will go along with the situation described by Dr. Richley. We're not interested in cutting anybody's jobs or smashing somebody's budget, or cutting out a liberal education. This is something we've discussed in the Curriculum Committee for months. What is a liberal education? How do you define it? How do you define the role of professional schools within a University that has had a liberal arts heritage? But what I'm driving at is: I think Dana would be willing to go with the situation where the science is 12 hours in which the exception as Dr. Richley mentioned before would be allowed for the Dana students. I don't think that it will hurt anybody in science; and I will be specific and say even the Physics Department because one of our required courses in science is Physics of Sound, and I think we would go along with that if we could be the exception.

DR. BEHEN: Dr. Hahn, then the gentleman back there, then Dr. Hankey.

DR. HAHN: Mr. Richley's motion was not to have a 12 minimum with an exception for. . .

DEAN EYO: I didn't say that. He indicated a while ago that we could have 12 and have Dana be an exception.

DR. BEHEN: I think perhaps Dr. Foster was talking along that line. I'm not sure. Dr. Hahn has the floor please.

DR. HAHN: Well, I can't understand Mr. Richley's motion and how it gives him more flexibility since in the Engineering Technology, science/math is one of the areas in which you would use the maximum. Why are you *so* set against the minimum?

DR. RICHLEY: I'm concerned that the student be able to meet the minimum that you have prescribed?. He can't do it. He in no way can do it unless he is forced to take existing two-credit hours in physics, or unless additional two-hour courses are structured.

MR. B.: Mr. Chairman.

33. BEHEN: Dr. Hahn still has the floor, he's asking a question. Then there's a gentleman back there, then Dr. Hankey, and then we'll move on to others. Dr. Hahn, please.

DR. HAHN: Would you be opposed to the idea of 12 minimum with the exception for music?

DR. RICELEY: I don't know that I'm the proper person to ask.

DR. HAHN: That would still give the student the opportunity to get the course without having the flim-flam of the 10 hours. And that being the case, I leave the question.

MR. DAVIS: Skip Davis from Student Council, Just for the interest, Dr. Richley is the only one who has mentioned the students at this point. Talking to the students around here who are not in any one department, (some are in Business, some are in Sciences, and right on down the line), we would be very much in favor of this amendment as stated.

CR. BEHEN: Dr. Hankey, and then just a second, I'll get Dr. Slavin and then Dr. Foster. Dr. Hankey.

DR. HANKEY: I hope there is no parliamentary impropriety in speaking both for and against the amendment. A result of the amendment, I can see, would be very pleasurable. Eight hours in Science and 8 hours in Math as a possibility. Not making the change makes equally good sense which suggests that the whole thing is a travesty of some sort. On reason, we are now decoupling 2 plus 2, 2 minus 2; I think there is something wrong

with our situation. When we are confronting trivial details like this, I don't know whether this is a matter of student concern. Dr. Richley hasn't convinced me; but I can see a great deal of merit in either of the amendments or its rejection. And that bothers me!

SLAVIN: I think this is one of the questions. It's not a matter of semantics, and so I'm bringing a question to the chairman. Is it essential that we resolve this question tonight? It seems to me that we have been bogged down with these technical details with respect to hours. We have not really discussed the fundamental question which is what should be the goal of a liberal education. We have not had the kind of input, (at least I myself have not had) I've been convinced by some of the professional schools -- have spoken here eloquently I think, and clearly and convincingly, and perhaps we ought to open this question up. I feel this way before we settle this tonight,

DR. BEHEN: I would reply to Dr. Slavin's question, but I've indicated the floor for Dr. Foster. Dr. Foster, if you will please.

DR. FOSTER: I think we're misunderstanding the impact of the proposed amendment. Let me remind you that we've reduced humanities from 10 to 8 because 10 hours just didn't mean anything. It usually meant, in fact, 12 hours because of the 4-hour structure. So what we did was, we dropped humanities by 4 hours effectively even though in terms of the numbers that appeared in the catalog, we dropped it by two, we really dropped it by 4, for the students. Now, we have done the same thing apparently in the science and math area. It was at one time 16, now down to 12. This notion is not to reduce that 12 to 8, but rather to reduce the realistic minimum in science from a mythical 10 to a real 8. If it's not a real 8, then it's a real 12. It's one of the two. Or else, it's a mandated physics course. Now what I'm suggesting, and I pointed it out to my colleague here from Chemistry, is that even at 8 hours of minimum in science, the only department on campus to whom they could possibly go for that additional four hours is mathematics. That's the only other department that can qualify under the science and math area. So, it must well be that all the students who would take chemistry, physics, biology, astronomy, and geology will suddenly jump into the math department, I don't know what else they are afraid of because there's really no other place they could go. Now I understand geography offers one course and maybe the chemist can teach mathematics, I don't know, if they all jump to mathematics. But I think--let's be honest about it and I would really differ with my colleague from T&CC. I would like to see the minimum in science raised to 12 and the maximum that can be taken in math be forgotten. Let them take as much mathematics as they choose. I don't think that's a threat to anybody. So I would like to oppose the amendment.

DR. BEHEN: Let me address myself to Dr. Slavin. This is not intended to prejudice the discussion or the sentiment of this body in any way. If anyone wished to address a motion either to recess this meeting to another session or to adjourn, the chair will

entertain it. If he hears no such notion or it is not carried, we will proceed. Mr. Ellis.

MR. ELLIS: I would like to make that notion to adjourn, or to put it on the table. Mr. Parliamentarian, how shall I do it?

DR. O'NEILL: Are you making a motion to adjourn? It's in order at any time.

DR. BEHEN: We have a motion to adjourn.

PP 1 (We can adjourn at any time.)

DR. BEHEN: . . . which has been properly seconded. This is a non-debateable notion, but I'm not, as I say, I'm not speaking prejudicially. The motion before the house is a non-debateable motion to adjourn. All in favor, let it be known by saying Aye.

DR. RICHLEY: Is that a fact? A notion to adjourn is not debateable?

DR. HAHN: What do we do, come back next week?

DR. BEHEN: We have a non-debateable motion. . .

DR. ROBERTS: Would you tell me if the notion to adjourn carries, then we cannot entertain that motion such as to refer back to committee for public hearings. We are done.

DR. BEHEN: We are then adjourned. That's right. Yes?

MEMBER: I believe that the notion followed a statement from the chair to the effect that the chair would entertain a motion to have a recess. By implication, I gather a further consideration, another meeting, or open hearings, or something of that nature. I believe the sentiment of Mr. Ellis was that, not. . .

DR. BEHEN: Just a moment, what the chair said was, it would entertain a motion to recess, or to adjourn and what Mr. Ellis moved was to adjourn.

MRS. DYKEMA: He asked for help.

MEMBER: Point of order. May I--the question: Is the motion to adjourn amendable?

DR. BEHEN: No. We have a notion to adjourn before the house, duly seconded, and non-debateable to adjourn. All in favor let it be known by saying Aye. To the contrary, No. Shall I have a count of hands? All right. All in favor of the motion to adjourn, Dr. Hahn, will you count over there, Pr. Hankey, will you count over here please. All those opposed to the notion by the sane sign, and the same tellers, please. Opposed, by . . .

MEMBER: Before you declare the vote, may I ask a question, please?

DR. BEHEN: If you want to ask me a question personally, but by . . .

MEMBER: Before you declare the vote to determine whether to adjourn, I'd like to ask you a question. Should the motion indicate that this meeting is adjourned, will the Chair or the Executive Committee call a special meeting to conduct the rest of the business from this session?

DR. BEHEN: The Executive Committee--and there are also other means--but the Executive Committee can call another meeting at any time. Now I'm speaking purely as an individual here. I assume, since there is most important business before this body in which obviously there is great interest and since we have a dedicated Executive Committee, they would certainly make provision for it. By a vote of 44 to 40 this meeting stands adjourned. Thank you. (Meeting adjourned at 5:46 p.m.)

ESTIMATED MAXIMUM EFFECT OF
 8-10-12 HOURS SCIENCE MINIMUM WITH
 8-18 HUM. AND 16-22 Soc. ST.
 MEASURED AS # OF CLASSES / QUARTER WITH 100 SCH / CLASS

SCIENCE HOURS		HUM	S.S.	Sci-M.
<u>12</u>	PROF.	-5.65	-3.91	0
	A+S	<u>-2.83</u>	<u>-3.59</u>	<u>-1.20</u>
	TOT	-8.48	-7.50	-1.20
<u>10</u>	PROF.	-4.71 TO -5.65	-3.91	-3.88 TO -6.69
	A+S	<u>+2.07 TO -2.83</u>	<u>-2.99 TO -3.59</u>	<u>-1.20 TO -6.70</u>
		-2.64 TO -8.48	-6.9 TO -7.5	-5.08 TO -13.39
<u>8</u>	PROF.	-1.87 TO -5.65	-3.91	-7.69 TO -11.48
	A+S	<u>-1.19 TO -2.83</u>	<u>-2.39 TO -3.59</u>	<u>-1.20 TO -5.67</u>
		-3.06 TO -8.48	-6.3 TO -7.5	-8.89 TO -17.15

- NOTE: (1) COMPUTED ON THE BASIS THAT 12 HOURS IN SCIENCE ARE NOW TAKEN IN BUS. AD. + MUSIC
- (2) THE COMPUTATION IS MADE ON THE BASIS THAT 16 HOURS ARE TAKEN IN SCIENCE IN ALL OTHER AREAS WITH NO MATH.

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JAN 24 1974

VICE PRESIDENT FOR
ACADEMIC AFFAIRS

The Proposal for General Area Requirements

Total of 46 hrs of general area requirements to be offered as a motion:

	Minimum	Maximum
Humanities	8 Hours	18 Hours
Social Studies	16 Hours	22 Hours
Science-Math ¹	12 Hours	22 Hours

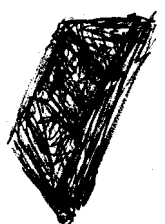
requirements to be distributed as follows:

NOTE: 1) 10 Hours minimum in Science and 8 Hours maximum in Math.

The proposal was adopted by a vote of 9 yes, 1 abstention by the Curriculum Committee on January 17, 1974.

The members of the committee are:

- | | |
|------------------------|----------------------------------|
| Paul Bellini | Engineering |
| Diana Campana, Student | Arts & Sciences |
| Barry Davis, Student | Business Administration |
| Earl Edgar | Vice President, Academic Affairs |
| Philip Hahn, Chairman | Economics |
| Stephen Kozarich | Mathematics |
| Edward Largent | Music |
| Virginia Phillips | T. & C.C. |
| Leon Rand | Graduate Dean |
| Juanita Roderick | Education |
| Ray Shuster | Business Administration |
| Stephen Sniderman | English |



PROPOSAL FOR GENERAL REQUIREMENTS

BACKGROUND

On 11 May, 1971, the Academic Dean's Council requested that:

"the University Curriculum Committee study the general education requirements with the intent of allowing the professional schools to establish their general education requirements based on the requirements of the accrediting agencies of the individual schools."

An Ad **Hoc** Subcommittee was established 15 November, 1971, and was charged:

"with the responsibility of studying the current University policy of having general university requirements for all baccalaureate students, with the intent of recommending either that this policy be continued or that each school of the University determine the general graduation requirements for its own students. "

In the Spring Quarter 1972 the Subcommittee recommended the following:

- a) that a core program for general university graduation requirements for the baccalaureate degree be maintained at Youngstown State University.
- b) that the University Curriculum Committee consider modifying the requirements in the present university core program.

"One possible alternative which received the most favorable consideration of the Subcommittee is a "sliding-rule" or "**range**" core program. In such a program each area would have a quarter hour range requirement, that is, a minimum requirement and an allowed maximum which could be counted toward the University requirement. The program would have a fixed minimum total requirement for all baccalaureate students. A program with this structure has the flexibility recommended by the Deans of the professional schools, and is more easily adapted to changes in the standards of professional accrediting agencies. "

With the presentation of the Ad Hoc Subcommittee Report on April 24, 1972, no specific proposal for general requirements was presented to the University Curriculum Committee nor was the matter placed on the agenda of the University Curriculum Committee. In the meantime, an unusual number of course and program proposals came to the Committee during the 1972-1973 school year. Work began on the general requirements in the summer of 1973. (University Curriculum Committee, Summary Report for Summer Session 1973, 20 Sept. 1973)

DEGREE REQUIREMENTS BY AREAS

The following material provides information for the distribution of hours by areas for various degrees in schools or colleges with the relation to professional requirements of the accrediting agencies.

ENGINEERING

The minimum suggested total content requirement of the Engineering Council for Professional Development is:

		<u>Present Requirement</u>
Humanities and Social Studies	22 q.h. 3 year	10 + 20 = 30 q.h.
Math beyond Trig	22 q.h. ½ year	
Basic Sciences	22 q.h. 3 year	16 q.h.
Engineering Sciences	45 q.h. 1 year	
Design, Synthesis and Systems	22 q.h. ½ year	
Other in Designated Area of Engin.	45 q.h. ½ year	

The following table summarizes the hours in the engineering majors:

MAJOR	TOTAL	BASIC SCI.	MATH	OTHER*	PROFESSIONAL
B.E. CHEM	211	45	22	48	96
MAT SCI.	206	16	29	48	113
CIVIL	199	24	22	48	105
ELECT.	201	16-20	22	48	111-115
IND.	198	12	28	48	110
MGT.	201	16	18	54 (includ. 10 hr. Stat. in Econ.)	113
MECH.	196-204	19	26	48	103-111

*OTHER includes Soc. Stud. 20 q.h. + Humanities 10 q.h. + Comm 12 q.h. + H. & PE. 6 q.h. = 48 q.h.

At the present time, 10 hours in Humanities and 20 hours in Social Studies, or 30 q.h., are general requirements while 22 q.h. are the minimum in the ECPD requirements. On the other hand, ECPD requires at least 22 hours in each of Math. and Basic Science, or 44 q.h., while only 16 of the 44 hours are covered in the general requirements. At the same time that more than the ECPD minimum in Humanities and Social Studies are taken to meet the general requirements, the minimum (or less) of professional requirements are taken, because total hours are high.

BUSINESS

The American Collegiate Schools of Business recommends **40%** professional, **40%** general (including economics), and **20%** free electives.

The following table summarizes hours by degree in Business Administration:

MAJOR	TOTAL	GENERAL ¹	ELECTIVES ²	PROFESSIONAL ³
ACCT.	194	82	19	93
ADV. & P.R.	186	67	15	104
ADV. ART	194	67	13	114
FIN.	194-198	88-89	8-9	98-100
GEN. ADM.	193-195	76	10-11	107-108
IND. MGT.	194	82	10	102
MARK.-IND.	186	71	13	102
MARK.-RET.	186	71	17	98
MARK.-FASH.	186	64	14	108
PUB. ADM.	194	99	22	73
TRANS. MGT.	194	78	15	101

- NOTE: 1. "GENERAL" includes courses in Arts and Sciences which satisfy general requirements and hours in Communications and H. & PE.
2. Electives are usually satisfied in the School of Business.
3. Professional courses include courses taken in Arts and Sciences which are not "general" courses.

T & C. C.

The distribution of hours in the 4 year T. & C.C. degrees is as follows:

DEGREE	COMM.	H&PE	HUM.	SS.	SCI.	MATH	PROF.	ELECT.	TOTAL
CET	12	6	10	24	12	23 ¹	99	12	198
EET	12	6	10	20	12	23 ¹	102	12	197
MET	12	6	10	20	12	23 ¹	101	12	196
BS. NURS.	BASIC	B.S. n.a.S.			(X)				
BS. CRIM. J.		REQUIREMENTS	(X)						
BS. H. Econ.		APPLY			(X)				

NOTE: 1. Includes 5 hours Alg. and 5 hours Trig. in each case

(X) Denotes principal area of concentration in courses covered in general requirements.

SCHOOL OF EDUCATION

In the School of Education, the general university requirements are encompassed within the requirements for certification of the State of Ohio and NCATE. There may be problems in evaluating transfer credits and in the number of hours necessary for students seeking to pursue more than one major area.

MUSIC

80% of the students in the Music School are taking Music Education. The following table compares NASM requirements in Music and Non-Music with actual hours.

	NASM	M.E. VOICE	M.E.KBD.	M.E.INST.
MUSIC	65%	132/214=62%	136/218=62%	135/217=62%
NON-MUSIC	35%	82/214=38%	82/218=38%	83/217=38%

PREVIOUS, CURRENT AND PROPOSED REQUIREMENTS

The present requirements were adopted in the 1970-1971 school year. The following table compares the current requirements with the previous requirements, and the proposal.

(General area requirements include the three areas of Science-Math, Social Studies and Humanities. Communications and Health and Physical Education are not "general requirements" in the same sense as the area requirements. (See catalogue, page 45). At the present time there is a 46 q.h. requirement in the three areas and an 18 q.h. requirement in Communications and H. & P. E. For the purpose of this report, "general requirements" are general area requirements.)

	<u>1969-70 Catalogue</u>	<u>Current Requirements</u>	<u>Proposed Requirements</u>
Soc. Studies	22 With Exception of: BS 18, BE 18	20	16-22
Sci.- Math	AB 16, BS 16+, BSED 17 or 14, BSBA 14, BE 27, MUS.B .9.	16 ¹	12-22 ²
Humanities	10 With Exception of: BS 4, MUS.B .7	10	8-18
	TOTAL	46	46

- NOTE: 1. Minimum of 12 hours of Sci. and maximum of 4 hours Math.
2. Minimum of 10 hours of Sci. and maximum of 8 hours Math.

CATALOGUE CHANGES IN DESCRIPTION OF AREA REQUIREMENTS

The catalogue descriptions under "area requirements" on pp. 45-46 would be changed to reflect the changes in hours. The first paragraph would include an addition showing the ranges and the total hours required. Under Humanities and Social Studies the hourly ranges would be stated. Under **Science/Mathematics**, the first sentence would state the range of 12-22 with at least 10 credits in one or more of the science areas, lab or non-lab, and no more than 8 hours in Math.

THE EFFECTS OF THE PROPOSAL

The effects of the proposed change would be different in a) the professional schools, **b)** in the College of Arts and Sciences.

In Professional Schools

The establishment of ranges would release hours which could be 1) eliminated, 2) used for professional courses, 3) used for other courses. For example, in Engineering, 22 hours of Science-Math. would be applied to the Science-Math area, 16 hours would be taken in Social Studies, and 8 hours in Humanities for a total of 46. Twenty-two hours are already being taken in Science-Math. Four hours less would be taken in Social Studies, and 2 hours less in Humanities for a total release of 6 hours in "**area**" requirements.

Hours could be eliminated in professional schools if the total hours exceed **186 q.h.**, which is the minimum required for graduation.

In Arts & Sciences

Degrees in Arts and Sciences do not exceed **186 q.h.** Therefore, released hours would become electives.

The effect would depend on the area of concentration. For example, Social Studies majors would apply 22 hours to satisfy the 22 hours in Social Studies. The 24 hours remaining of the total of 46 could be divided with 8 to 14 hours to Humanities or 16 to **10** hours to Science-Math. In this case, there is a release of 2 hours since the Social Studies requirement is now 20 hours and a Social Studies major already takes at least 22 hours in Social Studies.

Hours may be released if hours currently offered in a degree for one of the areas equals or exceeds the maximum hours in the range of the area and if hours currently offered in the other two general areas must not exceed the minimums in the ranges of those areas.

CONSIDERATIONS IN ESTABLISHING RANGES IN THE AREAS

The ranges in each of the three areas were established with deliberation.

Consideration was given to the minimum in Humanities at 10 hours; however, this alternative was rejected because multiples of 4 hours provide more choice in this area. With **10** hours, 5 hour courses have an advantage. A 12 hour minimum was rejected because the release of hours in professional **schools** would be minimized or eliminated by this alternative since areas of concentration in Engineering, Business Administration, and T. & C. C. are in Science-Math., or Social Studies.

The minimum of **10** hours in Science in the Science-Math area is a compromise. With a minimum of 8 hours in Science, there would be a maximum reduction of ~~11-14~~ 9-17 classes of average size in Science per quarter. If hours were left at **12** minimum in Science, the Science area would not be affected. Since Humanities and Social Studies were assigned minimums below the current requirement, a **10** hour minimum in Science was accepted as a compromise.

The Social Studies area with a range of 16-22 hours is the only area where the range is less than **10** hours. The reduced range reflects an effort toward equalization according to accepted practice.

TOTAL EFFECTS

The only school that expects to use released hours to reduce hours for graduation is the School of Music. Departments in the School of Engineering may use the hours released to add courses in Physics, Chemistry, and Math which are needed. Other professional schools can be expected to use the hours for professional courses or electives.

In the College of Arts and Sciences, released hours would be used as electives.

Implementation of the proposal would have the following effects:

1. Provide greater flexibility for professional schools to meet professional requirements.
2. Provide more choice for the student.
3. Permit reduction in hours for graduation when hours are excessive.

CONCLUSION

There are differences in the needs of professional schools in seeking to meet requirements imposed from within and without the University. Ranges in area requirements allow each professional school flexibility to adapt to its needs. At the same time, general university area requirements are retained to provide general education for all students in the University.

Respectfully submitted,

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