

## SENATE MINUTES

### YOUNGSTOWN STATE UNIVERSITY

Friday, January 11, 1974

PRESENT: Mr. Abram, Mr. Alderman, Mr. Almond, Mr. Arnold, Mr. Barsch, Mr. **Beelen**, Mr. Bellini, Mr. Bertelsen, Mr. Blue, Miss Boyer, Mrs. **Braden**, Miss Budge, Mr. Byo, Mr. Cobett, President Coffelt, Mr. Cohen, Mr. **Curran**, Mr. **Dalbec**, Mr. Davis, Mr. S. Davis, Mr. **DeGarmo, Jr.**, Miss **DelBene**, Mr. Domonkos, Miss **Dykema**, Vice President Edgar, Mr. Ellis, Mr. Elser, Mr. Evans, Mrs. Foley, Mr. Foster, Mr. Gardner, Mr. Gould, Mrs. Gubser, Mr. Hahn, Mr. Hanzely, Miss Hare, Mr. Herndon, Mr. Hill, Mrs. **Hille**, Mrs. Hoffman, Mr. Hoops, Mrs. Hotchkiss, Mr. Hotchkiss, Mr. Hovey, Mr. Hurd, Mr. Ives, Mr. Jonas, Mr. E. Jones, Mr. G. Jones, Mr. R. Jones, Mr. Koss, Mr. Kramer, Vice President Krill, Mr. Largent, Mr. Letchworth, Mr. Livosky, Mr. Longacre, Mrs. Mackall, Mr. **McClay**, Mr. **Mettee**, Mr. Miller, Mr. Miner, Mrs. Miner, Mr. Moore, Mr. **O'Neill**, Mr. Pasquinelli, Mr. Paraska, Mrs. Phillips, Mr. Rand, Mr. Reid, Mr. Richley, Mr. Ringer, Vice President Rook, Mr. Sample, Mr. Schoenhard, Mr. **Scriven**, Mr. Shipka, Mr. Shuster, Mr. Siman, Mr. Simko, Mr. Simon, Mr. Slavin, Mr. Stocks, Mrs. Sterenberg, Mr. Swan, Mr. Sturgeon, Mr. Sumpter, Mr. Tarantine, Mr. Van Zandt, Miss Yager, Mr. Von Ostwalden, Mr. Yiannaki, Mr. Zaccaro, Mr. M. Yozwiak.

A count was made as to whether or not a quorum was present at the meeting. There was a quorum. The meeting was then **called** to order at 4:05 p.m. on Friday, January 11, 1974, by Chairperson **O'Neill** (in the absence of Presiding Officer **Behen**), in Schwebel Auditorium.

Dr. **O'Neill** called for corrections or additions to the minutes of the previous meeting (Friday, November 30, 1973). There were no corrections; the minutes were approved as distributed.

### COMMITTEE REPORTS

Curriculum Committee: Dr. Philip J. Hahn, Chairman, moved that the Senate approve the Associate of Applied Science degree in Dental Hygiene Technology. The motion was seconded by Dr. Largent. After some discussion, Dr. Hovey moved that the proposal be referred back to committee; the motion was seconded by Dr. Hotchkiss. The motion to postpone was defeated (**67, no; 28, yes**). The original motion to approve carried. Dr. Hahn then moved the adoption of the

courses listed on pages 4, 5, and 6 of the material distributed by the Curriculum Committee; the motion was seconded by Dr. Largent. The motion was carried. (An outline of courses in the approved program is appended to these minutes).

Student Affairs Committee: Dr. Mary Budge, Chairman, moved that the Senate express its support of the Student Volunteer Bureau by approving a recommendation that the new director of Student Activities be instructed to devote an appropriate amount of his or her time to the Student Volunteer Bureau with supportive personnel and supplies to come from an already allocated budget, and to that end the duties of a Coordinator of the Student Volunteer Bureau be incorporated in the job description of a new director of Student Activities. The motion was seconded by Dr. Miner. The motion carried.

There were no other committee reports.

#### UNFINISHED BUSINESS

Dr. Shuster moved that the action to change the names of various degrees taken by the Senate at its last meeting on Friday, November 30, 1973, correctly recorded as the last item in the official minutes of that meeting, be rescinded. The motion was seconded by Dr. Hovey. The motion carried.

Mr. Ives then moved that an appropriate committee study the proposal to change the names of three degrees (Bachelor of Science in Business Administration to Bachelor of Business Administration; Bachelor of Science in Education to Bachelor of Education; Bachelor of Science in Applied Science to Bachelor of Applied Science). The motion was defeated.

#### NEW BUSINESS

Dr. Cohen moved that the Senate Executive Committee establish an ad hoc committee whose purpose shall be to clarify relations among the several schools, and that this committee report to the Senate at or before its second regular meeting of the 1974-1975 academic year. The motion was seconded by Mrs. Dykema. The motion carried.

The meeting was adjourned at 5:30 p.m.

Respectfully submitted,

Caryl P. Freeman  
Secretary

**SUMMARY AND CLASSIFICATION OF COURSES IN**

**DENTAL HYGIENE TECHNOLOGY**

|                 |  | Clock Hours  |            | Credit Hours |                 |             |          |
|-----------------|--|--------------|------------|--------------|-----------------|-------------|----------|
|                 |  | <u>Class</u> | <u>Lab</u> | <u>Basic</u> | <u>Non-Tech</u> | <u>Tech</u> |          |
| FIRST QUARTER   |  |              |            |              |                 |             |          |
| D.H.            | 501-Dental Hygiene I                       | 2            | 3          |              |                 | 3           |          |
| D.H.            | 510-Dental Materials                       | 1            | 6          |              |                 | 3           |          |
| Chem.           | 502-Survey of Chemistry <b>II</b>          | 4            |            |              | 4               |             |          |
| Biol.           | 551-Physiology & Anatomy I                 | 3            | 2          | 4            |                 |             |          |
| <b>H&amp;PE</b> | 601-First Aid                              | <u>3</u>     |            |              | <u>3</u>        |             |          |
|                 |  | <u>13</u>    | <u>11</u>  | <u>4</u>     | <u>7</u>        | <u>6</u>    | 17 q.h.  |
| SECOND QUARTER  |  |              |            |              |                 |             |          |
| D.H.            | 502-Dental Hygiene <b>II</b>               | 3            | 6          |              |                 | 5           |          |
| Biol.           | 552-Physiology & Anatomy <b>II</b>         | 3            | 2          | 4            |                 |             |          |
| D.H.            | 520-Dental Anatomy                         | 2            | 9          |              |                 | 5           |          |
| Engl.           | 525-Communications 1                       | <u>4</u>     |            |              | <u>4</u>        |             |          |
|                 |  | <u>12</u>    | <u>17</u>  | <u>4</u>     | <u>4</u>        | <u>10</u>   | 18 q.h.  |
| THIRD QUARTER   |  |              |            |              |                 |             |          |
| D.H.            | 503-Dental Hygiene <b>III</b>              | 3            | 6          |              |                 | 5           |          |
| D.H.            | 525-Oral Histology & Embryology            | 3            |            |              |                 | 3           |          |
| <b>Engl.</b>    | 526-Communications <b>II</b>               | 4            |            |              | 4               |             |          |
| Chem.           | 503-Survey of Chemistry <b>III</b>         | 4            |            |              | 4               |             |          |
|                 | Three (3) Social Studies hrs.              |              |            |              | <u>3</u>        |             |          |
|                 |  | <u>14</u>    | <u>6</u>   |              | <u>11</u>       | <u>8</u>    | 19 q.h.  |
| FOURTH QUARTER  |  |              |            |              |                 |             |          |
| D.H.            | 601-Dental Hygiene IV                      | 1            | 15         |              |                 | 6           |          |
| <b>H.Ec.</b>    | 551-Food & Nutrition                       | 4            |            | 4            |                 |             |          |
| D.H.            | 620-General & Oral Pathology               | 3            |            |              |                 | 3           |          |
| Nurs.           | 711-Pharmacology                           | <u>4</u>     |            |              |                 |             |          |
|                 |  | <u>12</u>    | <u>15</u>  | <u>8</u>     |                 | <u>9</u>    | 17 q.h.  |
| FIFTH QUARTER   |  |              |            |              |                 |             |          |
| D.H.            | 602-Dental Hygiene V                       | 1            | 15         |              |                 | 6           |          |
| D.H.            | 615-Dental Health Education                | 1            | 6          |              |                 | 3           |          |
| Biol.           | 560-Paramedical Microbiology               | 3            | 2          | 5            |                 |             |          |
| Psych           | 501-Introduction to Psychology             | <u>3</u>     |            |              | <u>3</u>        |             |          |
|                 |  | <u>5</u>     | <u>23</u>  | <u>5</u>     | <u>3</u>        | <u>9</u>    | 17 q.h.  |
| SIXTH QUARTER   |  |              |            |              |                 |             |          |
| D.H.            | 603-Dental Hygiene VI                      | 1            | 12         |              |                 | 5           |          |
| D.H.            | 610-Office Management and<br>Jurisprudence | 5            |            |              |                 | 5           |          |
| <b>Soc.</b>     | 500-Fundamentals of <b>Sociology</b>       | 4            |            |              | 4               |             |          |
| D.H.            | <b>625-Community</b> Dentistry             | <u>1</u>     | <u>6</u>   |              |                 | <u>3</u>    |          |
|                 |  | <u>11</u>    | <u>18</u>  |              | <u>4</u>        | <u>13</u>   | 17 q.h.  |
| GRAND TOTALS    |  | 67           | 90         | 21           | 29              | 55          | 105 q.h. |

REPORT OF THE CURRICULUM COMMITTEE  
Philip J. I-lahn, Chairman

Dental Hygiene Technology Program

It is proposed to establish a two-year program in Dental Hygiene Technology leading to an Associate in Applied Science degree.

**Preliminary** staff approval has been obtained from the Board of Regents to develop this program.

A survey of high school students made in the spring of **1972** showed 59, 62, and 69 students interested in entering the program in the fall quarters of 1972, 1973, and 1974. This strong interest continues **among** prospective students as evidenced by calls to the office of the Dean of the Technical & Community College and to the admissions office and by student inquiries during visitations to area high schools.

An Allied Health **Manpower** survey made early in 1972 indicated 28 openings for dental hygienists unfilled at that time and a prediction of a need for **130** additional dental hygienists through 1974. An **additional** survey was made in the spring of 1973 by the local dentists to substantiate a need for this program. This recent survey indicates that 37 dentists now employ hygienists, but an additional **118** dentists would employ one or more hygienists if they were available. The dentists support the establishment of this program.

Information about student interest, job opportunities and a cost analysis was submitted to the President for authorization to proceed with the development of this program. The President has authorized its development and the **use** of a consultant for this purpose.

The faculty of the program would determine the criteria for admission of students. The number of students accepted into the program each **fall** quarter would be determined by the number of student stations in the clinical laboratory. Accrediting criteria requires a student station for each 2 students in a class. Also these criteria stipulate that one faculty member can supervise up to **8** students in the clinical laboratory. **In** order to make the lecture classes somewhat economical, a lab of **12** to **16** student stations would be indicated.

In developing this program, Cuyahoga Community College and **Lakeland Community College** experience was invaluable. Information supplied by these schools assisted in structuring this program including the consideration of the equipment and clinical laboratory that **will** be required to implement the program.

The curriculum and new courses have been developed by Dr. Louis P. **DiOrio** with the assistance of the Dental Hygiene Technology Advisory Committee. Board of Regents criteria for associate degree programs has been followed as well as the American Dental Association criteria for accredited programs.

SUMMARY AND CLASSIFICATION OF COURSES IN

DENTAL HYGIENE TECHNOLOGY

|                       |  | Clock Hours  |            | Credit Hours |                     |                                |
|-----------------------|--|--------------|------------|--------------|---------------------|--------------------------------|
|                       |  | <u>Class</u> | <u>Lab</u> | <u>Basic</u> | <u>Non-Tech</u>     | <u>Tech</u>                    |
| <b>FIRST QUARTER</b>  |  |              |            |              |                     |                                |
| D.H.                  | 501-Dental Hygiene I                       | 2            | 3          |              |                     | 3                              |
| D.H.                  | 510-Dental Materials                       | 1            | 6          |              |                     | 3                              |
| Chem.                 | 502-Survey of Chemistry II                 | 4            |            |              | 4                   |                                |
| Biol.                 | 551-Physiology & Anatomy I                 | 3            | 2          | 4            |                     |                                |
| H&PE                  | 601-First Aid                              | 3            |            |              | 3                   |                                |
|                       |  | <u>13</u>    | <u>11</u>  | <u>4</u>     | <u>7</u>            | <u>6</u> 17 q.h.               |
| <b>SECOND QUARTER</b> |  |              |            |              |                     |                                |
| D.H.                  | 502-Dental Hygiene II                      | 3            | 6          |              |                     | 5                              |
| Biol.                 | 552-Physiology & Anatomy II                | 3            | 2          | 4            |                     |                                |
| D.H.                  | 520-Dental Anatomy                         | 2            | 9          |              |                     | 5                              |
| Engl.                 | 525-Communications I                       | 4            |            |              | 4                   |                                |
|                       |  | <u>12</u>    | <u>17</u>  | <u>4</u>     | <u>4</u>            | <u>10</u> 18 q.h.              |
| <b>THIRD QUARTER</b>  |  |              |            |              |                     |                                |
| D.H.                  | 503-Dental Hygiene III                     | 3            | 6          |              |                     | 5                              |
| D.H.                  | 525-Oral Histology & Embryology            | 3            |            |              |                     | 3                              |
| Engl.                 | 526-Communications II                      | 4            |            |              | 4                   |                                |
| Chem.                 | 503-Survey of Chemistry III                | 4            |            |              | 4                   |                                |
|                       | <i>3 social studies hrs.</i>               | <u>14</u>    | <u>6</u>   |              | <u>11</u>           | <u>8</u> <sup>19</sup> 16 q.h. |
| <b>FOURTH QUARTER</b> |  |              |            |              |                     |                                |
| D.K.                  | 601-Dental Hygiene IV                      | 1            | 15         |              |                     | 6                              |
| H.Ec.                 | 551-Food & Nutrition                       | 4            |            | 4            |                     |                                |
| D.H.                  | 620-General & Oral Pathology               | 3            |            |              |                     | 3                              |
| Nurs.                 | 711-Pharmacology                           | 4            |            |              |                     |                                |
|                       |  | <u>12</u>    | <u>15</u>  | <u>8</u>     |                     | <u>9</u> 17 q.h.               |
| <b>FIFTH QUARTER</b>  |  |              |            |              |                     |                                |
| D.H.                  | 602-Dental Hygiene V                       | 1            | 15         |              |                     | 6                              |
| D.H.                  | 615-Dental Health Education                | 1            | 6          |              |                     | 3                              |
| Biol.                 | 560-Paramedical Microbiology               | 3            | 2          | 5            |                     |                                |
| Psych                 | 501-Introduction to Psychology             | 3            |            |              | 3                   |                                |
|                       |  | <u>5</u>     | <u>23</u>  | <u>5</u>     | <u>3</u>            | <u>9</u> 17 q.h.               |
| <b>SIXTH QUARTER</b>  |  |              |            |              |                     |                                |
| D.B.                  | 603-Dental Hygiene VI                      | 1            | 12         |              |                     | 5                              |
| D.H.                  | 610-Office Management and<br>Jurisprudence | 5            |            |              |                     | 5                              |
| Soc.                  | 500-Fundamentals of Sociology              | 4            |            |              | 4                   |                                |
| D.H.                  | 625-Community Dentistry                    | 1            | 6          |              |                     | 3                              |
|                       |  | <u>11</u>    | <u>18</u>  | <u>4</u>     |                     | <u>13</u> 17 q.h.              |
| GRAND TOTALS          |  | 67           | 90         | 21           | <del>26</del><br>29 | 55 <del>102</del><br>105 q.h.  |

## Courses for Dental Hygiene Technology Program

Addition of 501; Dental Hygiene I; 3 q. h.

Prereq: None

Description: An introduction to Dental Hygiene and its role as an integral part of the dental health profession is presented. **Medical-dental** terminology, principles of dental instrumentation, and **clinical** records are discussed. Lectures and practical clinical experiences in dental assisting are given. The principles of **four-handed** sit-down dentistry are presented. Two hours lecture and three hours **of** laboratory per week.

Addition of 502; Dental Hygiene II; 5 q. h.

Prereq: Dental Hygiene 501

Description: Basic techniques are practiced in the use of exploratory scaling and polishing instruments in a combination of **lecture-laboratory-clinical** assignments. Aseptic principles, dental operatory, relationship between the general health status of patients and dental prophylactic therapy, and philosophy of preventive services and patient education are discussed. Particular attention is given to the means of **controlling** dental disease. Three hours lecture and six hours of laboratory per week.

Addition of 503; Dental Hygiene III; 5 q. h.

Prereq: Dental Hygiene 502

Description: Dental hygiene motor **skills** are developed for practical clinical application. Continued emphasis on oral prophylaxis, sterilization, and preventive procedures. Dental-medical emergencies and their treatment are discussed. Discussion of Dental Roentgenology including hazards of radiation, procedures and techniques is followed by clinical application. Three hours of lecture and six hours of laboratory per week.

Addition of 510; Dental **Materials**; 3 q. h.

Prereq: None

Description: The source, **physical** properties, methods of manufacturing, and uses of various dental materials are **presented**. These materials are manipulated in laboratory **procedures** so that the student will be able to assist the dentist at the chair, perform certain laboratory procedures and perform specified clinical duties. One hour lecture and six hours of laboratory per week.

Addition of 520; Dental Anatomy; 5 q. h.

Prereq: None

Description: This course covers oral **topography**, basic terminology of soft and hard oral structures. The dentition is presented both as system entities and components. The **symptomology** and classification of dental caries is discussed. Comparative anatomy is studied. Two hours lecture and nine hours of **laboratory** per week.

## Courses for Dental Hygiene Technology Program (Contd.)

Addition of 525; **Oral** Histology and Embryology; 3 q.h.

Prereq: Dental Hygiene 520

Description: An introduction to the microscopic structure of the body by simple discussion of the cell concept is given. Normal and abnormal tissues are shown and discussed. The embryonic development of the **face** and oral cavity is presented.

Addition of 601; Dental Hygiene IV; 6 q.h.

Prereq: Dental Hygiene 503

Description: Each student will receive instruction and clinical practice in oral prophylaxis, radiographic technique, sterilization, charting, dental-medical emergencies and patient education. One hour **lecture** and fifteen hours of laboratory per week.

Addition of 602; **Dental** Hygiene V; 6 q.h.

Prereq: Dental Hygiene 601

Description: Continued instruction and clinical **experiences** in oral prophylaxis, radiographic technique, **sterilization**, charting, dental-medical emergencies and patient education. One hour lecture and fifteen hours of laboratory per week.

Addition of 603; Dental Hygiene VI; 5 q.h.

Prereq: Dental Hygiene 602

Description: A continuation of Dental Hygiene V. One hour lecture and twelve hours of laboratory per **week**.

Addition of 610; Office Management **and** Jurisprudence; 5 q.h.

Prereq: None

Description: Business procedure and **accounting** systems in a dental **office** are studied. The scope and **role** of dental hygiene and responsibilities and ethics of the dental hygienist are presented. Legal definitions pertinent to dentistry are discussed. **The** laws **relating** to the practice of dentistry are discussed. The laws relating to the practice of dentistry **and** dental hygiene in the state of Ohio are given in detail.

Addition of 615; Dental Health Education; 3 q.h.

Prereq: None

Description: A lecture **and** laboratory course to **introduce** educational concepts, objectives, methodology in oral **health** instructions. It provides the opportunity for the student to act as an educator in a classroom situation and in professional groups by **table** clinic presentations. One hour lecture and six hours of laboratory per week.

Addition of 620; General and Oral Pathology; 3 q.h.

Prereq: None

Description: The cause and nature of disease, together with anatomical and functional changes are discussed. The observation and progress of disease in the human is related to diagnosis and treatment planning by the dentist. Special emphasis is given to oral pathology.

**Courses for Dental Hygiene Technology Program (Contd)**

**Addition of 625; Community Dentistry; 3 q.h.**

**Prereq: Dental Hygiene 615**

**Description: A study of the epidemiology of dental disease. Particular attention is given to means of preventing and controlling dental disease and promoting dental health through organized community efforts. One hour lecture and six hours of laboratory per week.**

Dr. Caryl Freeman  
Business Education & Secy. St.

THE STUDENT VOLUNTEER

BUREAU: A PROPCSAL

**Report to the Senate  
January 11, 1974**

The Student Affairs Committee is recommending to the Senate for its endorsement this proposal for the creation of a full-time paid coordinator and part-time student staff for the Student Volunteer Bureau.

## Introduction

### I.

The Student Volunteer Bureau is a student organization on campus that has dedicated itself to service, responding to the needs of others by working in worthy community programs. Student volunteers, encouraged and placed by the Bureau have supplemented existing services in mental health agencies, prisons, schools, homes for the aged, and various other community organizations such as the neighborhood centers.

The Student Volunteer Bureau at YSU is part of a large national movement emphasizing the importance of volunteer service. Volunteer bureaus have been set up in close to 2/3's of the nation's colleges and universities. Volunteer projects across the country and here at YSU attract majors in many areas and demonstrate a variety of situations for involvement; a student volunteer no longer fits the "lady Bountiful-gracious-dispenser-of-charity" image. Although many students choose to volunteer time and service in traditional channels, a number undertake projects that are untraditional and that merge with a student's career goals. A sampling of programs from other schools indicates the innovative nature of many of the projects: engineers have gone into prisons to teach the use of a slide rule to inmates; business students have acted as consultants for Black enterprises providing marketing feasibility studies and helping to discover sources of government funding; economics majors have worked on a project to help disadvantaged citizens fill out income tax forms; biology majors have worked to promote environmental education in connection with city government proposals for improving urban areas.

The community benefits from these endeavors and the student reaps educational benefits. The abstractions of the classroom become real elements of human experience that often deepen the student's appreciation of academic courses. A student learns that he has needed talents; he clarifies his own goals; and presumably becomes more tolerant of the pluralistic nature of our culture. In addition volunteer programs promote an awareness of contemporary social problems (urban decay, pollution and racism among others) without which an education is incomplete. (See Appendix A for a list of the purposes and goals of the Student Volunteer Bureau relating to student development.)

The Student Volunteer Bureau provides an avenue for experiential learning, a concept that has been increasingly endorsed by educators. At YSU we already endorse this concept by supporting through the granting of academic credit such programs as field education, urban internships and student teaching. The Carnegie Commission of Higher Education recommends an educational model that relies on experiential learning; the commission stresses the

mixing of informal and formal learning throughout life. "Volunteer programs foster a life style that prepares for a life-long mix of formal and informal learning. In volunteering for a task and in learning the skills to perform it, the volunteer chooses freely the direction of his own development. In working with people off campus, in a goal-oriented endeavor, the student learns to be at ease in his community. In relating directly to his fellow men and in giving of himself for their benefit he experiences self-fulfillment." (Synergist, Fall, 1971, p. 70)

## II

The Student Volunteer Bureau was initially established on campus as a student organization for a trial period to determine if there was an interest in and a need for such a group at our university. Within the trial period the organizational structure was defined, projects were implemented, over fifty agencies were consulted and job descriptions of their needs were compiled. Some of the departments of the university were contacted in the hope of involving students from various areas in volunteer programs.

In addition, material was gathered from volunteer services on other campuses. Nearby state universities have volunteer bureaus (Akron, Cleveland State, Kent and Miami); in fact, a Northeast Ohio Conference of Volunteer Programs has been formed.

Student Volunteers from YSU have been placed with mental health programs, senior citizens' programs, in tutoring situations, day care projects, and drug rehabilitation programs. (See Appendix B) The task of coordinating the efforts of these volunteers in various agencies, or of helping a student design an appropriate project, evaluating his progress, providing an orientation for new student volunteers, assessing the continuing need for various programs and overseeing operational activities such as manning an office of generating publicity has become too large and complex to be administered solely by a group of students in their spare time. A full time coordinator is necessary to establish continuity and to recruit, assign and supervise volunteers. (See Appendix C for the duties of a coordinator.)

STUDENT VOLUNTEER BUREAU - PROPOSED BUDGET

COORDINATOR: He/she will serve as a resource person and coordinator of volunteer projects and programs. He/she will act as a liaison with agencies, the community and various University departments, and will attempt to prevent wasteful duplication of effort that can exist where projects operate independently of one another. The coordinator will be available to help students think through and develop ideas into projects. He/she will also keep the whole program continually relevant and responsive to campus and community needs.

This individual should have a background in sociology or psychology or business administration.

The salary range depends on degree and/or experience.. ...  
\$7,200 - \$12,000

SECRETARY-CLERK TYPIST II: General office duties, filing, typing receptionist.

This position is necessary to keep the office staffed 40 hours per week, 50 weeks a year. Two students each working 20 hours per week at the hourly rate of \$1.70, for a total yearly amount of.. ..  
\$3,400

TWO STUDENT ASSISTANTS:

Assistant I: To give assistance and guidance in making progress reports on various projects, help in creating new projects, keep files updated, prepare evaluations to determine whether the volunteer is satisfied with his project, and the agency with his service.

Assistant II: Advertising and public relations director-- responsible for compiling newsletters, getting out public relations items and advertising information to various news media. This person should be able to make speaking engagements to aid in the bureau's work.

The assistants should work 16 hrs. per week at the hourly rate of \$1.70.. ..

|  |             |
|--|-------------|
| .....                                    | \$2,715     |
| Office Expense.. ..                      | \$1,685     |
| Kent.....                                | -----       |
| Telephone.....                           | 550         |
| Central Services.....                    | 750         |
| Postage .....                            | 200         |
| Printing.....                            | 250         |
| Supplies.....                            | 250         |
| Subscriptions.....                       | 50          |
| Electric Typewriter.. ..                 | \$225-\$285 |
| Film, processing, and camera maintenance | \$100       |
| Travel.....                              | 500         |
| TOTAL                                    | \$18,875    |
|  | 122,735     |

APPENDIX A: Purpose and Goals of the  
Student Volunteer Bureau

Purpose: Student Development and Service to the Community

Student Development

- A) Helps the student accept the responsibilities of his community.
- B) Provides viable volunteer programs enabling the student to become involved.
- C) Voluntarism develops altruism by having unselfish goals as its objective.
- D) Volunteer work can provide on the job experience which will help the individual perceive the kind of work he is best suited to seek.
- E) Experiential and experimental learning is an additional and important facet of a student's education.

Service to the Community

- A) Volunteers can provide additional manpower in agencies where the work load is great and the budget is small.
- B) By working together toward common goals, better understanding can be developed between the student and community.
- C) Developing new or better programs with the aid of volunteers can contribute to the progress of the community.

Objectives and Goals The Volunteer Program should be Twofold

- 1) To develop the necessary knowledge, skills and resources to find, recruit, train, place and support volunteer student manpower for service throughout the community.
- 2) To extend the range of places and ways in which volunteers can serve the community. By building a record of where volunteers are needed in the community the Student Volunteer Bureau can select, develop and implement projects.

APPENDIX B

DATA SHEET

|                                 |     |
|---------------------------------|-----|
| Total number of volunteers..... | 102 |
| Assigned.....                   | 67  |
| Pending placement.....          | 14  |
| Assigned to bureau.....         | 14  |
| Did not go to assignment.....   | 7   |
| Area Volunteers are serving     |     |
| Mental Health.....              | 30  |
| Senior Citizens.....            | 9   |
| Drugs.....                      | 10  |
| Courts & Parole.....            | 12  |
| Tutorial.....                   | 20  |
| Day Care .....                  | 7   |
| S.V.B. Office.....              | 14  |

#### APPENDIX C: DUTIES OF A COORDINATOR

The coordinator **will** supervise the operational activities of the program.

- Be aware of the community and its needs;
- Plan techniques and develop resources to recruit volunteers;
- Develop job descriptions;
- Interview and assign volunteers;
- Develop and improve program;
- Provide manual of Bureau's program;
- Maintain complete records of volunteer activities and tabulate for evaluation purposes;
- Supervise and counsel volunteers;
- Improve and create new programs;
- Be aware of programs at other schools, and share information with students;
- Represent the program in meetings and activities;
- Be committed to the continuation and development of the program.

I move that:

the Executive Committee of the University Senate establish an ad hoc committee whose purpose shall be to <sup>①</sup>investigate the current and probable future academic programs, course offerings, and degrees of the Technical and Community College and their relationships to those of the other departments and schools of the University, and which shall report its findings, conclusions and appropriate recommendations to the University Senate by the second regular meeting of the Senate in the fall quarter of the 1974-75 academic year.

① review the relationships among the several schools ~~and~~ of the University, including current and probable future academic programs, course offerings, and degrees as well as faculty interrelationships; and further that this committee shall →

|                     | EGYPT   | MESOPOTAMIA  | ANATOLIA                                 | SYRIA-PALESTINE                       | IRAN    |
|---------------------|---|--|--|---------------------------------------|---------|
| CHALCOLITHIC PHASES |   |  |  |                                       |         |
| 4500                | Fayum 'A<br>Tasian<br>Badarian<br>Amratian<br>Gerzean<br><br>(All Pre-Dynastic) | Hassung<br>Samarra<br>Tell Halaf<br>Al'Ubaid<br>Uruk | CONTEMPORARY                             |                                       |         |
| 4000                |   |  | CHALCOLITHIC PHASES                      |                                       |         |
| 3500                |   |  | AT MANY SITES                            |                                       |         |
| 3000                | PROTO-DYNASTIC AND OLD KINGDOM  | EARLY DYNASTIC PHASES I, II AND III                  | FIRST EARLY BRONZE AGE (TROY I)          | FIRST TO FOURTH EARLY BRONZE AGE      |         |
| 2500                |   | AKKAD  | SECOND EARLY BRONZE AGE (TROY II)        | MIDDLE BRONZE AGE                     | 2600    |
|                     | FIRST INTER-MEDIATE PERIOD  | LAGASH   | THIRD EARLY BRONZE AGE (TROY III AND IV) |                                       | 2400    |
| 2000                | MIDDLE KINGDOM  | UR III ISIN-LARSA                                    | MIDDLE BRONZE AGE (KULTEPE)              | MIDDLE BRONZE AGE                     | 2500    |
|                     | SECOND INTER-MEDIATE PERIOD   | FIRST DYNASTY OF BABYLON                             | HITTITE (OLD KINGDOM)                    |                                       | 2134    |
| 1500                | NEW KINGDOM   | KASSITES   | HITTITE (EMPIRE)                         | FOREIGN DOMINATION TO LATE BRONZE AGE | 1778    |
| 1000                |   | LATE PERIOD  | MIDDLE ASSYRIAN LATE ASSYRIAN            | URARTU PHRYGIAN NEO-HITTITE           | 1576    |
| 500                 |   | NEO-BABYLONIAN                                       | LYDIA IANIAN                             | IRON AGE                              | 1450    |
|                     | PERIOD OF PERSIAN DOMINATION  |  |  |                                       | 1085    |
|                     |   |  |  | ACHAEMENIAN SUPREMACY                 | 612 525 |

250 Outline chronology of the ancient Near East. The right-hand column indicates fixed historical dates

80

SENATE MEETING  
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE:

1/11/74

|                          |   |                      |
|--------------------------|---|----------------------|
| <del>Er. R. J. ...</del> |   | George L. Almond     |
| Helma S. Miner           |   | Leonard B. Spiegel   |
| Ward L. Miner            |   | Ronald J. Gould      |
| Saylor O. ...            | X | George J. Bueler     |
| M. V. Hare               |   | L. S. Downum         |
| Paul E. Dalbec           |   | Morris Slavin        |
| R. J. ...                |   | Elizabeth Sterenberg |
| <del>...</del>           | X | Levone Kopman        |
| Bob Arnold               |   | Eare E. Edgar        |
| Virginia ...             |   | John J. ...          |
| Donald J. ...            |   | Paul Bellini         |
| Thomas R. Shipka         |   | Nick Paraska         |
| George H. Schairhard     |   | R. E. ...            |
| M. Dew ...               |   | Anthony H. ...       |
| Stephen ...              |   | E. ...               |
| L. F. ...                |   | Frederic Blue        |
| ...                      |   | David ...            |
| Arnold Moore             |   | Overette, Abram      |
| Margaret Braden          |   | Joseph D. ...        |
| Marie ...                |   |                      |
| Marquitta Foley          |   |                      |
| Mark ...                 |   |                      |
| Joe ...                  |   |                      |
| Elaine Gager             |   |                      |
| Fatima ...               |   |                      |
| Skip ...                 |   |                      |
| C. David ...             |   |                      |
| Charles S. Reid          |   |                      |

SENATE MEETING  
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE:

|                        |                    |   |
|------------------------|--------------------|---|
| Philip John            | Van Raath          | X |
| V. A. Richey           | James O. Kriger    |   |
| L. Rand                | Wm. Swan           |   |
| R. Jonas               | A. Rook            |   |
| Ed. Cobett             | Wm. Murphy         | X |
| McElles                | E. Mark Estlin     |   |
| Samuel N. Hotchkiss    | James Estlin       |   |
| Raymond W. Hurd        | Jack D. Foster     |   |
| Dolly Hotchkiss        | SUMPTER, C R       |   |
| David J. Ives          | J. W. Williams     |   |
| Greg Lutwick           | George Jones       |   |
| Steven R. Gardner      | Abel Rudge         |   |
| William Bausch         | J. J. Koss         |   |
| Tom Herndon            | R. E. Honey        |   |
| Al Dyer                | Duane Sample       |   |
| Matthew Siman          | Edward J. Ferguson |   |
| Frank Tarantini        | Kendal E. Vance    |   |
| Donald Elser           | Ernest A. Jones    |   |
| Harold Giannakis       | Boyer              |   |
| Jim Scriven            |                    |   |
| Carl Hill              |                    |   |
| James S. DeBene        |                    |   |
| John Shaw              |                    |   |
| L. W. Jones            |                    |   |
| Howard D. Metter       |                    |   |
| Peter W. von Ostwalden |                    |   |
| David Pasquonelli      |                    |   |
| Scott McCray           |                    |   |

TRANSCRIPT OF PROCEEDINGS  
SENATE MEETING, January 11, 1974  
Schwebel Auditorium, 4:05 p.m.

DR. O'NEILL: If you ever watched Gomer Pyle on television, he says, "Surprise! Surprise! Surprise!" Well, I'm very surprised to be here this afternoon. Unfortunately, Dr. Behen is ill; he's under the weather; he has a cold or the flu or something, and so I'm going to stand in for him as the Chairperson today. I'd like to call the meeting to order and go to the second item on the agenda which is the approval of the minutes. Are there any additions or corrections to the minutes? Yes?

DR. SHUSTER: I would like to have the approval of the minutes temporarily suspended until I've had an opportunity to introduce a motion later to rescind an action that was taken at the last meeting. If my motion passes, we may not need to amend the minutes. If my motion is defeated, the minutes may need to be amended.

DR. O'NEILL: I was afraid something like this was going to happen. Are you Dr. Shuster?

DR. SHUSTER: Right.

DR. O'NEILL: I think we should go on. It would be the Chair's ruling that we should go on with the order of business as such; and if you, Dr. Shuster, want to make your motion to rescind an action that this body has taken, then would you please do that under new business?

DR. SHUSTER: New business or old business?

DR. O'NEILL: Either way, old business would be fine, OK? Any additions or corrections to the minutes?

DR. SHIPKA: Mr. Chairman, just a question: Are there not provisions in the Constitution and By-laws that refer to the matter that was just raised - rescinding an action of the Senate?

DR. O'NEILL: There is a parliamentary procedure for that, Dr. Shipka. There are a number of ways in which you can rescind an action. If you want a majority of the people to vote and rescind it, you have to give one meeting notice. But you can rescind an action by a two-thirds vote at any meeting as long as no steps have been taken to implement the action. Or you can have a majority of all the eligible voters, without any prior notice of the meeting. So those are the three conditions under Robert's Rules of Order. Yes.

DR. SHIPKA: There is a provision relative to faculty rescinding an action of the Senate in the Constitution and By-Laws.  
(Conference between Dr. Shipka and Dr. O'Neill at the Chair)

DR. O'NEILL: Dr. Shipka has brought to my attention By-Law Number Five, which reads, "Faculty approval or disapproval of a Senate action: An action of the Senate will be considered to have faculty approval unless it is challenged at the first regular meeting of the faculty after it is taken. If a challenge is supported by a majority vote of those present, the action shall be submitted to the full-service faculty by a mailed poll; with disapproval, a two-thirds majority of those voting shall be necessary. Yes.

DR. SHUSTER: I'm not sure that nullifies what you've said. That's a mechanism through which the general faculty can rescind an action of the Senate, but what you described may be perfectly appropriate for the Senate to revise its own actions.

DR. O'NEILL: Yes. Miss Boyer?

MISS BOYER: Aren't you just asking for approval of the minutes? They are only a record of an action that was taken.

DR. O'NEILL: That's right. There is a question as to whether Dr. Shuster's position is a valid position or not. That's what we're trying to determine.

DR. SHUSTER: Let me explain that. The reason I have stated this is because I feel the minutes insufficient to describe the reasons for the action. I believe the action is unimplementable without stated reasons that everyone agrees were those that were presented in connection with passage of that motion.

MR. IVES: Unless I am misinformed, all the minutes have to do is to state action taken. No statement--lengthy or brief--of reasons for or against has to be given in these.

MEMBER: I move we approve the minutes as read. (Several): Second.

DR. O'NEILL: There is a motion to approve the minutes, all in favor signify by saying "Aye"; opposed, same sign. The motion is carried. The minutes are approved. The third item on the agenda is the report of the Curriculum Committee, Dr. Hahn.

DR. HAHN: You received in the mail material concerning a program in Dental Technology. There is a correction on page 3. Please turn to page 3. Under the third quarter, add three social studies elective hours--to be included under the non-technical column, and then change the hours accordingly for totals. Mr. Chairman, there will be two motions entered with regard to this program. The first motion is to accept the Associate of Applied Science in Dental Hygiene Technology. I so move.

DR. LARGENT: Second.

DR. O'NEILL: Discussion? Yes?

DR. HOTCHKISS: This would obviously be both an ambitious and an expensive undertaking, I'm not disputing the possible merits of it; but I am wondering what exploration has been made of possible outside funding for at least part of the expense of the setting up of this program. Are there Federal monies available? What kind of chance do we stand of getting some Federal monies to supplement this because if the University has to foot the bill for this, we'd better look at it real carefully.

DR. HAHN: I am not aware that there is any Federal money, but I think that Dean Paraska might be able to give us more information on this.

DEAN PARASKA: There is no special program to fund Dental Hygiene. There are certain Federal programs; for instance today we got information about submitting a proposal under Title VI for equipment, and I am sure that there may be some others--just like about four months ago we got a special grant from the Board of Regents for technical equipment which is \$75,000 a year, so these types of funds may be available in addition to monies that may be saved out of capital monies by funding.

DR. ELLIS: Is there an estimate overall of how much it's going to cost? As compared to how much we might get from federal funds, or grants--an overall estimate, \$50,000, \$100,000, \$200,000? Implementing the laboratories and other needs in the school?

DEAN PARASKA: A rather reasonable estimate for the cost of the laboratories would be about \$7,500 per student station. I would hope that we would be able to get up to 16 student stations in a laboratory which is about \$120,000.

DR. HOTCHKISS: I would like to ask if I am correct in assuming that this means the establishment of a department which would oversee the program. That when you put in a program you also put in a department, which, of course, calls for the usual paraphernalia, including the extranumeraries like chairmen and so on. Is this correct? I was asking that of Dean Paraska.

DEAN PARASKA: I'm probably not the individual who should be answering this question, Sandy. I believe that the University as a whole will be looking sometime in the near future at the question of having a group of programs that fall under allied health; and if such a group were developed, then there would be an administrative unit to supervise those. If the only program in the allied health area that is added is the dental hygiene, and no others, then we would obviously have to have a director or supervisor for this program and with the administration--whether it would be directly under me or what, I don't know. Or whether we would append it to--perhaps, under psychology.

DR. O'NEILL: Dr. Largent?

DR. LARGENT: I think the Senate should be aware of the fact that there was a considerable push on the part of the dentists in this area for such a program to be located here at this university. We could then train and send back out into the local area young people who could assist the dentists with their work. There is a shortage of dental technologists in this area; and I believe, if I remember Dean Paraska's talk of some time ago, that this is one of the reasons why this program was brought up.

DR. METTEE: I'd like to ask Dean Paraska if the staffing of such a department might involve the hiring of dentists themselves.

DEAN PARASKA: It's quite right that it may be the most economical thing we could do would be to hire dentists to head the program and teach maybe some classes. For the first year, the amount of staffing that would be involved would be one full-service individual, a supervisor, plus a small amount of limited service additions. When the program gets going fullfledged--and this would assume that we would have enough student stations that you would have more than one faculty member in it, and that's what we would strive to do; otherwise, we would have a faculty member lecturing to 12 or 16 people instead of lecturing to a group of 24 to 32 people. My hope is that the lab would have 16 student stations, and it would take two people in the laboratory to supervise 16 students at one time. But of course, with the lecturing, you would need one lecturer for the whole group.

DR. O'NEILL: Are we ready for the question?

DEAN PARASKA: When the program is in full operation, the maximum number of faculty would be three.

DR. O'NEILL: Dr. Shipka?

DR. SHIPKA: I would like to ask two further questions. Have the Board of Directors of the local medical society been contacted in terms of possible contributions to the equipment for this program? And secondly, I'd like to ask a question of Dr. Coffelt if he is here. Has the Budget Committee considered the financial implications of this program, and has it been approved?

DEAN PARASKA: I'll answer the first question. Obviously, we have the dentists' association pushing us quite strongly to put the program in, and we will explore with them any equipment in the budget. I don't want to try to influence anybody into thinking that we would be able to equip the lab by this sort of operation because of the amount of money involved would be more than we could get in the form of donations. However, if we can get donations of laboratory equipment, or more specifically, donations of money to get this equipment. (You know there are certain restrictions about us going out soliciting funds.)

DR. SHIPKA: The point I was making is that if there is such a need for the program in the community, and if the program is supported so much by the dentists in the area, it would seem that we should be able to expect from them contributions and money towards the equipment that is necessary for the program to operate.

And I think the University should feel perfectly free to approach the 'dentistson that score.

DEAN PARASKA: We hope to have contributions of effort on the part of the dentists in the way of limited-service participation in the program. They're very anxious to give us this opportunity. The other part of the question is for President Coffelt.

PRESIDENT COFFELT: When the program was brought to the administration's attention, it was our position to let a decision be made first by the appropriate processes, the University Senate, in terms of whether or not they wanted to recommend it as a program. The second decision, then, would have to be in terms of its cost--whether or not it could be accommodated within the budget. We have started the process of analyzing and projecting our income for the next year as well as trying to determine what are going to be the costs of existing programs as well as possible new programs. We have not yet made any decisions on this with respect to Dental Technology. We did indicate to him that we thought before we undertook new programs, he should let us know not only first-year but also long-range committments as to what the cost of the program would be.

In my opinion, the simplest thing is going to be to get the equipment. The most difficult thing is what are the long-range benefits from the operation of the program; I think, within the Technical and Community College, there could well be some money left out of the contingency which might be available to do this as well as some Title VI money. The more difficult question is going to be: What are the long-range costs of the program and can we accommodate them within projected resources?

MR. IVES: What is the situation with these hygienists in the area? Are there some needed now? And when these jobs are filled, would it be difficult to get others interested? Is there a type of turnover? What do they do?

DEAN PARASKA: This is a real opportunity. I can talk more here than I talk at home because my wife does all the talking! Yes, there is a very definite need now for Dental Hygienists. A few years ago, the Mahoning Valley health planning association made a survey and they determined that at that time they needed 68 dental hygienists then and they projected they would need 38, I believe it was, in the future. There was a follow-up survey made by the Dental Association this past spring that said that now, right now, that they had 118 dental hygienists in the area that would be employed. There is a very rapid turnover because most dental hygienists are young females and, much like nurses, they do soon move into other areas of activity.

DR. HARE: I'm not going to object to the male chauvenism tho' I would like to, but I would like to raise a few questions about the academic standing of this program. I note that there are 17, 18, 19, if I understand Dr. Hahn's corrections in the third quarter, 17, 17, and 17 quarter hours. My understanding is that 12 quarter hours is a normal load. I presume the students in this program would not be the only students--that they would not be in this program if they were of the most prestigious and capable academic

ability. Why would we set up a program that requires so far above the normal 12 hours? I would not like to teach 526 and English 525 to people who are taking 18 and 19 quarter hours and probably working 40 hours a week. I question the academic requirements.

DR. HAHN: The total number of quarter hours is 105. There is a minimum of 90 hours recommended by the accrediting people. The number of credit hours that they get include lab hours as well. Now I think you appreciate that in something like this, lab hours are rather high. And as far as the Curriculum Committee could determine, this fits not only the University requirements for the Associate degree, but it also is within the ranges that the Board of Regents are interested in. To assume that the students are of lower capabilities would reverse your previous remark. And I don't think you can assume that.

DEAN PARASKA: I don't want to monopolize the discussion, but this program is going to turn out to be very similar to our nurses program. There's a great demand on the part of students. We also made a survey of high school students on interests; and if only half of them would come, we would have more--of those who expressed an interest--you would have more than we could accommodate at this particular time. The nursing program is a very restricted admission now because of the number of people we can accommodate, so the caliber of the student is such that they can carry a load such as given here. Now we didn't schedule anything for the summer. Those students who may feel that they want to reduce their load during the normal academic year, we have the summer being available for lightening their load.

DR. HANZELY: In view of the spectacular success that T & CC has enjoyed in converting two-year programs to four-year programs, I wonder if either the Curriculum Committee or Dean Paraska has projected an expansion of this program to a four-year program; and if so, I wonder if it wouldn't be more expeditious for us to take a look at a four-year program sometime later--rather than go through this again.

DEAN PARASKA: There's one four-year program in the State and that's at Ohio State University. In addition to fulfilling the requirements of the University and the Board of Regents, this program also is the program patterned after what the **American** Dental Association and the Association of Dental Hygiene, the **American** Dental Hygiene program. That doesn't mean that two years from now or three years from now they may not be recommending a four-year program and we may be constructing it for students.

DR. HAHN: I would like to speak to the question. The Council, which is the accrediting agency, recognizes a trend toward longer curriculums leading to the baccalaureate or higher degree with the purpose to develop appropriate research programs and better serve the public in education in dental public health. It wouldn't be a stretching of dental technology.

MR. KOSS: Dean Paraska indicates that there apparently is a good demand for these people here in the area. I wonder if he's also made a survey of the state and of the nation in this area? How many schools? Or whether we may be producing people for which there is no demand. In my own knowledge, health and dental, of course, is one of the areas in short supply. And my own impression is that the demand will not fall off quickly. Could you comment on that?

DEAN PARASKA: I have not made a study, a detailed study, of the whole nation, but the American Dental Hygienists Association keeps close tabs on this. In the state of Ohio, there are four other schools that have these types of programs. They do not have additional space to take additional students and obviously they aren't producing any surplus hygienists that would migrate to this area, so I believe that we would not be saturating the market for a number of years.

MEMBER: How would these programs differ from the present programs we find in our joint vocational schools--such as Choffin right now, or will have, a dental program. Would this be different? Is this a licensing type of thing that you can get a license after two years? Would that be two years at the college level or at the senior high level? Is this program a supplement to that, in place of it, or what, how will his fit in? Would we be competing with three joint vocational schools and three vocational schools in our city today?

DEAN PARASKA: We would not be competing. Generally, the high schools have dental assisting programs, which is the chairside assistant for the dentist. This program would be training hygienists, who would be people actually working on their own--cleaning teeth and doing other types of activities such as that. It is a college-level program rather than competing with the high school. And to add the question, it is possible that people who complete the dental assisting program may upgrade themselves by going to this program later.

DR. HOVEY: It seems today there are so many uncertainties connected with this program, particularly uncertainties regarding its financing and the staffing, that this body cannot at this time act on it. I would move that the proposal be tabled.

DR. O'NEILL: Is there a second to that motion?

DR. HOTCHKISS: Second.

DR. O'NEILL: The motion is to table the program on the Associates' degree on Dental Hygiene Technology. Discussion of that motion?

MEMBER: Mr. Chairman, a point of order. . . No discussion on tabling.

DR. O'NEILL: All right, yes.

MEMBER: Point of order on the motion itself. Does the gentleman mean to table, because that means. . .I think table is

inappropriate. If he wants to move to postpone, that's fine. If I understand that motion to table, that merely means that we had some emergency or something, the thing is set aside, but it once again can be called during the same meeting.

DR. O'NEILL: I think that Dr. Hovey wants to return to committee. That is a motion to refer to committee, isn't it?

DR. HOVEY: I'd be quite happy to take whatever action is correct according to parliamentary procedure. It seems to me that in previous years, our former President used to chide the faculty for making changes in curriculum requirements and so on without regard for the financial impact of those things. It seems to me that if we act now, we would be acting somewhat irresponsibly. I don't think that this body ought to act until it has some idea--especially as to whether this is going to be financed at the expense of other programs currently in existence at the university or whether we will be able to get outside sources of support. I personally would be absolutely opposed to this program if it means that we're going to take money away from other existing programs. I think it has far less value than programs currently in existence which are understaffed and which are underequipped. I really don't feel I can vote meaningfully on this thing at this time with the knowledge that we have. . . . appropriate committee. I don't think the Curriculum Committee could resolve the outstanding questions.

DR. O'NEILL: Do you simply want to table it? Do you simply want to table this proposal, this motion? Yes?

MEMBER: I would suggest that we postpone this until there is available financial information which would clarify these problems.

DR. HOVEY: I change the motion, then, to postpone? Do we need a date?

DR. O'NEILL: Dr. Coffelt?

DR. COFFELT: Is it still appropriate to discuss? I think it probably would be safe to say that funding of this would not this year require a reduction of any existing programs in so far as the allocation of any new monies to new programs or activities. In my rather limited experience here, there are always requests for new programs and new activities that exceed the amount of resources available. I think any program you approve would have to be set in perspective to priorities. I would doubt that undertaking this program next year would, in fact, it would not reduce any existing active programs.

DR. HOVEY: My concern is not simply with reducing active programs but also with developing current programs to the level at which they should be developed in terms of equipment and faculty. I am from the school of Business Administration and I am particularly concerned with our graduate program there.

I think we're clearly understaffed in terms of people with terminal degrees, and we are certainly underequipped with things like computer terminals. It seems clear to me that unless we have things like outside Federal funds for this sort of thing, we're going to be bucking up against this new program when we ask for new people and pieces of equipment.

MR. LIVOSKY: Mr. Chairman, I've heard a great number of times from people within this University that this University is here to serve the community. We've heard a segment of this community say that we have a need for something; we've heard another segment of that same community say, "Yes, if you provide it, we'll come"; and I get sick and tired of this University dragging its feet on things that the public wants. It's tough enough to get out there and get students under this competitive position we find ourselves in today without not providing them with the **programs** that they are asking for. If we have dental hygiene, I could assure you, we could probably increase our application pool by 50, 60, or perhaps even 100 more applications. I think that's essential; I think we'll in time pay off the initial funding of this and maintaining a program like that. But if we don't soon start offering more courses that the public wants and worry about how we're going to pay for them, we might as well close our doors. Considering the programs that people aren't coming in to, isn't going to do us any good. But there has been an indicated need for dental hygiene; and we now say, "Let's wait." We wait much too long. Before we know it, Akron will be having it and Kent branch at Warren, and we'll still be waiting about what we should do. It's high time we served the public with what they say they want. This they want.

DR. CURRAN: I think the way the MBA program over at the Business School has grown shows that we are providing a program that the public really wants. What Don and I are talking about is: Are we going to support these programs or are we going to give them makeshifts? (I don't want to use this word, it immediately brings to mind a type of program.) If we're going to get into this programming of new programs, let's get into it now and know what it's going to cost us in the way of support and how much we're lacking in the support to our present programs.

DR. RICHLEY: We talked about the need to pursue the possibility of Federal funding for equipment. Many, if not most, of the agencies that provide Federal funding provide it on a cost-sharing basis and also provide it to ongoing programs who need just a small amount to finish laboratory areas in a given program. We've also talked about obtaining local funding and local support from medical associations. How are we going to get that support if this body won't support the program to begin with?

DR. HOTCHKISS: Just for the record. The second of Dr. Hovey's original motion endorses the change in wording.

DR. O'NEILL: Question. Are we ready for the question? The question is to postpone this motion. All in favor of the postponement signify by saying "Aye", opposed, "Nay." The Chair

is in doubt. I think we better have a raise of hands and counting. Can we have some people serve as counters for us? All in favor of postponement, please raise your hands. All those who are opposed to postponement, please raise your hands. The vote is 28 for postponement, 67 against. The motion to postpone is defeated.

Question has been called. All those in favor of the motion to establish an Associate Degree in Dental Hygiene Technology please signify by saying "Aye"; opposed? The motion is carried.

DR. HAHN: Mr. Chairman, the second motion is to adopt the courses on pages 4, 5, and 6 of the report mailed to the Senate.

DR. LARGENT: Second.

DR. O'NEILL: The motion is to adopt page 4, 5, and 6. Discussion?

Ready for the question? All in favor of the adoption of this curriculum signify by saying Aye; opposed? The motion is carried.

The next item on the agenda is a Report of the Student Affairs Committee, Dr. Mary Alice Budge.

DR. BUDGE: First of all, I have a handout. The first change is to eliminate the short paragraph before Introduction on page one; eliminate that short paragraph. The second change is the substitute for all of page 3, which is the budget proposal, the duplicated material that's before you. The Student Affairs Committee recommends that available resources be used and the position of Director of the Student Volunteer Bureau be created from within an already allocated budget. There is a Director of Student Activities position currently vacant because of a resignation. We recommend that the new Director of Student Activities be instructed to devote an appropriate amount of his or her time to the Student Volunteer Bureau. These changes have been approved of by the Student Affairs Committee, and with these corrections, I urge Senate endorsement of this proposal.

DR. O'NEILL: Discussion? Dr. Shipka.

DR. SHIPKA: I would just like to ask whether the proposal has been endorsed by Student Government and Student Council.

DR. BUDGE: No, Student Affairs Committee did not submit. . .(not audible)

DR. SHIPKA: I think officers of the organization are here. I wonder if they might speak.

DR. O'NEILL: Yes, would you identify yourself, please.

MR. DAVIS: Yes, I'm Skip Davis, Chairman of Student Council. Student Council and Student Government backed the Student Volunteer Bureau for a number of years in budgetary allocations

and everything else. This exact proposal doesn't come from Student Government. Most of the members of the Student Government have read it, and I would venture to say that they are in agreement, which--although as far as formal action by Student Government approving it--there has been none.

DR. O'NEILL: Further discussion?

MEMBER: Yes, your original proposal said "full time person." Your revised says, "to devote an appropriate amount." How much is appropriate since you are going from full time to something less?

DR. BUDGE: Perhaps the administrator could answer that question.

DR. LETCHWORTH: I don't know if I could really answer that question. The appropriate amount of time may be anywhere from one quarter to half time. We do have a vacant position. I can speak to that, that's the director's position which was filled by Joe Lupert before he resigned this summer. He had a number of responsibilities under that job which had been re-allocated temporarily until we hopefully fill it next year. Currently, we reactivate the position, find a person, and ask him to do the same things that Joe Lupert did. Then we would not have an opportunity for this person to take on the Volunteer Service Bureau. But we have also asked for some other changes to be made, so there's a kind of provisional here. . .I'm not sure how much time it would take. We were concerned about the budgetary question.

DR. BUDGE: You did say that. . .(inaudible)

DR. LETCHWORTH: Right, there's only one other question I have since I am up: In that you eliminate all of one page which includes the supply support for such activities and, it seems that if we operate the program it's going to still need the support, although you may not be asking for another person. You're speaking about restoration of material at the bottom of the page. That comes under "2: Office Expense". You are speaking of office expense rather than "Assistance", and you would like to see that restored in the proposal? This proposal was distributed this week, and there was some criticism that came to me in regard to it, and it was the kind of criticism that has animated the Senate today, in terms of financial consideration. It was suggested to me that in a year of threatened faculty retrenchment and tight money generally, that we shouldn't extend ourselves into an area to the tune of 20 thousand dollars when we don't know whether the program will succeed. It would be easier to build it into a position which is already a functioning one at the University although not currently filled. Therefore, that's why the change was suggested, instead of the matter I had before you. I would be willing to restore the functioning office expense money.

DR. SHUSTER: There is no clarity as to whom the coordinator is responsible to, and in what degree, to whom the financial reports go, or reports on other activities. Is there any change in page six of this report?

DR. BUDGE: The Director of Student Activities is funded under the Student Affairs budget! Therefore, would respond in normal channels, I think.

DR. SHUSTER: Is there someone who is designated as his or her immediate supervisor?

DR. BUDGE: The Dean of Student Affairs.

DR. SHUSTER: I think that should be appropriate.

DR. RICHLEY: The budget that appears at the bottom of page 3, I assume, would support the services of a coordinator, the secretary, and student assistants. In view of the fact that someone is now going to give "appropriate time" (we don't know what that means), would all this budget still be necessary, or could we approximate what is necessary? If there is any left over, I want it.

DR. BUDGE: I don't know how to respond to that--does anyone on the Committees have a response? Pat White.

MS. WHITE: (inaudible). . .and I think there is need for some student assistance in addition to the coordinator, and whether it would need to be the assistants--you know, that might be questionable, but I would say at least there needed to be one student and perhaps two.

DR. BUDGE: He was questioning office expense.

DR. RICHLEY: Yes, for instance, do we need another typewriter by virtue of the fact that we have another vacant position.

DR. BUDGE: It would depend on which office assumed the responsibility for them.

DR. RICHLEY: Can we say "appropriate portion" of the office expense revised?

DR. BUDGE: OK. Can I hear Senate endorsement of the proposal then with "appropriate portion" of the office expenses revised.

DR. HOTCHKISS: I am not commenting either for or against this, but to make a position of our department perfectly clear to the Senate at this time, and that is that we feel that there are many volunteer projects that we have to find students for. That we could not cooperate with this Bureau in staffing, that we must maintain our direct contacts with people on the outside in the community. That we must have the ability to select students to recommend them or not recommend any in some

instances where we don't feel that we have the students with the appropriate abilities, and I would hope and it is my understanding that there is no limitation, that all volunteer projects must come under this, must be coordinated by this, or that we are in any way limiting our freedom of action. I hope that we could coordinate other activities with the Bureau. There are other things that our students do that I think are entirely appropriate for this Bureau to handle them. But there is that segment of places where we do have students that I believe would be entirely inappropriate for them to come to the Bureau. This is like speaking against motherhood, and I'm sorry to say it, I don't think motherhood's appropriate under all conditions either.

DR. O'NEILL: Further discussion? Dr. Krill?

V.P. KRILL: I have a request for clarification of just what the motion is. Is it everything we see on this piece of paper?

DR. BUDGE: It's an endorsement of the proposal and approval of the idea of the Student Volunteer Bureau will in essence be moved from student organization as it now is into something that has a kind of official status or sanction within the University. That we recommend that the Director of Student Activities be instructed to devote an appropriate amount of time to the Student Volunteer Bureau.

V.P. KRILL: Where does this piece of paper fit in then? This piece of paper says to me: We are asked to create a position of Director of Student Volunteer Bureau. It goes on to say that you're asking a person now described as Director of Student Activities be directed to devote a suitable portion of his time to this activity. These things are conflicting.

DR. BUDGE: I ask that the first paragraph in this proposal, that precedes the introduction, be eliminated, and that this little ditto paper substitute for page three. Instead of an independent Coordinator for the Student Volunteer Bureau--an independent Director--we're asking simply now, that his job description be brought into line with what the Director of Student Activities will be asked to do.

V. P. KRILL: The first paragraph on this little sheet--it's no longer relevant?

DR. BUDGE: It seems to me it still is. It's an attempt to lead into the second paragraph.

V. P. KRILL: That would be asking to create a position of Director of the Student Volunteer Bureau.

DR. BUDGE: "Be created from within an allocated budget." That is, available funds and the Director of Student Activities position carry as part of its job description being Director of the Student Volunteer Bureau--for half or quarter of the time this person would devote to his activities.

DR. O'NEILL: Dr. Hovey?

DR. HOVEY: I have a further question. Why is it necessary for the Senate to take any action on this at all? Why can't this action simply be carried out administratively?

DR. BUDGE: OK, I thought that Senate endorsement for this program, that is, it was brought to the Student Activities-- to the Student Affairs Committee by the Student Volunteer Bureau, apparently, this proposal in a somewhat different form. They asked that we introduce it to the Senate to ask for University endorsement of their function. And as I say, this would bring it from a student organization to something within the official status of the University and would seem to imply, it seems to me, a sanction of faculty members and others in the University community for this kind of activity.

DR. COFFELT: I'm not sure if I (...), but Diana Campana met with members of the administration and the Student Affairs Staff on, I would say, three or four occasions. At the outset they were interested in setting this up strictly as volunteers so that they could utilize the interests of students volunteering assistance in the project. After it was going, she realized that (. . .) and she approved of the University about having the University accept this as one of its responsibilities. We met with the Dean of Student Affairs and their staff. One of the things we explored was a suggestion that this be taken on as an activity of existing staff. It was the decision and recommendation of that staff that they simply had more to do at that time than they could cover and if it was taken on by the Student Affairs staff, it would have to take on an additional person or some existing activity or function would have to be eliminated. At that time, I think, the Director of Student Activities was also involved in the intramural program, and a variety of recreational activities and programs on campus. Certainly they already had a burden of responsibilities. Unless some of these things were discontinued, they would not have time for this particular activity. This is my recollection.

MS. WHITE: My recollection was that we didn't even (....) The Director of Student Activities to assume this responsibility until after Joe Lupert had left and we began the process of re-assigning his responsibilities. We really didn't think about that particular solution at the time. Now that the position is vacant, it gives us a little bit more flexibility in reassignment of job priorities and responsibilities. It perhaps is a little bit different situation than it was when we spoke with the University before.

DR. HOVEY: I'm a little uncertain about this. Are we being asked to override a decision of the Dean of Student Affairs?

DR. BUDGE: No, in fact, the Dean of Student Affairs is on the Student Affairs Committee. . .

DR. HOVEY: Well, I don't see any need for our acting on this program. Why doesn't he just do this? How come we have to vote?

DR. LETCHWORTH: In essence it is creating a new kind of activity. We were, as of last week, talking about finding a person to do this, and certainly having the Senate support the idea of having a coordinator of a Volunteer Bureau would certainly help in the negotiations at budget time. Our situation apparently has changed within the last week since our meeting; that's part of our dilemma here today.

DR. COHEN: As I understand it, we have no authority to set up this sort of a thing, but we surely can endorse the idea if this is what we are being asked to do. If we can endorse a **recommendation** to the Dean of Students, if we feel it is a good recommendation, let's do it.

DR. SLAVIN: I understand our community's clamoring for a Volunteer Student Bureau; we don't want them in Akron and Kent. I move that we endorse. . .

DR. O'NEILL: Ready for the question? All in favor of endorsing this program in the Student Volunteer Bureau signify by saying Aye; opposed? The motion is carried.

Are there any other Committee reports to come before us at this time? Any other Committee reports?

Can we go to unfinished business then? Dr. Shuster?

DR. SHUSTER: I haven't come here to split hairs or engage in semantics, but those of you who were present at the last meeting perhaps will recall that this last action taken which is given to you in the minutes was done very precipitously. There was no time for discussion, no opportunity to determine what **possible** implications there might be. I checked back with Dr. Freeman as to additional information available with respect to Mr. Ives' reasons for presenting this motion, and she does have a transcript which does to some extent explain why this was done. The minutes themselves make no such explanation. I **questioned** her particularly with respect to why the change is suggested for the Bachelor of Business Administration degree and to the best of her ability, she determined the tape is silent.

Let me read you again the motion as it is recorded in the minutes. The motion reads, "That steps be taken at once by the appropriate Senate Committee toward changing the names of the degrees, Bachelor of Science in Business Administration, Bachelor of Science in Education and Bachelor of Science in Applied Science, to Bachelor of Business Administration, Bachelor of Education, and Bachelor of Applied Science." This effect is simply to remove or change the term "Bachelor of Science" as an introductory name to plain "Bachelor". Now, what are the implications of this? My attention was attracted to this because I am personally aware of the fact, that there is in fact, a difference between a Bachelor of Science in Business Administration degree, and a Bachelor of Business Administration degree. Specifically, the University of Detroit has been in the past issuing both degrees--one coming out of the School of Business day campus, which has more rigorous requirements for admission and for completion of the degree and the evening college of Commerce and Finance which has a somewhat less demanding program and has lower admission requirements, so immediately, with respect to this degree at least, there is some implication of academic superiority or inferiority. This is an

important thing. I've been in industry myself for some 30 odd years, and we do, in fact, pay attention to what a degree is. And I have personal knowledge of the difference distinction here.

There was no time to discuss this at the time the motion was made, other than Mr. Ives' remarks. There is no information to guide any of us on what is going to take place here. With respect to how the motion itself reads, I think, you may not agree with me, as providing for no discretion: "Take steps to change," this does not say that there should be a committee to investigate the need for it. So I read the motion as being a directive, to some committee to actually takes steps to do this. What steps? Possibly approaching the President, who by the way, is holder of the BSBA degree. There are 24 of us in the catalogue listed with a BSBA; only one with a BBA. Twelve universities are represented, most of the Schools of Business, to the best of my knowledge, use the BSBA as a standard degree. I feel that this would be damaging to us if we were to change our degree from a BSBA to a BBA and that's what the excitement is about as far as I'm concerned. I cannot speak for the School of Education nor for the Technical and Community College in the same terms. However, I have discussed this matter with the deans of both schools, and they feel essentially the same as I do. I have spoken to members of the School of Business with respect to their preference, and the implications very definitely are that the BSBA has more academic validity than a BBA. And so inasmuch as we are outnumbered, this body could cram this down our throats if they choose to do so. The School of Education according to the catalogue, has 54 holders of a BS in Ed. There are 9 holders of a BS in Engineering or one kind or another and there are some 140 holders of an undesignated BS degree which may on further clarification indicate some area of concentration which might be indicated in the name of the degree. So I feel that if this motion were carried to its conclusion, if Dr. Richley, who up to this point, has not, or any committee has not up to this point taken action at once, would do this, we would be forced to send a committee up through the channels to attempt to get the Board of Regents to change its presently chartered degree to something else with no explanation. This is why I asked for deferred approval of the minutes. The minutes do not have any reference as to why a BSBA should be changed from BSBA to a BBA. So what is the committee to do? This is the position, I mean. I spoke with Mr. Ives a short time ago, and what he thought was in him mind among other things, was a matter of convenience. Now if this, in fact, is what moved Mr. Ives and those who supported his motion, that it would be "more convenient", I don't think it's that important to the rest of you. It is important to us in the School of Business, possibly to those in the School of Education and certainly to those in the Technical and Community College. I refer, by the way, back to a previous motion in last meeting's minutes which indicated that his body did, in fact, by an overwhelming vote, approve a Bachelor of Science in Applied Science degree. So for them, the Bachelor of Science designation is also important. So actually, I urge you to consider our needs in (. . .) and recognize them as being more important than some possible convenience.

MR. IVES: I wish to clarify one point, I assume that in the process of the committee's going into it and bringing back a report to the Senate that reasons pro and con would be gone into and that anything that went up higher would be accompanied by the results of such discussions and vote.

DR. SHUSTER: Well, one would have to read that into the motion. I do not--

MR. IVES: You don't have to read it into it--you just have to engage in normal committee work.

DR. SHUSTER: The motion itself as it reads and this is what I say, the motion should have been amended possibly to move in that direction. I have been informed by Mrs. Dykema that in order for this motion to pass, that is, to rescind, a 3/4 vote is necessary. A 2/3 majority, rather, is necessary. And I would like to have you keep this in mind, so I move that the action to change the names of certain degrees taken by the University Senate at its last meeting of 1973, Friday, November 30, 1974, correctly recorded as the last item in the official minutes of that meeting, be rescinded. That action directs that steps be taken at once by the appropriate Senate committee toward changing the names of the degrees for Bachelor of Science in Business Administration, Bachelor of Science in Education and Bachelor of Science in Applied Science, to Bachelor of Business Administration, Bachelor of Education, and Bachelor of Applied Science.

DR. O'NEILL: Discussion? Yes? Dr. Miner.

DR. MINER: There is nothing in your motion that requires us to make any study of the matter.

DR. SHUSTER: This is correct. Let me make this comment. Mr. Ives in his brief talk with me indicated that there has been action in this direction for some 20-25 years apparently here at the University. I don't know whether this was true? Possibly. OK.

DR. MOORE: Professor Shuster discussed this with me and as Dean of the School of Education, I would like to support his position and say that we are opposed to the changing of the title of the degree as proposed here, and we feel that the Bachelor of Science in Education degree is a recognized degree. It also reflects what we're doing in the School of Education. We would hope that this body would not see fit to attempt to change it.

DR. O'NEILL: Dean Paraska?

DEAN PARASKA: I likewise would like to speak in support of the motion that Dr. Shuster is making. I would like to remind the Senate that this question was discussed last year when we were acting upon the approval of the Bachelor of Science in Applied Science. And at that time, the wisdom of the body seemed to be that the full name as was recommended would be adopted.

MRS. DYKEMA: I would like to suggest also that this body rescind it simply because the motion as it is stated suggests that we have decided that the change must be made and it should go through. It seems to me that disregarding entirely the merits of the motion, the problem has not had any exploration by any committee. But I think a committee could be established to do so if the rescintion goes through, then a motion could be made for a new study.

DR. SHUSTER: Must a hand count be taken under the circumstances; since a 2/3 majority is necessary?

MEMBER: Unless there are no Nays.

DR. O'NEILL: All in favor of the motion to rescind previous action signify by saying Aye. Opposed? Motion is rescinded. Mr. Ives.

MR. IVES: I move that the appropriate committee be requested to study the proposal just rescinded.

DR. HANKEY: Second.

MEMBER: Would you repeat that please? We didn't hear.

DR. O'NEILL: There is a motion to move that the appropriate committee study the action that was just rescinded. And it was seconded. Discussion?

DR. HOVEY: How can we study the action?

SECRETARY: His word was proposal.

DR. HOVEY: Isn't there a requirement that a motion be presented in writing?

DR. O'NEILL: Yes, there is, thank you. Any futher discussion?

DR. HOVEY: Mr. Chairman, are you going to simply drop this. This is a technicality here. The import of the body was that we rescinded the previous action. Now obviously, something has to be done eventually. Are we going to wait until next meeting for a written motion to be presented before we can act on it?

DR. O'NEILL: He's writing it out, but I think we can go forward. It's fairly clear in our minds what we're voting on, isn't it? Question's been called. All in favor of the motion to--

DR. HOVEY: I object, Mr. Chairman, how can you read a motion for the vote if it is just being written?

DR. O'NEILL: I think the motion is to refer this to the appropriate committee. And I think that's the action. The action which was rescinded, the proposal, the study that was rescinded.

DR. HOVEY: I plead ignorance, but how can we take action on a motion that we just rescinded? Now we're going to reintroduce the same motion. I would like clarification one way or the other. The problem with the previous motion which was rescinded was precisely that it was worded in such a way that it was unsatisfactory. We did not realize apparently at the time when we voted on it what we were voting for. One reason for having motions in writing is so that the membership will know exactly what is is they are voting for. So I don't think that this is a trivial matter at all. The way this motion is currently phrased is simply writing a blank check. We refer some action which is nonexistent.

DR. HOTCHKISS: Mr. Chairman, I don't know that we properly voted down the motion since no hand count was made. I think it calls for a 2/3's majority of people present voting in favor of rescinding it, and I'm not sure whether that many people said Aye or not. Maybe we should take a hand vote.

MEMBER: Can we call for adjournment?

DR. O'NEILL: Adjournment would be in order. Motion to adjourn. All in favor of adjournment signify by saying Aye. Opposed, No.

MEMBER: Will the chair rule on that last action?

DR. O'NEILL: The motion to adjourn is in order. At any time when there is a motion on the floor, that's possible. Now you can vote not to adjourn if you don't want to, but it certainly is in order.

MEMBER: Last time we rushed when Mr. Ives presented his motion and now he has brought us to this rescinding hassle, and now someone else is pushing to adjourn and it's going to bring us back again. Can we not discuss this openly?

SECRETARY: The motion as presented in writing: That an appropriate committee study the proposal to change the names of three degrees: Bachelor of Science in Business Administration, to Bachelor of Business Administration. Bachelor of Science in Education to Bachelor of Education, Bachelor of Science in Applied Science to Bachelor of Applied Science.

DR. O'NEILL: Are you ready for the question?

MEMBER: What's the ruling of the chair on the adjournment?

DR. O'NEILL: The ruling of the chair is that we did not adjourn, that the vote was negative.

MEMBER: I would like to ask a question of Mr. Ives. We also have the masters degree, I believe with a tag. Is it his intention to include these as well?

MR. IVES: I would like to see the change in the masters degree as well, but this motion is for study of the names of the bachelors' degrees.

DR. O'NEILL: Are we ready for the question?

MEMBER: What are we voting on?

SECRETARY: That an appropriate committee study the proposal to change the names of three degrees, Bachelor of Science in Business Administration, to Bachelor of Business Administration, Bachelor of Science in Education to Bachelor of Education, and Bachelor of Science in Applied Science to Bachelor of Applied Science.

DEAN PARASKA: I would like to speak against this motion. I believe the reason we voted to rescind because there was a large majority of people who were opposed to the original action. I would like to remind this body that the motion probably would not have been passed the other time except for the fact that Dr. Behen did not recognize the call for division of the house. And at that time, it may have even been indicated that there was not a sufficient number of people there to conduct this.

DR. O'NEILL: It's a special rule that we adjourn at 5:30 and it was 5:30.

DEAN PARASKA: But that certainly would not mean that the action that was under consideration at the time would be adopted. Certainly that would have called for a continuation of that action at this meeting. So I strongly urge the membership here to defeat this motion.

DR. O'NEILL: All in favor of the motion signify by saying Aye. Opposed, No. The motion is defeated. Division has been called for. All in favor of the motion, please signify by raising your hands. All those opposed of the motion, please raise your hands. The motion is defeated. Is there any new business?

DR. COHEN: One of the subjects that exercised the Campus Action Project quite a bit last year was the relation among the various schools. This is a topic which we see coming up in one form or another very frequently, very frankly. The lap last year made this recommendation that there should be a special committee to develop a set of guidelines and procedures for clarifying relations and involving points of disagreement among the several schools, including graduate school, teaching load and budget. For example, Technical and Community College roles, scope and the School of Education, its involvement with other schools in graduate programs, for example. That's a rather ambitious statement, and I am proposing something much smaller at this moment. I move that the Senate Executive Committee establish an ad hoc committee whose purpose shall be to clarify relations among the several schools and that this committee report to the Senate at or before its second regular meeting of the 1974-1975 academic year.

MRS. DYKEMA: Second.

DR. O'NEILL: Discussion of the motion? Are you ready for the question? Would you read the motion please?

SECRETARY: I move that the Senate Executive Committee establish an ad hoc committee whose purpose shall be to clarify the relations among the several schools and that this committee report to the Senate at or before its second regular meeting of the 1974-1975 academic year.

MEMBER: Could I ask for a definition? What are "relations"?

DR. O'WEILL: Would you define "relations".

DR. COHEN: I don't think I can. I can give some examples of the kinds of things that I think would come up on that. It's like purposes, scope, curriculum, programs, courses that are offered or maybe will be offered and a relationship among the faculties. For example, if a faculty member teaches in the graduate school, is his load thereby decreased in any way? What are his remaining responsibilities in the undergraduate school of which he is a member? If a school chooses to bring up a new program, is there any opportunity or should there be any opportunity for the school to discuss the new program with other schools and to see if there is possibly a relationship. We don't know what relationships will develop in the future. Curricular problems are probably the biggest problem. There is overlap. There is sometimes almost competition among the several schools. I think that the committee will find ample work to do.

DR. O'NEILL: Question has been called. All in favor of the motion signify by saying Aye. Opposed? The motion is carried. Chair will entertain a motion to adjourn. .We're adjourned. 5:25 p.m.