

VICE PRESIDENT RALPH L. EDGAR

ACADEMIC SECRETARY S

(SENATE)

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MAR 6 1974
VICE PRESIDENT
ACADEMIC AFFAIRS

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SENATE MINUTES
YOUNGSTOWN STATE UNIVERSITY
Friday, March 1, 1974

(One clipboard containing attendance sign-in sheets was inadvertently removed from Schwebel Auditorium at the conclusion of the meeting. If the roster is returned to the Secretary in time, a list of those present at the meeting of Friday, March 1, 1974, will be included in the minutes of the Special Meeting called for March 8, 1974.)

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 4:07 p.m. on Friday, March 1, 1974, by Presiding Officer **Behen**, in Schwebel Auditorium.

Dr. **Behen** called for corrections or additions to the minutes of the previous meeting (Friday, February 22, 1974). There were no additions or corrections; the minutes were approved as distributed.

Dr. **Behen** made the following announcements:

1. As there is no report from the Executive Committee, that position on the printed agenda will be filled by a report from the Academic Affairs Committee.
2. **Item 6** of the printed agenda will be deleted as the Constitution and By-laws Committee will make no report until March 8.
3. Detailed transcriptions of Senate proceedings (see announcement made at the previous meeting) will be delayed in distribution due to press of current Senate business.

COMMITTEE REPORTS

Academic Affairs: Mrs. Marguerite Foley, Chairman, moved the adoption of the following proposal: "Transfer credit will be allowed for course work taken at a regionally accredited college or university providing the grades were creditable at that institution. Distribution of the accepted course work will be determined by, and based on, policies governing the fulfillment of degree requirements by the appropriate school or college and/or department. This policy is to be implemented for students entering Summer Quarter 1974." The motion was seconded by Dr. **Curran**.

Dean Miller immediately offered the following substitute motion concerning transfer credit policy:

"1. For students with an overall cumulative point average of 2.00 or better on all courses taken, transfer credit will be allowed for all course work completed at an accredited college or university.

2. For students in good standing at their college or university but with a cumulative point average not equivalent to a 2.00 or better, transfer credit will be allowed for course work taken at an accredited college or university only if a grade of "C" or better is attained. However, "D" grades will satisfy course requirements, but will not carry academic credit.

3. For students on probation at their college or university or for those students that have been suspended from their college or university, transfer credit will be allowed for course work taken at an accredited college or university only if a grade of "C" or better is attained. However, courses in which students received a "D" grade will be allowed credit only at the discretion of the appropriate school or college, and the courses may be used to satisfy course requirements but will not carry academic credit.

Distribution of the accepted course work in all three of the above provisions will be determined by, and based on, policies governing the fulfillment of degree requirements by the appropriate school or college and/or department to be effective in the Summer Quarter of 1974 and will not be retroactive. "

After the motion was seconded, Mr. Ives moved that the last sentence of the substitute motion be amended to read as follows: "Distribution of the accepted course work will be determined by the appropriate school or college and/or department in accordance with policies governing the fulfillment of degree requirements to be effective in the Summer Quarter of 1974 and will not be retroactive. " The motion to amend was seconded by Dr. Hanzely.

After discussion, the substitute motion did not pass and discussion of the main motion continued. Dr. Slawewski moved that the matter again be returned to the Academic Affairs Committee for further study. The motion was seconded by Mr. Mavrigan. By a hand-count of 51, aye; 31, nay, the motion was returned to committee.

Curriculum Committee: Philip Hahn, Chairman, moved the adoption of all course changes printed on pages 6 through 30 of the printed report (subject to correction of typographical errors in final records). After the motion was seconded, there was discussion of proposed **additon** of Engineering 579; 6 q.h. in the School of Engineering. Dr. Hanzely moved that it be deleted from the list to be approved. The motion was seconded by Dr. **Mettee**. After discussion, a hand-count vote was taken. The motion to delete was defeated: 42, nay; 38, aye.

The motion to accept the course changes presented by the Curriculum Committee was carried.

Dr. Hahn then moved adoption of the Joint Report from Curriculum Committee and Academic Affairs Committee with the understanding that its passage would entail the following Catalogue changes:

1. Eliminate statement on page 45: "Students exempted from one or more of the Communication Courses complete their 12 hours by taking courses in the humanities area."
2. Eliminate statement on page 84, "(For certification, graduation, and transfer purposes, this course may be interpreted as nine hours of Composition and three hours of Speech.)"

The motion is:

Deletion of 525-526-527; Communication 1-11-111; 4+4+4 Addition of 550-551; Basic Composition 1-11; 4+4 q.h. Prereq: for 550, none; for 551, 550.

Description: 550-551. Basic Composition 1-11. This course attempts to improve the effectiveness of the student's writing, with emphasis on organization, development, and expression. To receive credit for either course, the student must earn a grade of C or better. If he fails to do so, no record of his attempt will be entered on his transcript. A statement of policy and procedure for exemption from part or all of the sequence is available from the English Department. Does not count toward a major in English. 4+4 q.h

Deletion of 506H-507H; Communications Honors 11-111; 3+3 q.h.
Addition of 550H-551H; Honors Composition 1-11; 4+4 q.h.
Prereq: Permission of the English Department.

Description: 550H-551H. Honors Composition 1-11. An honors course for selected students, emphasizing wide reading and independent research, which attempts to improve the effectiveness of the student's writing. Emphasis is on organization, development, and expression. Students may be transferred from regular Composition sections to Honors sections with the recommendation of the professor and the approval of the English Honors coordinator. To receive credit for either course, the student must earn a grade of C or better. If he fails to do so, no record of his attempt will be entered on his transcript. Does not count toward a major in English. 4+4 q.h.

Dean **Scriven** questioned if the motion could be accepted inasmuch as the Academic Affairs Committee had not voted by majority for the particular provision concerning grades. To avoid this difficulty, Dr. Hahn withdrew the Committee motion and instead offered a personal motion omitting all references to a grading system. Dr. Alderman immediately offered an amendment to Dr. Hahn's personal motion to restore references to the grading system as worded in the distributed Committee Report. The motion to amend was seconded by Dr. Hankey.

In order to allow time for discussion, Dr. **Richley** moved that Senate suspend the automatic adjournment policy. The motion was seconded and carried.

The question was called by Dr. Fortunato (seconded by Dr. Hankey) and a hand count of 66 aye, 4 nay, brought the motion to amend to the floor. The motion passed and discussion returned to acceptance of the main motion as amended.

Dr. Hotchkiss then moved to substitute "No credit" for "No entry, " making the description for each course in the motion read ". . . C or better. If he fails to do so, a record of no credit will be entered . . ." This motion to amend was defeated. The main motion finally was passed without dissenting vote.

Presiding Officer **Behen** relinquished the Chair to Dr. W. Miner at 6 p.m. There was an immediate call for adjournment and the meeting did adjourn at 6:02 p.m.

Respectfully submitted,

Caryl P. Freeman, Secretary

Lorrayne Y. Baird, Chairman of the University Library Committee was to have reported to Senate, but time was not available. She requested that the attached information be appended to these minutes.

University Library Committee - Chairman's
Annual Report to Senate

- I. As a result of inflation, the average cost per book purchased for the library has risen from \$12.60 in 1972-73 to \$13.25 in the period from July 1, 1973 to February 4, 1974. Neither figure includes overhead expenses.
- II. The library has a continuing problem with copying machines, which are leased from Xerox[®] and Olivetti companies, which must service them when they are out of order. Only three machines are presently located in the library, a faulty old Xerox 1000, an Olivetti, which is out of order a large percentage of the time and unsatisfactory at best, and one good copier - a Xerox 4000. The library cannot provide a public copying service on machines for which these respective companies are responsible. Copiers should be used only for library copying, such as articles from periodicals, etc. Copying problems are complicated by the fact that there are no coin or money changers in the library or its vicinity, and by the fact that the copying machines are constantly out of order and service is slow. By the policies of the business offices, new machines are hired only on the basis of the volume of copying done, an unreliable factor, since the present duplication machines, except the 4000, are out of order a good bit of the time. The fact that a copier and a change machine are to be installed in the new student center promises some relief.
- III. The library has also had another long-standing problem of much more serious dimensions: the problem of security in prevention of theft from the collection. Thousands of dollars worth of books, some irreplaceable, are disappearing from the library annually. Electronic detection tapes are now on order to be installed in the books, but the detector machines will not be available until the move into the new building in 1975. The problem of theft and mutilation is to some degree connected with the problem of copying machines and is in some degree a personnel problem.
- IV. The library is interested in developing a set of standards for hiring professional librarians. All sixty-two applicants for the two jobs (serials librarian, assistant cataloguer) filled last summer had accredited Master of Library Science degrees, but a second Masters degree in a subject is desirable in addition, for department heads and certain other librarians.

In view of the fact that reference librarians are teachers as well as librarians, the second Masters is indicated especially for those, whom it is hoped, will eventually be hired as subject reference librarians in three major areas: (1) Science and Technology, (2) Social Sciences, (3) Humanities. The practice of hiring specialist reference librarians is usual in good universities.

- V. Librarians are interested in becoming more integral to the functioning of the University, in activities such as senate membership, and since the library is an **academic** department, in membership on other committees.

Librarians should be accorded **appropriate** faculty status to assure their integration into university affairs. This is already being done at certain other institutions of higher education in Ohio.

- VI. In a meeting sponsored by the University Library Committee on January 29, Nick Leonelli, Director of Campus Planning, met with representatives from the Bureau of Vocational Rehabilitation, Library Committee members, students, and faculty to discuss and answer questions regarding compliance with federal and state guidelines on barrier-free **architecture** for the new library building.
- VII. The University Library Committee serves in advisory capacity to the Director of the Library, and as clearing grounds for complaints and requests from the **faculty** regarding the library and vice versa. The Director expresses appreciation for the help of the Committee in establishing and implementing procedures for dealing with faculty overdue books.
- VIII. **This** report, designed to cover matters affecting directly or indirectly the service which the library provides to faculty and students and the proper use faculty and **students**^{make} of the library represent the collaborative effort and agreement of George Jones, Director of the Library; Dan Clark, Assistant Librarian; Martin Berger, Secretary of the University Library Committee; and Lorryne Y. Baird, Chairman of the University Library Committee.

INTER-OFFICE CORRESPONDENCE

Senate

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FEB 27 1974

ACADEMIC AFFAIRS

TO *Vice President Edgar*

DATE Feb 27 1974

FROM Marguerite Foley, Chairman, Academic Affairs Committee

SUBJECT Transfer of Credit Policies
(To be presented to the Senate meeting this Friday, March 1)

"Transfer credit will be allowed for course work taken at a regionally accredited college or university providing the grades were creditable at that institution. Distribution of the accepted course work will be determined by, and based on, policies governing the fulfillment of degree requirements by the appropriate school or college and/or department. This policy is to be implemented for students entering Spring Quarter 1974."

We would appreciate consideration of our proposal by you and your faculty before the meeting on Friday.

MRS. FOLEY: At the meeting of the Senate last Friday on the 22nd, the Academic Affairs Committee made a motion concerning the transfer credit policy for the University that was returned by the Senate for further study and observation and report back, and we were further advised after the meeting to report back hurriedly. That is why we are back here so quickly. As you know, the Senate agenda is very full from here on in, so we are hastening back with our new proposal. After our committee meeting, we did furnish each college dean and each administrative dean with a revised proposal concerning the transfer credit policy, and we did ask that it be given consideration before today's meeting by the various deans and their faculties. I know many of you have been involved with it; I've heard from many people.

Mr. Chairman, on behalf of the Academic Affairs Committee, I move that the following proposal concerning transfer credit policy be adopted: Transfer credit will be allowed for course work taken at a regionally accredited college or university, providing the grades were creditable at that institution. Distribution of the accepted course work will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college, and/or department. This policy is to be implemented for students entering the Summer quarter of 1374.

MR. CURRAN: Second on the motion.

DR. BEHEN: You've heard the notion and the second. It is now open for discussion. Yes, Dr. Sumpter, please.

DR. SUMPTER: Peg, just a point of clarification: Grade point, then, is calculated how? Right now, transfers amount to nothing, grade-point wise, they start over again, fresh. Do they bring in their grade point, or do they start fresh again? Just change the current policy, in other words, of not bringing in the grade point--just courses.

MRS. FOLEY: I would say, if you recall, we're accepting--remember how the two-year accrediting program was going to be reformed. () We would start with that. In other words, we're not going to--to include the accumulative point average and continue it from another school. Does that answer your question, Roy, or not?

DR. SUMPTER: Yes. One other question: This would mean that a student from Kent State, for instance, would transfer here, would bring in all of his D's and then start fresh with a clean record, where it puts our own students in under a handicap, in that all D's they get count as the equivalent of one point per hour, and therefore, they have a handicap. It seems to me that this is inconsistent.

DR. BEHEN: Is there . . . yes, Dean Miller, please.

DEAN 1 I wonder if I could make a motion to amend the motion and substitute a policy which I'd like to pass out to each and every Senate member.

DR. BEHEN: Dean Miller, perhaps if you would get several distributors, it would help get them around.

DR. BEHEN: While that is being passed out, I wonder if it might be possible to know why we are recommending the changes in the first place. Maybe if we knew the reasons behind it, we might better understand what kind of a change we need.

DR. BEHEN: Thank you. I think Mrs. Foley would be the proper one. Would you please help Mr. Livosky and all of us on this point?

MRS. FOLEY: I think there has been a great deal of discussion about transfer and the fact that we were all very concerned about student enrollment at that time. This would be one way of perhaps helping with that problem in itself. We felt that the policy that we were going along with seemed very general and needed to be determined a little more specifically and spelled out and made a little more definite. People have interpreted the definition differently, and it's getting pretty involved. We wanted to straighten it out and make everything uniform. I think we've established one policy and we wanted to go right on to the next, but we need a time slot for discussion. Dr. Scriven, would you like to add to that?

DR. BEHEN: Perhaps we'd better hold here. Dean Miller has the floor, but thank you for--I've just suggested we might hold here; there will be opportunities. Dean Miller, if you will proceed, please.

DEAN MILLER: I think we're all interested in trying to--

DR. BEHEN: Would--were you going to present a notion?

DEAN MILLER: Yes.

DR. BEHEN: Please. Oh I see, sure.

DEAN MILLER: We are all concerned with uniformity, and therefore, in consultation with a few people, we have devised this transfer credit policy. For students with the overall--this is a 3 part section here--for students with an overall cumulative point average of 2.00 or better on all courses taken, transfer credit will be allowed for all course work completed at an accredited college or university.

Point two: For students in good standing at their college or university, but with a cumulative point average not equivalent to a 2.00 or better, transfer credit will be allowed for course work taken at an accredited college or university only if a grade of C or better is attained. However, 3 grades will satisfy course requirements but will not carry academic credit.

Three: For students on probation at their college or university, or for those students that have been suspended from their college or university, transfer credit will be allowed for course work taken at an accredited college or university only if a grade of C or better is attained. However, courses in which students received a D grade will be allowed credit only at the discretion of the appropriate school or college. And of course it may be used to satisfy course requirements but will not carry academic credit.

One final point. Distribution of the accepted course work in all 3 of the above provisions will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college, and/or department to be effective in the Summer quarter of 1974 and will not be retroactive.

Now there is a possibility of this being the Spring quarter, also, and I think, I wasn't sure we were going to get to it and I used summer, and I'm very flexible in moving it back . . .

DR. BEHEN: Would you like to--do you move this?

DEAN MILLER: I do.

DR. BEHEN: And do we hear a second for that? (Second) It is moved and seconded. Now, this is offered as an amendment to, as a substitute notion for the one here on the floor. Mr. Parliamentarian, are we now in order to discuss this? Is this correct? Dean Miller's notion is now the business on the floor. Yes, Mr. Ives.

MR. IVES: The second meeting back I proposed an amendment, for purposes of clarifying wording, not of changing the substance. I was going to do it today. It applies still to the substitute motion. In the last paragraph in that motion the wording, to me, is ambiguous. The fulfillment of the degree requirements will not be done by the appropriate school or college. The determination will be done by then. I propose the following rewording of the last sentence: "distribution of the accepted course work will be determined by the appropriate school or college and/or department, in accordance with policies governing the fulfillment of degree requirements. I move that we substitute this beginning with distribution of and ending retroactive."

DR. BEHEN: This is an amendment to the amendment, correct?

DR. IVES: Yes.

DR. BEHEN: And do I hear a second to that? Dr. Hanzely seconds the notion. Mr. Ives, would you favor us with a copy of that, please? "Distribution of the accepted course work will be determined by the appropriate school or college, and/or department, in accordance with policies governing the fulfillment of degree requirements." This, as an amendment to the final paragraph on Dean Miller's substitute motion. This is now the business on the floor--yes?

MR. IVES: I did not mean to rule out that last clause "to be effective this summer quarter." That was not part of the . . .

DR. BEHEN: Yes. I see. Is there discussion on Professor Ives amendment to the amendment?

MEMBER: Question.

DR. BEHEN: A call for the question. All in favor indicate by Aye. To the contrary? A very lukewarm response. I am somewhat in doubt--perhaps rather than taking time for a show of hands--all in favor by Aye: opposed. The Ayes have it. All right, we are now back then to Dean Miller's notion with the alteration in the final paragraph as indicated. Is there discussion on Dean Miller's substitute notion? Dean Yozwiak.

DEAN YOZWIAK: As lengthy as this is, I don't think there's any better way to make it any shorter. I think it covers the points pretty well. Item one, for example, simply renders to those students coming from schools without the Associate Degree the same type of transferability as we have accorded them. So that is a good point: it is a necessary requirement for 2 point, which is what the associate degree requires. And I think that it states much more completely and does not have the vagueness of the statement from the Academic Affairs Committee. I would urge the support of the member's motion.

DR. BEHEN: Is there further comment? Dr. Sumpter.

DR. SUMPTER: Not to pursue that, but I would like to ask Dean Miller for points of clarification on two things. One: once again is it your intention () that they bring a grade point in or start all over again, and secondly, do we currently have a policy that accepts students here on probation or suspended? I thought they had to be in good standing. It would seem to me that in point 3 that would be changing the policy to say that we accept students who are either on probation or who have currently--who are currently suspended from their academic institutions.

DR. BEHEN: Dean Miller, would you please?

DEAN MILLER: Well, on the last point, if they had been suspended I think that would mean currently. On the other, all of our grades are () grades and do not carry a point average. The student is given a fresh start when he comes here. That's the purpose of a transfer. Have I clarified this?

DR. SUMPTER: What about probation?

DEAN MILLER: Probation? Students are on probation. That's the way the transcript reads: Student was dismissed on probation.

DR. SUMPTER: And he would be admitted?

DEAN MILLER: And he would be admitted on probation, right? If he was suspended, he would not be admitted until a period of time has passed--usually it's about a year. It's two quarters.

DR. BEHEN: Yes. Mr. Koss, please.

MR. KOSS: Question.

DR. BEHEN: Well, I believe we have one or two people--Dr. Cohen and Mr. Livosky and then we'll see--perhaps--yes.

DR. COHEN: I would just like clarification on Dr. Ives' notion. I'd like it read so we know exactly what that motion now reads.

DR. BEHEN: Yes. This now is an amendment accepted to the final paragraph of Dean Miller's motion. "Distribution of the accepted course work will be determined by the appropriate school or college and/or department in accordance with policies governing the fulfillment of degree requirements." And, Mr. Ives stated, this did not alter the latter part of that final paragraph. Does that do it all right? Mr. Livosky, then . . .

MR. LIVOSKY: I'd like to ask Dean Miller two questions: On point two, or point one, rather, for students with an overall accumulative point average, we get a great number of students who have attended more than one college, and when we look to their point average for purposes of whether they enter on good standing or probation, we take into account all of their colleges in determining whether they've reached the 2 point. In other words, it's conceivable that a student might have gone to a college and gotten better than a 2.00 and be in good standing, and gone to another college in which he was on probation and have less than a 2.00, but as you put both together, he's still in good standing--he's still on--in good standing by virtue of having an overall

accum of 2.00. How would you propose that we would treat those students who have attended more than one college?

And the other question is, I presume you mean in item 3 when you refer to suspended, you mean academically suspended, because students are still suspended for disciplinary reasons which usually have nothing to do with their grades.

DR. BEHEN: Dean Miller.

DEAN MILLER: To answer your last question first, I think we're talking academically here. To answer your other question, if they came from five different schools, I would recommend that each school stand on its own merit.

DR. BEHEN: Does that answer, Mr. Livosky?

MR. LIVOSKY: In other words, if he went to five schools, from three schools he may get his D's and from the other schools he may not, based on what his standing and point average was at those particular schools.

DEAN MILLER: Five schools means five different times in life. He could be successful, a failure, a failure, successful, and a failure.

DR. B ? : Just a minute. I want to see if Mr. Livosky is satisfied, then Dr. Jones is next. Mr. Livosky, do you wish to question further, or . . .

MR. LIVOSKY: The only thing is that our office is going to have to be worried about how this thing is going to be actually carried out, and it's not clear to me now how we will treat students who have been to multiple colleges. Except, if I take what you just said, it would be just like I said earlier, that if a college--if they went to three colleges, one they were on probation or had less than a 2 point, the other two they were in good standing and had a 2 point or better. "or those two colleges you would accept their D's if they had any, for the other one, you would not.

DEAN YOZWIAK: Right now, you don't give any credit for any of them that have D's, right?

MR. LIVOSKY: That's right.

DEAN YOZWIAK: This time now, the student has two chances out of three for help. I think maybe this is something that . . . I have thought of it because I have seen as high as seven transfers on a student. And maybe we could get the reaction of the Senate if a student presents seven different pieces of evidence of work attained at some other place, should this be individually or collectively looked at? My mind has changed, Bill.

DEAN MILLER: How would you answer it? You're admissions, you've seen, more than I do.

MR. LIVOSKY: It would seem to me that to be far more consistent in dealing with that student you would do it collectively rather than individually, as we, in fact, really do it now within this University. It's conceivable a student of ours could have been in seven schools or departments right

here, and yet, for graduation, they would take their total record into account collectively.

DEAN MILLER: He touched on point one, he was asking in point one, and I didn't use the word overall in point two, of course. That's where you have the trouble, Bill, right? In point one, the word "overall" answers your question. Is that what you're saying?

DR. LIVOSKY: No, I think when you wrote this, you were thinking of students going to one college only.

DEAN MILLER: Well, I don't think I was thinking in terms of only one college, because I've seen students that have gone to more than one college. Like I say, I'm changeable.

BEHEN: Well, just a minute, colleagues. Just a minute, Dr. Cohen, if I may. I was going--I had promised Dr. Jones I would recognize him next, as he was first up. However, if you were going to speak to a somewhat different point and these people wished to speak directly to this point, would you yield? Or do you wish to speak directly to this, Dr. Jones?

DR. JONES: It's a different point.

DR. BEHEN: Different point. Then, yes, please, and I will try to get the others.

WARE: If you were going to take the Point 2, as a? overall, then what about Point 3 on probation? I presume that probation would be not an overall probation, but simply the last school out of the seven they attended. To be fair, you would have to estimate their seven grades and decide whether they were on probation overall, or else you're not really being fair.

DR. BEHEN: Dr. Cohen, and thank you for holding off. It's yours now.

DR. COHEN: Yes, I think that the point does need clarification. The intention of Dr. Miller is clear, and I think relatively minor rewording of point one will take care of things. For the purposes of entrance Mr. Livosky raised, if we looked at point one, and made it read: For students with an overall accumulative point average of 2.00 or better at an accredited college or university, and all courses taken--I think we'd better reword that--2.39 or better on all courses taken at an accredited college or university. Transfer credit will be allowed for all course work completed at that university--at that college or university. Now I'll read that again: "For students with an overall accumulative point average of 2.00 or better on all courses taken at an accredited college or university, transfer credit will be allowed for all course work completed at that college or university." That simply makes it read, as Dr. Miller said, with each college or university to be judged on its own, and (_____), I believe that would work around the problem that Mr. Livosky brought up. If I'm right in that, then I'll propose it as an amendment to . . .

DR. BEHEN: Let me suggest that if this--thank you, Dr. Cohen--that if this clarifies the point for Dr. Livosky--Mr. Livosky--and if it is in accord with what Dean Miller desires, we might simply consider that an editorial change in the notion as your offering it. Would--does this meet what you have in mind? Putting before the body . . .

DEAN 1 What specifically are you asking?

DR. BEHEN: With rewording as Dr. Cohen suggested, is this in accord with your desire?

DEAN MILLER: I think all he did was move some words around.

DR. I : Dr. Cohen, I suggest you offer--Mr. Parliamentarian, are we at a point where we can offer an amendment to this?

DR. O'NEILL: Yes, I think, would it be all right if the words were changed then as suggested by Dr. Cohen?

DEAN MILLER: Until I see the wording . . . Do you have it written now?

DR. COHEN: Yes, finally.

DR. BEHEN: While you're showing that to Dean Miller, perhaps I will--Dr. Jones wishes to speak now and he will get--please.

DR. JONES: I think the sentence needs rewording--I think the word equivalent belongs in there somewhere--many schools don't go on 4.00 systems. I think you need the word accumulative point average equivalent to a 2.00 or better . . . on a four point or something, but I mean . . . you may get a transcript for credit 2.00 on a 6.00 system . . .

DR. BEHEN: That I would think--it's a good point, I'm not meaning to dismiss it--but I think that you would probably do with just the understood to be put in there. Would that be because you're thinking of the 4 points?

DEAN MILLER: I would love to add that.

DR. BEHEN: All right, you would love to add that. Yes, please.

DR. CURRAN: I just want to say a couple of words about this whole affair. One of the reasons the Academic Affairs Committee made our statement very broad was to avoid what we have just gone through here for about fifteen minutes--with people quibbling about things which really should be decided at the--you know, with some discretion. In any idea or organization theory, any idea of bureaucracy, which is basically what we are here, the body makes general policy, and the administrator administers the policy. You're trying to not only make the policy, but put it down into little narrow grooves where it can't do anything--move in any way flexibly enough, and with any change in any grading system, as has just been pointed out, the whole bloody thing is out. I'm speaking very strongly now for discouragement . . . asking you not to vote for this motion and to vote for the original motion.

I might add one thing: we have sat on this and talked about this in the Academic Affairs Committee for three meetings. We have asked the help of two or three persons who opposed this motion, and it has as yet to be forthcoming, as far as I know, unless Peg is keeping something from us. So it's a little amazing to me that things are brought upon the Senate floor without having been previously been run through the Committee.

DR. BEHEN: Thank you. Yes, Dean Scriven, please.

DEAN SCRIVEN: I would like to emphasize--further emphasize--what Dr. Hahn just said. I can assure you that if the--if Dean Miller's amendment or substitute motion is defeated, the guidelines which will be established as the result of the original motion will be--will have the approval of the academic deans before they're put into effect.

DR. BEHEN: Thank you. Dr. Van Ostwalden.

DR. VAN OSTWALDEN: Assuming that we are still talking about Dean Miller's motion, I think the point 2 might be clear if we will say "accumulative point average less than 2." It couldn't be shorter, and avoiding euphemisms such as 2 or better when actually we mean less than 2? (several inaudible sentences)

DR. BEHEN: Thank you. All right. Dr. Livosky, all right, Dr. Richley.

DR. RICHLEY: Haven't we narrowed the question down to really one: Do we want to determine the 2 point based on the last school attended, or do we not want to determine the 2.00 based on collective grades?

DEAN MILLER: Since I have the word "overall" in number one, I probably should put "overall" in number two and three.

DR. BEHEN: And you're thinking then of accumulating for however many schools he has attended. Is that correct?

DEAN MILLER: I think I could go with that.

DR. BEHEN: All right, thanks. Now, Mr. Livosky, if you will . . .

MR. LIVOSKY: Mr. Chairman, that would answer my question. I must agree with the previous speaker who indicated that this kind of a proposal would be very, very difficult to carry out; for one thing, it allows no room for latitude. Technically in any organization that makes a decision, very specifically, as it is here, no lesser group can change that in any way, shape, or form. In other words, if there is something in here that appeared to be unworkable, after we worked with it, not until the Senate approved the change could it be changed, and I would rather see us defeat this and go back with the broad proposal that was on the floor before, and allow us to work out details like this in some lesser body where they can change more easily.

DR. BEHEN: Thank you. Now then I . . .

MEMBER: Question.

DR. BEHEN: Are you ready for the question? All right, the question is, then, are we voting on Dean Miller's substitute motion, () an amendment to the committee motion. If this carries, then is that final or does it then return to the committee motion and require any action there? I'm asking an honest question. I do not know. In other words, this being a substitute motion; if this is approved, is that the final action on it? Or does that simply then revert in some way to the committee motion?

DR. O'NEILL: I understand that it's--was offered as an amendment. What I would like to see done is simply a determination--a very simple determination--that we approve the transfer credit policy, and that would be it, since this is the main motion. And then we would be safe, I think, in doing it that way. I was looking through Robert's Manual . . .

DR. BEHEN: Ilkat--if you do not--thank you. Just a second. I may come back to you. What I am trying to ascertain is this: If--not merely to clarify my mind, which is not perhaps very important at this moment--but so that the body will know what it is voting on. That is, in this sense, if this carries--obviously, if it is defeated, it goes back to the committee motion. But if this carries, is that the final action? All right. Now it is understood, then, that we are voting on a substitute motion. If the motion is defeated, then obviously it goes back to the original motion. But if carried, this is the final action. All right. Question has been called for, all in favor of Dean Miller's substitute motion, as amended and with such editorial changes as have been established, all in favor let it be known by saying Aye. To the contrary? The Noes have it. The motion returns. Mrs. Foley, if you will continue, please. It is back now to the original motion, and open for discussion.

MEMBERS: Question.

DR. BEHEN: Let me ask first if Mrs. Foley wishes to speak any more. There is . . .

MRS. FOLEY: I don't think it's necessary.

DR. BEHEN: All right. Dean Yozwiak, do you wish to speak? Yes, please.

DEAN YOZWIAK: The motion as presented by the Academic Affairs Committee arrived on my desk on Wednesday. The comment at the bottom of this motion, and this was not seen by any Arts and Science faculty to my knowledge. I talked to the committee members. "We would appreciate consideration of our proposal by you and your faculty before the meeting on Friday." I say it is impossible to get a meeting of 255 together between Wednesday afternoon and today; therefore, the people are voting in the dark--I don't know to what extent. Others have said. I think the statement is vague; I would urge that we defeat it; and until we can come up with something better, we should go with our present system.

DR. BEHEN: Is there anyone else wishing to speak on the motion? Yes, sir, please.

MEMBER: It seems to me that this particular motion deals with a very complicated subject, and I would certainly like to see that Dean Miller's satisfied and also the Academic Affairs Committee satisfied, as well as all the members of the Senate. And I don't see any particular urgency in this matter. We certainly can wait another week or two. My suggestion would be that you will then send back this motion to the committee. That we do not vote for or against this measure. Then I suggest the committee appoint Dean Miller as advisor to the committee. Maybe we will come out and will have a satisfactory motion.

DR. BEHEN: Are you making a motion to return to committee?

MEMBER: Yes.

DR. BEHEN: It is moved and seconded by Mr.--Professor Mavrigan that this be returned to the committee. Is there discussion on that motion?

MRS. FOLEY: I would like to speak to that.

DR. BEHEN: Please do.

MRS. FOLEY: This is indeed a subject we all on the **committee** thought we would have some more time to spend on. It is surprising to me personally to get as much feedback on this motion as I did. And it was quite representative. Once we had this around, many of the deans reacted. There were a great deal of opinions expressed and a great deal of conversation about it. I think that we're all aware that we are pressed for a deadline. This was made very clear to our committee; and so, therefore, we did the best we could, and I thought many of you made some very fine contributions, in a hurry. We have had all of last week, I think, to consider this; or since last week's meeting. And I was going to present it also at that time, so in reality, really, we're talking about two weeks of time to consider the proposal.

DR. BEHEN: Is there anyone else who would like to speak? Mr. Ives.

MR. IVES: I move the amendment to this motion, and I move to the substitute motion, unless the committee wishes to accept that as a negative (inaudible).

DR. BEHEN: Now, is--I do not believe that would be in order, since the business on the floor now is to return to the committee.

MR. IVES: (inaudible)

DR. BEHEN: Is there further discussion on the motion to return to the committee? Dr. Budge, please.

DR. BUDGE: I would just like to ask Mrs. Foley what the deadline is that she's talking of. Is it a catalog deadline?

MRS. FOLEY: We're not talking about catalog deadlines. It's a matter of getting back to the Senate. As you can see, there's Dr. Hahn waiting to go ahead with many things, and I'm just wondering when we would be on the agenda to finish this business.

DR. BEHEN: Mr.--oh, excuse me, please. Go ahead.

DR. BUDGE: We're simply talking about the question of bringing it back to the Senate. That's the deadline that you're speaking of?

MRS. FOLEY: That is one of the deadlines, and the fact that there would seem to be a great deal of interest in this two-week period **from** many, many people. We did collect quite a bit of opinion during that period of time. We felt that we--I think the questions that you're bringing up now, as in most committees, are asked from the committee membership itself. So I'm hearing the same questions that came to the committee. And so sometimes I believe the work of a committee is done all over again by the large body.

DR. BEHEN: Dr. Koss.

DR. KOSS: I'm asking the same question, as regards the deadline. Whether or not it would be (I don't know how to put this) possible to bring it back in 3 weeks or so. If there is a deadline, why, in view of the subject here, it seems to me that it should be considered maybe by more than the committee, and have some other input. However, if there is a deadline, then maybe it should not be delayed. If there is no such pressing deadline, can it be delayed for 3 weeks?

DR. BEHEN: I'll ask Mrs. Foley because I cannot answer you.

MRS. FOLEY: I think I'll defer to Dr. Richley.

DR. BEHEN: Now, I had recognized Mr. Mettee, I believe I had better--Dr. Mettee, if you will, please.

DR. METTEE: I was just going to add that in spite of all the work that has been done already, there is still apparently a large faction of the University community which is unaware of the consequences or all of the consequences of this act, and I would urge that continued work be done on it until most of us are satisfied that we're not making a mistake.

DR. BEHEN: Thank you. Dr. Richley.

DR. RICHLEY: I'm speaking to the matter of the deadline. I did want to indicate that certainly Dr. Hahn has enough material for the rest of this meeting, and probably the next one. The March 8 meeting will be solely a Constitution and Bylaws Committee matter; and depending on what happens at that, there may be several special meetings called to handle that. So it could well be quite a period of time before this matter gets back to the Senate floor; there is no way of telling.

DR. BEHEN: I thank you for your remarks. I also am apprehensive. I am doing our best to keep my secretary from walking out here, and this can hardly reassure her, but I think you have stated the facts well. Mr. Livosky.

MR. LIVOSKY: One of the easiest ways to skirt an issue is to say "send it back to a committee someplace;" and I think it's time that this group take a stand. I don't think the issue is as complex as people would like to make it out to be; it's simply whether you want to recognize the D from another institution as you do your own. The mechanics you use to finally achieve that is something else, which could be done at some later point. There is some urgency, in a sense, because there is a deadline of the catalog. If this issue is decided in either direction, we ought to know that for next year's catalog. If not, we're stuck for another year and a half about getting information to people about what we're really doing. And I think we ought to reject that motion, and act on the question, one way or another.

DR. BEHEN: Dean Yozwiak.

DEAN YOZWIAK: I submit that this motion says nothing. But the catalog statement is clear at the present time. It says "**transfer** credit will be given for work taken at an accredited institution with a grade of C or better." The statement here is "distribution of the accepted course work will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college or **department.**" It says nothing whether C grades will be accepted, D grades accepted, F grades accepted, or what. It is vague and completely useless; and I would say that it is not worth putting in a catalog at this point.

DR. BEHEN: Mr. Livosky.

MR. LIVOSKY: Chairman, one point. The original proposal from the Academic Affairs Committee is exactly as what's in the catalog, except that we will remove C and put in D, and reword it. It says exactly the same thing. This body thought that wasn't enough and wanted to get into more. We came to the extreme of really writing down every little solitary single thing. The original motion--the original

proposal that came out is no different than what's in the catalog today; it's not vague, it's not confusing; it's a change from a C to a D, period. That's all. And that was clear.

DR. **BEHEN**: Dean **Scriven**.

DEAN SCRIVEN: May I ask that the motion presented today be reread to clarify some misunderstandings that Dean **Yozwiak** apparently has.

DR. **BEHEN**: I have a request to read this; I think I will honor the Dean's request. "Transfer credit will be allowed for course work taken at a regionally accredited college or university, providing the grades were creditable at that institution. Distribution of the accepted work will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college **and/or** department. This policy is to be implemented for students entering the Summer Quarter of **1974**." Mr. Ives, yes.

MR. IVES: It seems to me it is not as clear as was just implied. It seems that change to creditable (_____).

DR. **BEHEN**: That is the wording here. Yes, **Mrs. Hare**.

MRS. HARE: There are differences from the present catalogue. First of all, it says "usually given for course work" instead of "transfer credit will be given," and secondly, it says that distribution will be "determined by the appropriate dean and department chairman" rather than to be "determined and based on policies governing the fulfillment of degree requirements by the appropriate school, college, or department," which I think perhaps is not an exact rewording with the substitution of C and it has added two different ideas.

DR. **BEHEN**: Dr. George Letchworth.

DR. **LETCWORTH**: Thank you. These last few comments I think have not been directed to the motion. This is **on Mrs. Foley's** motion rather than to the motion of putting it back into the committee, and I would like to take a vote on putting it back into the committee.

DR. **BEHEN**: Are you ready for the question on return to the committee? All right. The motion now is to return the committee's--Academic Affairs **Committee's**--motion to committee for further study. That is the question before you. All in favor indicate by saying Aye. To the contrary by Nay. Would you like a show of hands? All right, if you will serve as tellers, Dr. Miner and Dr. Hahn, please. All in favor, by a show of hands, please. And to the contrary, by the same sign, and the same tellers, please. The motion is carried by a vote of 51 to 31; the matter is returned to the committee for further consideration. Thank you, **Mrs. Foley**. I will give you opportunity the next--the next matter of business is Dr. Hahn who will report eagerly for the Curriculum **Committee**. Dr. Hahn.

DR. **HAHN**: We have courses, and then we have the English, and then we have the BFA. First is the courses. If there are the following departments or schools represented, would you please, according to the rules, indicate your presence? Languages, the School of Engineering, Engineering Technology, Sociology and Anthropology, Chemical Engineering and Material Science, Business Technology, Home Economics, Health and Physical Education, Accounting and Finance, Special Studies, Economics, Geography, Mathematics, Geology, Business Education and Secretarial Studies, Special Education. The courses that are under consideration are on pages

6 to 30. There are some typographical errors, or just plain errors that are of no consequence, which will be taken care of by the secretary and placed in the appropriate archives. Mr. Chairman, I move the adoption of these courses on pages 6 to 30.

DR. BEHEN: It has been moved and seconded--the adoption of courses as distributed pages 6 to 30. Is there discussion on the motion? Yes, please.

MR. ABRAM: I have a question with respect to the Engineering 579 as it is advanced here. The course here indicates that there will be 6 . . .

DR. BMEN: Excuse me. It has been asked for the pages.

MR. ABRAM: Page 6.

DR. BMEN: Thank you.

MR. ABRAM: It indicates that there will be 6 quarter hours given to high school students accomplishing a sequence of three units, two units, apparently per quarter. My question is, will this replace the current Engineering 555 and 581, or is it in addition thereto?

DEAN CHARIGNON: It is an entirely different course.

MR. ABRAM: It is an entirely different course. Then, if I may make a further question, it seems to contravene some of your statements on the floor of the Senate here of late, which says perhaps one should be putting one's house in order by working the quarter hours down, rather than inflating them.

DEAN CHARIGNON: This is for high school people--for high school. It has nothing to do with that person coming to this University after he completes it.

MR. ABRAM: If indeed he does enroll and matriculate here, those will be counted, is what I'm asking?

DEAN CHARIGNON: Not necessarily. It can be.

DR. BEHEN: I would like to proceed until you are clear with--if you are.

MR. ABRAM: No, I'm afraid I'm not. I think the ambiguity that he has just expressed . . .

DR. BMEN: Well, I'm sure the Dean would be glad to clarify--address a question. You have the floor, and I would like to see you satisfied. If you will please go ahead.

MR. ABRAM: I stated my case. It says it would read six--I have asked directly, in fact, if the individual matriculates, will those, as I see it or read it, be utilized in the curriculum in whatever engineering course he uses?

DR. BEHEN: Dean Charignon, would you clarify a little more for us?

DEAN CHARIGNON: The idea is to pick out with Mr. Livosky's help and the help of the mathematics, science, and advisement of high schools, two people from each of 10 high schools that are superior in high school science and mathematics. During the year--during their senior year in high school to get a feel for college life, to get a head start in becoming acclimated to college life, and we propose

in the course that they will be exposed to many mistakes that were made by engineers which cause the sociological and ecological difficulties which we now have. So we stay away from that in the future. That's the academic objective--the other objective is to have in high schools liaison between the high school students and this university. I think that two seniors in Chaney High School for one year, particularly if they are honor students, can do lots more good at the University than any half day, including () coming from any University. This doesn't mean he'll go on with Engineering here. It doesn't necessarily mean that he's going to this school at all. He may not even go into science. But here he is, and he is a liaison person between us and a high school. Now we go one step further, which of course does not show in the committee's **writup**; I have spoken to I guess everybody who has anything to say about it concerning the possibility of setting this course up as a scholarship course. Matter of fact, I took it up with our trust fund. Everyone was enthusiastic about the idea of setting up a scholarship course on that basis. Matter of fact, Dr. Jones was contacted, kind of through the back door, and he was enthusiastic for the idea. In other words, if we can get the idea across or if we could get the course on the inventory of courses, we probably could get Dr. Jones to support the tuition. We're only going to have 20 each year--two from each of 10 high schools. The next year it is 10 different high schools, the year after that it's 10 different high schools. The admissions office, I think they have some other offices in high schools. So we're only going--we're only talking about 20 people a year, and to satisfy the question which was raised, I would say yes. In the event that the department has to decide, it simply means "can I give this student who took this 579 when he was in high school--can I give him credit for 581?" I think I would tell him yes. There's only 20 a year out of 160 to 200 freshmen. I don't think anybody's throat is being cut. If there is any further discussion that you want on it, I would be glad to answer your questions.

DR. **BEHEN**: Thank you for the explanation. Do you wish to address the Dean--all right, Dean Yozwiak, please.

DEAN YOZWIAK: Since Dean Charignon has committed himself that if someone took the 579 sequence, and if he enrolled at this University, could he get credit for the equivalent of 581, he said yes. I would suggest that, why include this? Why not present the course 581 to these students as you suggest in the guidelines, and they are assured credit when they get here.

DEAN CHARIGNON: It has a different objective. The objective of 581 is to orient the engineers to the profession. The object of this course is to show the students the troubles that we have gotten ourselves into. To me, that's a different objective.

DR. **BEHEN**: Are there other questions for the Dean? Yes, Dr. **Mettee**.

DR. **METTEE**: I would like to oppose the introduction of this course, Engineering 579, on the basis that there are already introductory courses of 6 hours, as has been stated. But I think further that it would put the University in the position of offering credit for courses taught at high school level, thereby it would tend to deflate the value of the Engineering curriculum at this institution.

DR. **BEHEN**: Yes, Dr. Hanzely.

DR. **HANZELY**: ()

DR. BEHEN: All right, yes, please. Go ahead, Dean.

DEAN CHARIGNON: The course is taught at the college level. It's a college course. This is common practice. It should be more of--it should be done to give the first-class student in high school--the superior student in high school--an opportunity to get into college work while he is still in high school. In addition to his high school work is not a new concept. As a matter of fact, there are quite a few people--there are something over 100 people at Ohio State right now, according to the comments I've heard here, that shouldn't be there at all.

DR. BEHEN: Dr. Hanzely.

DR. HANZELY: I would move the deletion of this course from the report of the Curriculum Committee. I think that the . . .

DR. BEHEN: Shall we get a second before the discussion?

DR. METTEE: Second.

DR. BEHEN: There is the second to it. Dr. Mettee seconds. All right, Dr. Hanzely.

DR. HANZELY: I would think that this course really has some questionable academic merits. I think there's ample opportunity in the existing one-hour--six one-hour courses--that the Engineering College now offers to orient these students to the problems that--ecological and sociological problems that we have brought upon them, although I think that they are sometimes in a better position to tell us what problems we have brought on. I really don't think that this is--this meets--this should meet the standards--the Academic standards that we should set for ourselves.

DR. BEHEN: The question now on the floor is a motion to delete this particular course. Is there anyone who wishes to speak to that point? Yes, please.

MRS. HILLE: I feel that we do have the position of one of the high schools in Youngstown itself. That we're taking in all the poor students, and this is a wonderful way of public relations, of advertising how good we are, by picking out the best for this, and then they're telling the rest, "Oh, Youngstown university's great." I think it ought to be kept.

DR. BEHEN: Dr. Cohen.

DR. COHEN: The whole public relations idea is very important, but I think it would be better met if we offer 581 for the high school students. This is a catalog course for high school students. And it says in the course description, "for high school students." I think that would be even better public relations.

DR. BEHEN: Dr. Hotchkiss.

DR. HOTCHKISS: It's my understanding that we already admit some outstanding high school students, who, under certain conditions, are free to come here and take freshman courses: I have them in psychology. I think they are supposed to be special students.

DEAN CHARIGNON: I have a question.

DR. HAHN: Go ahead.

DEAN CHARIGNON. The question I have: the Mathematics Department says that half the time, Villa Maria students taking calculus for high school credit take college calculus--straight Calculus, 571. The language people--see, I'm talking out of my field. I don't want to do it because I'm not accurate when I talk out of my field at all. I think there is something that says if you take languages in high school, you start at a different place in college. I don't know what it is. I would like to have the language people explain that a little more carefully. It's nothing new--what we're talking about--there's nothing new about high school students taking college courses for college credits. That's all.

DR. BEHEN: You wish to--yes, please.

DR. SHUSTER: I think there's a good, logistical reason for having a separate number, because you've got a different kind of group involved in the course entirely. I have listened to Dean Charignon present this in the Curriculum Committee, and I was sold on the idea. I think it's a good move in the direction of getting students in the areas of interest we have here. As a matter of fact, I'd like to suggest to Dean Miller that we set up something of the same sort ourselves, in order to get the students interested in our university. I think the idea of putting all the students, that is the University enrolled students and such high school students into 581, together would create problems of administration. How do you teach the course? How do you grade it? How do you handle it, and besides which the way the credits are set up are different. I think it's a good idea to keep the courses separate.

DR. BEHEN: Is there anyone else who wishes to speak? Mr. Ives.

MR. IVES: I missed the point of reference to Villa Maria. I once had a student from Villa Maria who took four years of Latin with straight A's, and as long as she was in the continuing course here, she was unable to translate a single Latin sentence.

DR. BEHEN: Anyone else wish to speak on the subject? Dr. Richley.

DR. RICHLEY: The point has been made that this is a college-level course; the point has also been made that there are seniors in high school currently taking college level courses. There is one thing that did occur to me--that Senate might be interested in. If we use the one-hour courses that are in existence in engineering for the purpose of acquainting the young people in high school with engineering, then we may end up with a one-hour course that has enrolled in it first-quarter freshmen in engineering and first-quarter or first-week seniors at the high school level. I wonder if this wouldn't present some complications in terms of the manner in which it is taught.

MEMBER: I would suggest that there might be an answer found to that, Dr. Richley, on the basis of the kind of grades that seemingly are achieved thus far, I've not found in my discussion any notable failure rates in either of those two courses, and it in fact, then, as Dr. Shuster points out, it is a question of logistics in part. I very frankly say if we are seeking them--this body of young people, of talent to come here--no reason at all why they cannot be subjected to truly a course which is already existing in the catalog, and which, despite Dean Charignon's denials, and as Dean Yozwiak pointed out, is remarkably similar in the course description. I will agree it is not verbatim, but there is a good bit of similarity there.

DR. BEHEN: Call for the question. The question is now on Dr. Hanzely's motion to delete this particular course from the general recommendation of the Curriculum Committee. All in favor, let it be known by saying Aye. To the contrary? I think we'd better have a show of hands. If our tellers will serve us again, please. All in favor indicate by hand, please.

MEMBER: In favor of deleting?

DR. BEHEN: In favor of--yes, this is voting in favor of deleting. That's the motion. All to the contrary by the same sign. The motion fails by vote of 42 to 38; it returns to Dr. Hahn's original motion.

MEMBER: Question.

DR. BEHEN: All right, the question now is the adoption of these recommendations respecting curriculum as presented in pages 6 through--Dr. Hahn?

DR. HAHN: Thirty.

DR. BEHEN: Six to thirty. All in favor, indicate by saying Aye. All to the contrary, by the negative. The Ayes have it; it is adopted. Dr. Hahn, if you will proceed, please.

MR. IVES: Point of order.

DR. BEHEN: Yes, a point of order.

MR. IVES: The question was called, but we did not take a vote to close discussion.

DR. RICEILEY: The question was called for and nobody . . .

DR. BEHEN: Nobody--I asked if there was any further discussion, and nobody indicated he wished to discuss. So then, there is no requirement that it be closed.

MR. IVES: I did not understand the question.

DR. BEHEN: I had already then stated the question. I am sorry that you didn't, but I trust I gave opportunity. Dr. Hahn.

DR. HAHN: We'll move to the **communication** sequence. The motion includes the deletions and additions on page 2 of the report, and it is understood that the elimination of the statement on page 45 of the catalog applies: "Students exempted from one or more of the communications courses complete their 12 hours by taking courses in the Humanities area," and eliminates the statement on page 84, "For certification, graduation, and transfer purposes, this course may be interpreted as nine hours in composition and three hours of speech." Mr. Chairman, I move the material that I have mentioned.

DEAN SCRIVEN: Point of order.

DR. BEHEN: Yes. Dr. Scriven.

DEAN SCRIVEN: I question that the grading aspect of the motion should be included, since it failed to receive favorable consideration of the Academic Affairs Committee.

DR. BEHEN: Yes, I--now, let me be sure what we're discussing here. Dr. Hahn has presented as a report of the Committee the statement you've heard; and Dr. Scriven, Dean Scriven, I believe, has raised the point that there is included in this a statement which the committee did not approve. Is that correct?

DEAN SCRIVEN: Correct.

DR. BEHEN: Then, I will once again have recourse to the parliamentarian. Since, as Dr. Hahn is presenting a Committee report for approval, not his own motion, and on Dr. Scriven's statement, I'll ask Dr. Hahn in a minute if he has objections. There's something contained in here which was not in fact the intent of the committee. What is your ruling on that?

DR. O'NEILL: As I understand it, there was not a majority vote with regard to the Committee recommending the **ABC/no-entry** provision. And as I understand Robert's Rules, there must--the Committee **must** report in the majority. As I understand it, it was a five to five vote, and we therefore ruled that it would not be--should not be recommended at this time, although it could be provided as an amendment.

DR. BEHEN: Yes. That--thank you very much. There seems to be, if the body is in agreement, a logical way that this be deleted from the **Committee** report. Then once it is on the floor, of course--just a second--I may be all wrong; if so, you can straighten me out.

MRS. DYKEMA: Are we talking about two different committees? Dr. Hahn has proposed the report of the Curriculum Committee, and in that report, it mentions that the Academic Affairs **Committee** did not approve of--did not approve by majority vote of some aspect . . .

DR. BEHEN: Oh, this was a different committee. Is that your understanding?

DEAN SCRIVEN: Correct.

DR. BEHEN: Then I . . .

DR. HAHN: This is a joint report. This is a joint report of the Curriculum Committee and the Academic Affairs Committee.

DR. BEHEN: Well, let me ask you this. Wait just a minute. Your chairman is no better equipped to deal with this than the least of you. Would this not accomplish our purpose? If it is presented without this, then there is no reason that Dr. Hahn himself could not present a motion to include this; and if it is the desire of the body that it be included, that can be accomplished. If it is not, then it would not, I am simply asking if this is an expeditious way to do it, as in about two minutes Dr. Hankey is going to remind me that it is time to give the warning. Would that be agreeable?

DR. HAHN: I would be glad to do that, so that I would delete in the motion those references to the grading in the course description. If that's satisfactory, I'd do so.

DR. **BEHEN**: All right. Now Dr.--now to be sure that we have the motion, and then I will ask for a second, for there has not yet been opportunity to second. Dr. Hahn is presenting a motion on material as distributed with these two qualifications (in reverse order). First, he is deleting those statements respecting grading, and second, with the understanding that the catalog will be brought into conformity if this is adopted. That is the motion; do I hear a second?

DR. **LARGENT**: Second.

DR. **BEHEN**: It is seconded by Dr. Largent back there. It is now open for discussion, and Dr. Hahn, if you would like to offer the amendment, I would be glad to recognize you.

DR. **HAHN**: I believe the floor could do that.

DR. **BEHEN**: All right. Yes, then, I had to ask this gentleman his name the other day.

DR. **ALDERMAN**: Taylor Alderman.

DR. **BEHEN**: Dr. Alderman, please. Chairman of the English Department, please.

DR. **ALDERMAN**: I move that we amend the course description in a fashion to restore the phraseology which is in the copy you have in your hands, which is to say that to receive credit for either course, a student must have a grade of C or better. If he fails to do so, no record of his attempt will be entered on the transcript.

DR. **BEHEN**: This is a motion to restore the language . . .

DR. **HANKEY**: Second.

DR. **BEHEN**: And seconded by Dr. Hankey, a motion to restore . . . yes, please.

DR. **ALDERMAN**: A motion to amend.

DR. **BEHEN**: Yes, a motion to amend, by restoring . . . in other words, to restore Dr. Hahn's motion to its original form is now before you. Is there discussion on this? Before you proceed to the discussion, may I call attention to the fact that it is now ten minutes until the automatic adjournment time; does anyone wish to move to extend the time? Dr. Richley, (or any other motion), Dr. Richley, please.

DR. **RICHLN**: I move to suspend the adjournment policies for Senate.

DR. **BEHEN**: Is there a second to that motion? Seconded. All in favor, let it be known by saying Aye. To the contrary? The motion is carried. We proceed until a normal adjournment is made. We are now at Dr. **Adlerman's motion**, which has been seconded, to restore the original wording. Is there discussion on this point? Dean **Scriven**, please.

DEAN SCRIVEN: I am glad this meeting has been extended. I could speak on this subject at some length. I won't.

DR. BEHEN: You've already no doubt won several votes, but go ahead.

DEAN SCRIVEN: The minutes of the February 2, 1973, Senate meeting was devoted to this topic for 20 pages, and it was defeated at that time. Prior to this being considered, a year ago now, the Academic Affairs Committee conducted a rather thorough survey concerning the acceptability of an ABC/No-Entry system. I think that was probably before us better at that time. In more recent times, in fact, the very latest issue of the Pi Kappa Phi Journal has an article the title of which is "Pass/Fail has Failed." I'd like to read just a couple items from there. "In a survey conducted at George Peabody, over 65% of the graduate deans responding indicated that an undergraduate transcript characterized by Pass/Fail grading would lower the applicant's chances for admission to the graduate school." Another article conducted by the American Association of Collegiate Registrars and Admissions Officers indicated that in a questionnaire sent to graduate deans, 62% had serious or undetermined reservations regarding the admissability of graduate students with Pass/Fail records. In the February 4 issue of Time magazine this year, the title of the article "Downgrading, No Grades" indicated that there is a move now to say "Let's do it the conventional way." Asked to grade the system in its own terms, a growing number of educators and students would say that in practical terms, Pass/Fail has failed. In Dr. Eminhizer's survey . . .

DR. SUMPTER: Chairman, point of order, please.

DR. BEHEN: Yes.

DR. SUMPTER: The gentleman is speaking of Pass/Fail, and that is not the thing on the floor.

DEAN SCRIVEN: My point is . . .

DR. SUMPTER: The grading system on the floor is No-Entry, not Pass/Fail.

DEAN SCRIVEN: My point is, Mr. Chairman, ABC/No-Entry is even a worse system and a more dishonest system than is Pass/Fail. I would like to continue, if I may, with just a few of the responses Dr. Eminhizer received from graduate deans and deans of medical . . .

DR. BEHEN: Yes. Perhaps I had better ask this question. I think Dr. Sumpter's point is well taken here, regardless of opinion as to whether it is better or worse or the same. Are these addressed to--what is the other term?

MEMBER: No-Entry.

DR. BEHEN: No-Entry, or are they addressed to Pass/Fail?

DEAN SCRIVEN: I'll speak specifically to No-Entry.

DR. BEHEN: Thank you, please go ahead. The floor is yours.

DEAN SCRIVEN: Last year when the Senate considered this question, ABC/No-Entry, we were told that we should do it because Ohio University did it. We seemed to disagree at that time, and I want to give you a new report from Ohio

University. The **ABC/No-Entry** was initiated by the Faculty Senate in the **summer** of 1970. I have quotes from a **member** of the faculty at Ohio University today who said they realized this was a mistake; they questioned the integrity of the record. And beginning with the fall quarter, 1973, the Faculty Senate ruled that they replace the F on freshman records. I think **this** is an example of . . . I think our Senate was wise in defeating this last year; we do have provisions for doing away with the F or D if a student repeats the course; we have **Credit/No-Credit**. Everything that is possible has been covered in our current grading system. I strongly recommend defeat of this.

DR. BEHEN: Now I have three people before me, Dr. Alderman, Dr. Cohen, and Dr. Largent, and then I will try to get some others. Dr. Alderman.

DR. ALDERMAN: I, too, could speak at considerable length, and I have spoken with a good many people. Let me respond briefly, though. Perhaps I can . . . First of all, Dr. Sumpter's point is well taken; this **Pass/Fail** description is irrelevant. If there were a proposal that we change the university system to **Pass/Fail**, I would oppose it. If there were a proposal to change the grading of the freshman sequence to **Credit/No-Credit**, I would personally oppose it, unless my department told me otherwise. I appreciate the distinction between A, B, and C. I think they're important: I think they should be preserved. I would like to point out also that we have something on this **campus** now, and we have had it for a good many years, which if **ABC/No-Entry** be dishonest, it is not only dishonest, but it borders the possibly obscene. We have a grade that is W which is used to cover a host of sins. The student who breaks his **leg** and must go to the hospital for three months gets a W. The student who is attempting to defraud Veteran's Administration to collect his G. I. Bill benefits, may never go to class, will get a W at the end of the fifth week. The student who is failing and sees an F in his future may take a W at the end of the fifth **week**; and our records office, to my knowledge, has never proposed that we should further identify these **W's**. Along with that, we offer the option called Audit. You may say, I don't want to take my chances with A, B, C, D, F; let me get an AU, and we have in our catalog the statement that the student may audit without the necessity of attending class. This is in the catalog. Now if we were talking dishonesty, it seems to me this is of central importance.

Other points: I think I will talk to one or two other objections to this system available. For example, we're told that it will lower the standards. I would suggest quite simply that it shoves up the standards. This again, I would urge you to consider that we are not proposing a rigid revision of grade systems for the entire university, or for all Arts & Sciences, or for all of the English Department. We are talking about the one required skills course which all our students must take. Now the Department has looked at this question very closely; we've looked at four different possible proposals. We've made this very plain. We sent the question back to our Curriculum Committee, and **they** debated it at great length. And then we debated it some more. We came to this very carefully and deliberately, and we turned the question upside **down**. Let me speak very briefly to some positive points. The National Council of Teachers of English favors this sort of proposition. Not **Pass/Fail**, and Dr. **Scriven's** quite right. There is a movement, as I understand, **away** from **Pass/Fail** for precisely this reason. We need to know--graduate deans especially--need to know in more precise detail just what the achievement of an undergraduate student was, I agree; but I read to you one sentence only from the NCTE grading policy: "After the early years at all educational levels, only passing grades, letters and symbols distinguishing

levels of passing performance should be recorded." The CCCC, the Conference on College Composition and Communications has said the same thing. I would remind you of the arguments which were much closer to home which were committed in the Campus Action Project's final report which came out last September. I'm not going to read all of the (_____), but certainly I recommend for your perusal pages 23 and 24. The report deals with the problem which we face day by day. It deals with the problem of a student who is--whose competence in handling the language varies greatly. We have students who are certainly on a par with the best students anywhere in this country: there are students who are very weak. We have attempted to do just what the Campus Action Project recommended; we have tried to structure a flexible program. (inaudible) We have had in the past and will continue to have in the future a procedure or policy whereby the student who arrives with a very distinguished set of ACT scores may waive the first of these courses and start with the second one. We will have a policy program set up whereby the student who thinks that he's good and he doesn't need eight hours can write a theme. We will look at it on an individual basis, and if he doesn't need the first course, we will move him along. We are retaining the Honors Composition sequence, which is, of course, Communications Honors. This will be an option for better students. We're trying to build in flexibility on that end. We need, we feel, flexibility on the other end. A student who comes to us and through no fault of his own, is weak in the handling of the English language; it seems to me he deserves more than he will get under a ABCDF. Very briefly, in 1972-73 in the three quarters of the academic year, we had literally thousands of students in those three communications sections, in the 525 sections something over 9% withdrew; in 526, something over 14% withdrew; and in 527, something like 28% withdrew.

Now as I said a moment ago, the W covers many courses, but we do know that many students fear that F and are afraid of what it will do to their grade point average, and going through the course, they say, "If I stay with this, I'm going to get an F. So I withdraw. What happens then? The student has paid us for ten weeks of instruction; he needs ten weeks of instruction; but he's got a dishonest W on his record and five weeks' vacation. Now I suggest to you that this does not benefit the student: it does not benefit the university; it does not benefit the reputation of the grade of F for honesty and for high moral tone; it simply is not a very good system. It is worse yet in terms of what we know but can't demonstrate. These things are impossible to document. The student who arrives in terrible shape in terms of the ability to write and the ability to communicate, he is making progress for the first four or five weeks. He is still far below the acceptable minimum. OK, he drops out. If he had stayed with us, and we would under the ABC/No-Entry only because he's not risking anything. We're not going to penalize him for what he did not learn when he was fourteen years old. If he stayed with us, he might get into that C level. He might very well. And this is part of the other problem we face, we think it's terrible for students who come in, he's got a shot at the University, he may well be from a disadvantaged background, but he's got a shot at the University, and he comes in and works for you and he's in terrible shape at the beginning of the quarter, you see the progress coming (and I don't mean this condescendingly), but from an extremely weak position up to the point where he is approaching a D. If you're teaching that course and you have perceived progress on the part of the student, but he's not really at a D level, then you give him an F and say to him in terms of the institutional symbol, "you're a failure." The temptation is very great to say you've got to give this student some sign from the institution that he has accomplished something--and this leads in some cases to the D which is not really appropriate but which counts. Again, I could speak for the next three hours, but these are the main points, and, obviously, I urge your support for this program as we have carefully put it together.

DR. BEHEN: Speakers, people who wish to speak, I've recognized two so far, then I will get others. Dr. Cohen, then I'll follow with Dr. Largent. Dr. Cohen.

DR. COHEN: I'll try to be very brief. I don't find myself in disagreement with Dean Scriven very often. I do appreciate thoroughly receiving a copy of this article in Pi Kappa Phi magazine. I happened to read it last night. Someone sent a copy to me and I wanted to read a little bit more of it. Similarly, when asked if they were willing to consider applicants who have some but not all of their courses graded pass-fail, 68% of the respondents indicated they would not accept graduate application. . . .

MEMBER: Point of order.

DR. BEHEN: Yes.

MEMBER: He's talking about pass-fail . . .

DR. BEHEN: I think you would have . . .

DR. COHEN: Pass-fail and no entry I think is . . . well, uh . . .

MEMBER: They're two different things.

DR. COHEN: The point was made by Mr. Scriven and I think it needs to be answered by completing that sentence. And the answer is "if more than 25% of the course work were taken on a pass-fail or no-grade systems." "If more than 25%," we're talking about two courses here, which is a far cry from 25% of the course work. Furthermore, in the American Association of Collegiate Registrars and Admissions Officers, more than 25% of all respondents indicated admission of graduate or professional school applicants would be jeopardized if a substantial number of their undergraduate studies were based on a non-traditional grading system. We have very carefully restricted the number here, to a half a dozen courses. We are talking about two courses, Freshman English, Communications, which are admittedly not part of the general education program; they're not part of the major; they're not part of anybody's important college work. I think we can, on the basis of the thorough work done by the dean of a department, admit these two courses without worrying about these arguments in the Pi Kappa Phi journal.

DR. BEHEN: Dr. Largent, do you wish to speak?

DR. LARGENT: That takes care of--I pass, thank you.

DR. BEHEN: All right. Yes. Dr. Curran.

DR. CURRAN: I'll pass. That answers my question.

DR. BEHEN: Dr.--not while we have people who wish to speak. Yes.

DR. HOTCHKISS: I can see no reason that this could not be amended to the ABC-no credit, where at least we would have the honesty of saying that the person tried the course. I believe that we are rapidly approaching the point where we do not ask people to be responsible for their actions. This is part and parcel of this. The no-credit would not be called a D or an F but at least would tell the student you have tried that, and would tell the registrar or anyone else who reads the records you have tried it.

MEMBER: I move it.

MEMBER: I second it.

DR. CURRAN: You were very close to right, Vic, when you said he won three votes. We kept sending out for reinforcements every time he lost them. I'd like to--we have three votes on it. We wanted to--on two occasions the Academic Affairs Committee was in favor of the grading system, and on the third effort we rounded up a couple more members who hadn't been there, and they tied it up five-five.

I'd like to speak in favor of this whole package. This is a skills course; anything that the English Department can do to help our students learn the English language better is something we should be in favor of, it seems to me. I just can't believe this dishonesty bit; these students who've been here to take these courses--if there's any dishonesty, it's the fact that they got here without knowing their mother tongue. And I don't see why they should be penalized in learning their mother tongue at this University: and this failure bit is a very real thing for these students; and it is not their fault, not the fault of their mind; it's the fault of inadequate preparation. Besides which, we are being honest. When the student achieves a level--ABC--of skill, whoever gets him from then on knows that he speaks and writes the English language at that level. And isn't that all that that person needs really to know to evaluate this student as an individual in whatever kind of organization he's reviewing him?

DR. BEHEN: Dr. Largent.

DR. LARGENT: Move the previous question. I think--if I were a graduate dean, I wouldn't care so much how many times a student tried an English course as long as he got the C's and was capable of communicating--to me, to a dean, or to the department chairman that he could now handle the mother tongue. I move that we adopt this. Or I second it or whatever.

DR. BEHEN: All right. The previous question has been moved by Professor Fortunato; do I hear a second to that motion. Seconded by Dr. Hankey. The motion on the floor is, I believe, to delete . . .

DR. ALDERMAN: To add the grading . . .

DR. BEHEN: Correction on that. The chair stands corrected. The chair will get his head straightened out here in a moment. The motion was the--Dr. Alderman's motion to restore the language so that the committee's--joint committee's motion read as originally distributed. Now--the motion now before us is a motion to close debate; it requires a 2/3 approval, I believe, Mr. Parliamentarian. Is that correct? And it is non-debatable. So we are now moving to--we are now acting on the motion to close . . .

DR. HOTCHKISS: Point of order.

DR. BEHEN: Yes.

DR. HOTCHKISS: Did I have an amendment up there that would move this to no-credit?

DR. BEHEN: No sir, no such amendment.

DR. HOTCHKISS: I attempted to put one in, but I thought I was in order.

DR. BEHEN: This is the motion. All right. So the motion is that of the previous question, which is to close debate, that will be by hand count. Dr. ?liner, I'm going to relieve you: you have to climb over everything. I'll make Dr. Sumpter the teller over there, and if you will over here. All in favor by hand sign, please.

MR. IVES: Point of order.

DR. BEHEN: All right. A point of order.

MR. IVES: I agree that Dr. Hotchkiss had made a motion. I wasn't sure of the substance of it. And it was seconded by a voice in front of me.

MEMBER: Further point of order. The chair never recognized . . .

DR. BEHEN: If I did not hear a motion, did not recognize--I am asking a question now. Did I recognize a motion?

MEMBER: No.

DR. BEHEN: I did not--my apologies if it passed me by, but I didn't realize that there was . . .

DR. MOTCHKISS: I tried to shove it in late, and you did not. You were turned to the side; it was my fault.

DR. BEHEN: All right. We are in agreement. All right. By hand sign, this is to close, if the tellers will count, please. All opposed by the same sign, please. The motion to close debate is carried by a vote of 66 to 4. So the motion is now on an amendment to restore the language in such fashion that Dr. Hahn's motion reads as originally presented. All in favor, indicate by saying Aye. All to the contrary, by Nay. The Ayes have it; the motion is carried. Dr. Hotchkiss.

DR. HOTCHKISS: Now could I make an amendment to change the amendment?

DR. BEHEN: I would . . .

DR. HOTCHKISS: I am not debating the motion that was on the floor. I'm asking to make an amendment to the amendment which was just passed. Now can I do that?

DR. BEHEN: All right. Let's see where we stand here. The motion on the floor now is the main motion, but debate has not been closed on that, and I see no reason that if . . . just a minute. I see no reason why if Dr. Hotchkiss thinks it's appropriate that he may not offer another amendment to the main motion, because that is now the business on the floor. The floor is yours, Dr. Hotchkiss.

DR. HOTCHKISS: I would like to amend the motion to introduce no-credit instead of no-entry.

DR. BEHEN: It is moved to introduce no-credit instead of no-entry, and has been seconded. I'll ask the Parliamentarian, does this seem an allowable motion here.

DR. O'NEILL: I believe that it is in order, that we have an amendment to the main motion.

DR. BEHEN: All right, then this is the business before the house--Dr. Hotchkiss' motion--would you state it again, please, for us.

DR. HOTCHKISS: To read that, the line reads "ABC--no-credit" instead of "ABC--no-entry."

DR. BEHEN: And it has been seconded. This is the motion for the floor. Dr. Hankey.

DR. HANKEY: I will say very briefly, I think the effect of the amendment is to torpedo the total plan put before you, and I urge you to defeat it.

DR. BEHEN: All right. Dr. Alderman.

DR. ALDERMAN: I'd like to speak again, very briefly. I am in sympathy with the general thrust of Dr. Hotchkiss' earlier comments. In essence, you're talking about an assumption for a 600 level course, we have usually a prerequisite C. Our working assumption at this point is that it has been demonstrated that the student now has competence to complete this course with a satisfactory grade. In such a situation, if the student simply does not complete what he could complete, I think perhaps we have a (_____). Involved here, I think, is the ambiguity which arises from the use of "fail" in two totally different ways, although I think we often don't realize this. If--we mean two totally different things when we say that a student fails something, if he tries that which he cannot accomplish because of prior limitations in writing, he fails. But he fails often through no fault of his own. On the other hand, if he comes to us and he has a demonstrable ability to accomplish something, and he spends all his afternoons in Tony's Hideaway, he fails in a very different sense. All right, so we have on his records, that's all. But again, this is a--I speak against your amendment because I think this system is appropriate for this particular 2-course sequence. Not to say that I would suggest it for every course in the University, by any means, and I would say further that the English Department looked at, I think, almost every possible option. We considered no-credit. It was the sentiment of the department and it is a sentiment which I share that N/C is really a euphemism for D/F. You have through shorthand said the same thing. And to speak one final sentence with reference to what we heard a while ago from Dr. Largent. If you're a practicing attorney, this means you've passed the bar examination. It does not mean that your permanent record necessarily shows the four times you flunked the bar; you passed the fifth time around. I would suggest that there are a good many similar situations in which society holds us accountable for showing our accomplishments but it takes a rather charitable viewpoint toward our failures of various sorts in our progress.

DR. BEHEN: Dean Scriven.

DEAN SCRIVEN: I want to speak in favor of Dr. Hotchkiss' amendment, and I am speaking to the ABC/No-Entry. Last year, our whole faculty (and I do have the responses from our own faculty), each department head was asked to discuss the ABC/No-Entry with their faculty, and the large majority generally was not in favor of the ABC//No-Entry system. Again, those who were surveyed almost unanimously disfavored the ABC/No-Entry system. This amendment would certainly

accomplish what the English Department wants to do, by not penalizing the students. There would be no quality point blemish on their records by no-credit. And I certainly would encourage the passage of the amendment

DR. BEHEN: Dr. Hankey, and then I'll get the gentleman back there. Dr. Hankey.

DR. 1 Point of clarification on the circulation of this information to departments for discussion. This did not occur at least between July 1, 1972, and March 25, or 22, 1973.

DEAN SCRIVEN: It was to each department head.

DR. HANKEY: Not after July 1, 1972. I would like to dispute the facts a bit. The English Department, until they took their own initiative . . . If I may continue, Mr. Chairman.

DR. BEHEN: Please.

DR. HANKEY: . . . was never confronted with this issue or any aspect of this issue, with regard to anything and certainly not with regard to Communications until this year when it took a step on its own.

DEAN SCRIVEN: The memorandum from Dr. Eminhizer went out on March 2, 1973.

DR. BEHEN: Dr. Hotchkiss, may I remind you at your convenience to submit a written motion.

DR. HOTCHKISS: Yes, if I can just get out of here.

DR. BEHEN: All right. Yes. All right, the gentleman back in the back, back there.

DR. McCracken: I'm not a Senate member as you are aware. I'm Tom McCracken from the English Department. But I would just like to remind the Senate of recent history. I spent eight months trying to get a Credit/No-Entry in front of this body. I finally did. It was suggested out of the Academic Affairs Committee to present it as Credit/No-Credit. And this body passed the Credit/No-Credit entry system, once upon a time, in 1972.

DR. FORTUNATO: Question.

DR. 1 Call for the question. All right, now let me be sure. The motion now before us is Dr. Hotchkiss' motion to amend the main motion so that it reads "ABC/No-Credit" rather than "ABC/No-Entry." Am I correct?

SECRETARY: The motion starts here. And there is no ABC down anywhere. This thing he wants to amend is up here above the motion.

DR. BEHEN: Our secretary has a good point here. I will ask Dr. Hahn to clarify this. Dr. Hahn's motion begins on page 2 at this point, and there is no statement that the secretary or I see here respecting ABC . . . under each course description. Is that now . . .

SECRETARY: That isn't what it says. You cannot take this and replace it in the sentence as given down here.

DR. ALDERMAN: There is a very simple solution, if I may?

DR. BEHEN: Please do.

DR. ALDERMAN: You're right. The language is not ABC/No-Entry but necessarily this is what it means. It says if a student does not receive a grade of C or better, no entry will be made. If Dr. Hotchkiss would like to rephrase his amendment . . .

DR. HOTCHKISS: The entry would be No-credit, if he didn't receive a C . . . The student must earn a grade of C or better. If he fails to do so, an entry of No-credit or a record of No-credit will be entered on the transcript.

DR. BEHEN: All right. So that we are--the motion actually is that it will say not receiving a grade of C or better. If he fails to do so, a record of No-credit will be entered on his record. Is that agreeable with that change? All right, all in favor of the motion--this is in favor of Dr. Hotchkiss' motion to amend in that fashion, let it be known by saying Aye. All to the contrary by Nay. The Nays have it; that is defeated. We are back to the original motion.

MEMBERS: Question!

DR. BEHEN: All right, we have . . .

MRS. HARE: Point of order.

DR. BEHEN: Point of order. Yes.

MRS. HARE: When someone presented this total body, he said that there were certain errors and editorial corrections which had been taken care of, and I just wanted to be sure that one of those was that 550, 551 does not count toward a major in English. Is this one of the errors that . . .

DR. HAHN: That is one of them. Also, in Honors, it should be I and II. We have taken care of that.

DR. BEHEN: Wait just a minute. Dr. Richley.

DR. RICHLEY: I've been sitting here waiting to be swayed one way or another as to whether I prefer this new system for--or we prefer this new system for programs in our department. I must confess that I'm still not swayed. I've heard no rationale, no justification, no discussion that indicated why we are against going from three Communications courses to two Communications courses. I've heard really no justification, no rationale, for why ABC/No-Entry will make these two as good as the original three or better; and there's still a third question in my mind. We're going to allow the transfer of D credits. What are we going to do about transferring D credits, K credit, for courses in which the student must earn a C if he enrolls in that course in this institution. Suppose he's completed the communications sequence at another university, and transfers in. He may have earned D's. He's now going to receive credit for those; whereas our own students must make a C. I'd like to hear some discussion relative to these points.

DR. BEHEN: All right. Dr. Ives.

DR. IVES: It seems to me that's already been covered, we said that credit would be given in courses in accordance with existing policies. If he has to have a C in a course, we can't accept a D.

MEMBER: Call the question.

DR. BEHEN: Dr. Alderman.

DR. ALDERMAN: Could I respond to Mr. Richley's points. There is a long history involved in this, the shift from 12 to 8 hours has to do in large part with the English Department's decision a couple of years ago. They did not approve, really, of our teaching a 12-hour sequence of which 3 credits could be transferred as speech or could be counted as speech towards education requirements. This speech credit was deleted. All schools, all departments, which desire speech courses for their students are cordially invited to see Dr. Elser and approach it in that fashion. This is a basic answer to the 12 hours. I think we have covered the ABC/No-Entry system rather well. The other point was the D and surely before this can be worked out . . .

DR. BEHEN: Dr. Curran moves the previous question. So I hear a second to that? Seconded by Dr. Fortunato. That requires a show of hands. Will our same two tellers assist us, please? All in favor, by hand indication. All opposed by the same sign. The motion is carried.

SECRETARY: If C5 is all there is, you no longer have a quorum.

DR. BEHEN: A question has been raised. Would you prefer the chairman not to hear it, as to whether we still have a quorum or not? He does not hear. The notion before the house now--the notion before the house now is Dr. Hahn's notion as stated here; there were, I believe, no amendments? No amendments.

DR. ALDERMAN: There was a motion to restore.

DR. BEHEN: To restore. Yes. Then that now makes it as it reads, yes, and so I present it. All in favor, let it be known by saying Aye. To the contrary by Nay. The motion is carried. Wait just a minute please. There has been no motion to adjourn--I anticipate I will get one. Permit this statement from the chair, if you will. We have a guest chairman of a Committee here who has patiently sat through these stirring discussions, and I can only offer my regret that I fear you will not get to report, but the price of democracy comes pretty high. Dr. Curran, you have the floor.

DR. CURRAN: Mr. Chairman.

DR. HAHN: There is another matter of the Committee.

DR. BEHEN: There is another matter of the Curriculum Committee. I have a plane to get at Cleveland Hopkins. That is a fact. I am going to ask Dr. Miner if he will kindly take the chair for me, please. And my apologies that this arrangement was made before I knew this meeting would be scheduled today.

I : I've heard a motion to adjourn, a second. All in favor. (Aye)
Thank you. (meeting adjourned at 6:02 p.m.)

VICE PRESIDENT EARL J. HARRIS
ACADEMIC AFFAIRS

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(Cont'd)

Change in **615**; Intermediate German Readings; 4 q.h.

Prereq: German **602** or equivalent

Description: Intensive reading of poems and short stories intended primarily to prepare the students for the Survey of German Literature courses.

Addition of **618**; intermediate German Conversation; 4 q.h.

Prereq: German **602** or equivalent

Description: Designed to increase oral facility in German through exercises on, and discussion of, assigned topics.

Addition of **620**; Intermediate German Composition; 4 q.h.

Prereq: German **602** or equivalent

Description: Skill in writing German developed through directed composition.

Deletion of **660**; Intermediate German Conversation I; 2 q.h.

Deletion of **661**; Intermediate German Conversation II; 2 q.h.

Addition of **705**; Survey of German Literature I; 4 q.h.

Prereq: German **615**

Description: An introduction to the study of German literature. Readings from major works from the beginnings to Romanticism.

Addition of **706**; Survey of German Literature II; 4 q.h.

Prereq: German **615**

Description: Continuation of German **705**. Readings from major works from Romanticism to the present.

Change in **712**; German Civilization; 3 to 4 q.h.

Prereq: German **615**

Description: A survey of the historical, cultural, and social heritage of German speaking peoples.

Change in Prereq. in **740**; Advanced German Grammar; 4 q.h.

Prereq: German **620**

Change in Prereq. in **745**; Advance German Composition; 4 q.h.

Prereq: German **620**

Deletion of **765**; Advanced German Conversation; 4 q.h.

Addition of **766**; **767**; Advanced German Conversation I-II; 2 + 2 q.h.

Prereq: German **618**, or German **615** and permission of instructor.

Description: Continued practice in oral expression through exercises and discussions of assigned topics and through prepared and extemporaneous situational dialogues. Need not be taken in sequence.

CURRICULUM COMMITTEE (Cont'd)

Change in Catalogue Number, Prereq., and Description of 850; Seminar in German Translation; 4 q.h.

790; Advanced **German** Translation; 4 q.h.

Prereq: **German** 745

Description: Practice in translating from German to English and English to German through a variety of selected belletristic and non-belletristic writings. Students who have received credit for German 850 may not **receive** credit for German 790.

Deletion of 800; Early German Literature; 4 q.h.

Change of Title, Prereq., and Description to 815; Enlightenment Through Storm and Stress; 4 q.h.

Prereq: German 705

Description: A study of the literary, critical, and philosophical works which laid the foundation for German Classicism and Romanticism. Includes works of Lessing, Gottsched, and Klopstock.

Change of Prerequisite for: 816; Goethe and Schiller; 4 q.h.

Prereq: German 705

Deletion of 820; **Goethe's** Faust; 5 q.h.

Change of Prereq. for: 825; German Romanticism; 4 q.h.

Prereq: **German** 706

Change of Prereq. for: 835; German Realism and Naturalism; 4 q.h.

Prereq: German 706

Change in 845; Recent German Literature; 4 q.h.

Prereq: German 706

Description. Study of major authors **since** Naturalism, including Mann, Hesse, Kafka, Rilke, Hoffmannsthal, George, and others.

Deletion of 846; Recent German Prose; 4 q.h.

Special Topics in Languages

Latin

Addition of 885; Special Topics; 4 q.h.

Prereq: None

Description: Studies in Latin language, literature, or Roman civilization. Topic is **announced each time course is** offered. May be taken three times for credit, if content is not repeated.

CURRICULUM COMMITTEE (Cont'd)

Italian

Deletion of 870, ~~871~~; 872; Special Reading and Research: **1-5,1-5,1-5, q.h.**

Addition of 885; Special Topics; 4 q.h.

Prereq: Italian 705 and/or 706, **depending on** the topic

Description: Studies in **Italian** language, literature, or civilization ranging **from** medieval to modern times. Topic is **announced** each time course is offered. May be taken three times for credit, if content is not repeated.

Russian

Addition of 885; **Special Topics**; 4 q.h.

Prereq: Russian 705 **and/or** 706, depending on the topic

Description: Studies in **Russian** language, literature or civilization ranging from medieval to modern times. Topic is announced each time course is offered. May be taken three times for credit, if **content** is not repeated.

Deletion of 870, 871, 872; Special Reading and Research; 1-5,1-5,1-5, q.h.

Spanish

Addition of 885; Special Topics; 4 q.h.

Prereq: Spanish 705 and/or 706, **depending** on the topic

Description: Studies in Spanish language, **literature**, or civilization ranging from medieval to modern times. Topic is **announced** each time course is offered. May be taken three times for credit, if content is **not** repeated.

Deletion of 880, ~~881~~; Special Reading **and** Research; **2-4,2-4, q.h.**

French

Addition of 885; Special Topics; 4 q.h.

Prereq: French 705 **and/or** 706, depending **on** the topic

Description: Studies in **French** language, literature or **civilizaiton** ranging from medieval to modern times. Topic is announced each time course is offered. May be taken three times **for** credit, **if** content is not repeated.

Deletion of 880, 881; Special Reading and Research; **2-4,2-4, q.h.**

German

Addition of **885**; **Special Topics**; 4 q.h.

Prereq: German 705 **and/or** 306, **depending on** the topic

Description: Studies in German language, literature or civilization ranging from medieval to modern times. Topic is announced each time course is offered. **May** be taken three times for credit, **if** content is not repeated.

CURRICULUM COMMITTEE (Cont'd)

Deletions

Deletion of 862; History of the French Language; 3 q. h.

~~Deletion~~ of 865-66; Comparative Romance Linguistics; 3 + 3 q.h.

Deletion of 864; History of the Italian Language; 3 q. h.

Deletion of 865,865; Comparative Romance Linguistics; 3 + 3 q. h.

Deletion of ~~864~~; History of the Spanish Language; 3 q. h.

Deletion of 866; History of the German Language; 3 q. h.

French

Change of **820**; 18th Century French Literature; **4 q. h.**

Prereq: Same

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

Change of 769 to

869; Applied French Phonetics; 4 q. h.

Prereq: French 772 or Sophomore Standing

Description: A systematic study of French phonetics (sound system, intonation patterns, **linking**, mute e, etc.) to: provide remedial work on individual pronunciation problems, provide the prospective teacher with the techniques for teaching pronunciation and analyzing pronunciation problems in others, and provide a sophisticated approach to language study and language teaching by introducing students to basic linguistic concepts.

Change of 773 to

873; Explication de Texte; 4 q. h.

Deletion of 810; 16th and 17th Century French Prose; 4 q. h.

Deletion of 815; 17th and 18th Century French Theater; 4 q. h.

Deletion of 825; The French Novel **from** Its Origin to 1800; 4 q. h.

Deletion of 840; French Poetry; **4** q. h.

Change of 774 to

874; Advanced French Composition; 4 q. h.

Russian

Deletion of 612; Scientific **Russion**; 4 q. h.

Deletion of 711, 712, 313; Russian Culture and Civilization; **3, 3, 3** q. h.

Addition of 715,716; Russian Culture and Civilization **I, II**; 4 + 4 q. h.

Prereq: Russian 602 or equivalent or Permission of Instructor

Description: A survey of ideas expressed in Russian literary, **philosophical**, **aesthetic**, **social**, and **political** writings and their influence on **the formation** of Russian

CURRICULUM COMMITTEE (Cont'd)

thought and culture. **I:** From the beginnings to the Imperial Period.
II: The Imperial Period to the present.

Change of 762; Advanced Russian Reading; 3 q.h. to
615; Intermediate Russian Readings; 4 q.h.

Prereq: Russian 602 or Equivalent

Description: Reading and structural analysis of **unsimplified** selections **from literature**, journals, and newspapers. A student may not receive credit for Russian 615 if he has received credit for Russian 762.

Change of 763; Advanced Russian Conversation; 3 q.h. to
604; Intermediate Russian Conversation; 4 q.h.

Prereq: Russian 602 or Equivalent

Description: Intensive practice in common patterns of speech. Emphasis on **construction**, control, and **use** of idiomatic expressions. A student may not receive credit for Russian 604 if he has received credit for Russian 763.

Deletion of 764; Russian Composition; 3 q.h.

Change of 765; Practical Russian Phonetics; from 3 to 4 q.h.

Change in hours, title, description of 770 to
770; Advanced **Russian** Grammar and Composition from 3 to 4 q.h.

Prereq: Same

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

Deletion of 771; Advanced **Russian** Grammar II; 3 q.h.

Deletion of 772; Russian Stylistics; 3 q.h.

Deletion of 805; Russian Literature from **1800** to 1865; 3 q.h.

Deletion of 806; Russian Literature **from** 1865 to 1917; 3 q.h.

Deletion of 807; Russian Literature since 1917; 3 q.h.

Addition of 808; Russian Literature of the 19th Century; 4 q.h.

Prereq: Russian 615 or Russian 716

Description: Reading and interpretation of works by **Pushkin**, Lermontov, **Gogol**, Turgenev, Dostoevsky, Tolstoy, **Checkov**, and **Concharov**.

Addition of 809; Russian Literature of the 20th Century 4 q.h.

Prereq: Russian 615 or Russian 716

Description: Reading and interpretation of works by **Corky**, **Blok**, Mayakovsky, **Fedin**, Sholokhov, Fadeyev, Pasternak, and others.

Spanish

Deletion of 715; Survey of Spanish American Literature; 4 q.h.

Deletion of 716; Survey of Spanish American **Literature**; 4 q.h.

CURRICULUM COMMITTEE (Cont'd)

Addition of 717; Survey of Spanish American Literature; 5 q.h.

Prereq: Spanish 615 or Permission of Instructor

Description: An introduction to the study of Spanish-American literature aimed at acquainting the student with the main works, writers, and principal literary tendencies and movements.

Deletion of 740; Hispanic Civilizations; 4 q.h.

Addition of 750; Spanish Civilization; 4 q.h.

Prereq: Spanish 602

Description: A survey of Spanish Culture; the ideas, attitudes, and values definitive of the Spanish character. Includes class discussion for improvement of oral facility.

Addition of 75; Latin American Civilization; 4 q.h.

Prereq: Spanish 602

Description: A survey of Latin American culture; the ideas, attitudes, and values definitive of the Latin American character. Includes class discussion for improvement of oral facility.

Deletion of 756; Practice in Spanish Conversation; 2 q.h.

Deletion of 757; Practice in Spanish Conversation; 2 q.h.

Deletion of 800; Medieval Spanish Literature; 4 q.h.

Deletion of 807; The Poetry of the Golden Age; 4 q.h.

Deletion of 815; Nineteenth Century Spanish Drama; 4 q.h.

Deletion of 820; The Generation of '98; 4 q.h.

Deletion of 827; Twentieth Century Spanish Poetry; 4 q.h.

Addition of 828; Hispanic Poetry; 4 q.h.

Prereq: Spanish 705 or 715 or Consent of the Instructor

Description: The study of the poetry of Spain and Spanish America from the Renaissance to the present.

Deletion of 837; Modern Spanish-American Poetry; 4 q.h.

Chemical Engineering and Materials Science

Change of 780-781-782; Thermodynamics; 3 + 3 + 3 q.h. to

771-772; Chemical Engineering Thermodynamics; 4 + 4 q.h.

Prereq: Same

Description: Development of the concepts and formalisms of thermodynamics and their applications to chemical engineering systems. Real and ideal behavior of single and multi-component systems. Introduction to the thermodynamics of chemical equilibria and phase equilibria. Thermodynamics analysis of processes.

CURRICULUM COMMITTEE (Cont'd)

Change of 880-881; Kinetics; 3 + 2 q.h. to

880R-881R; Chemical REactor Design; 3 + 3 q.h.

Prereq: Same

Description: Chemical reaction equilibria. Theoretical developments and methods of interpreting experimental data pertaining to chemical kinetics. General design principles and construction features of reactors with application of these principles to the design of specific reactors.

Health and Physical Education

Deletion of 547 R; Social Dance; 1 q.h.

Deletion of **555R; Football; 1 q.h.**

Deletion of 5618; Recreational Games and Bowling 1 q.h.

Addition of **529R; Recreational Games; 1 q.h.**

Prereq: None

Description: Fundamentals, **skills**, techniques, strategy and rules of racquetball, paddle tennis, table tennis, shuffleboard, and other recreational games.

Business Technology Department

Addition of 610; Real Estate Law; 3 q.h.

Prereq: Permission

Description: Study of the areas of law needed by real estate personnel; including the law of agency as applied to real estate brokers and salesmen, law of fixtures, estates (including leases), conveyancing of real estate, and license laws of the State of Ohio, zoning, cooperatives, and condominiums.

Addition of 605; Real Estate Appraisal **II**; 3 q.h.

Prereq: Business Technology 604

Description: An extension and application of the topics considered in Business Technology 604. Specific applications will be made to residential and commercial real estate sales and brokerage operations.

Addition of 510; Survey of Real Estate Principles; 3 q.h.

Prereq: None

Description: A survey course which includes definitions, the legal aspects of real estate, financing responsibilities, the ethics of the profession and stresses knowledge of the Ohio license law, mathematics of real estate, mechanics of closing a sale, etc. -- all background knowlege necessary to pass the Ohio license law.

Addition of 620; Special Topics in Real Estate; 3 q.h.

Prereq: Business Technology 605

Description: Includes areas requiring specialized knowledge--taxation, **investment** analysis, industrial real estate, commercial real estate, and other types of income produci property. Current issues and problems such as the current real estate market, **legislative** activities, and long range planning for the future of real estate are considered. Term pap required.

DEPARTMENT OF HOME ECONOMICS

The following courses have been changed in **either** course Number, Title, or Description.

<u>FORMER</u>			<u>NEW</u>		
Course No.	Title	Credit	Course No.	Title	Cr
1. 502	Applied Nutrition	4	502	Nutrition Fundamentals	4
2. 529	Instructional Media	4	529	Media Communication for Home Economics	4
3. 551	Food and Nutrition	4	551	Normal Nutrition 1	4
4. 551L	Food & Nutrition Laboratory	1	551L	Nutrition Laboratory	1
5. 603	Nutrition	4	603	Diet Therapy	4
6. 609	Planning Food Service Systems	4	609	Food Systems-Planning and Operations	4
7. 612	Child Care 1	4	612	Preschool Child 1	4
8. 613	Child Care 11	4	613	Preschool Child 11	4
3. 614	Child Care 111	4	614	Preschool Practicum	4
10. 505	Food Purchasing & Storage	4	620	Food Systems - Menu Planning, Purchasing and Storage	4
11. 607	Food Service Internship	9	628	Practicum in Dietetic Technology	9
12. 650	Food Service Seminar	2	650	Seminar in Dietetic Technology	2
13. 652	Family Meal Planning and Serving	4	652	Meal Management	4
*(Change in course description only)					
14. *706	Child Development Laboratory	2	706	Child Development Laboratory	2
15. 759	Normal Nutrition	4	759	Normal Nutrition 11	4
16. 760	Diet Therapy	4	760	Nutrition in Disease	4
17. 772	Child Nutrition	3	772	nutrition and the Pre-school Child	4
18. 773,774,775,	Problems in Child Nutrition	1+1+1	773,774,775	Deleted	0
9 800	Methods of Teaching Home Economics	3	800	Teaching of Vocational Home Economics Consumer and Homemaking	-3

THE FOLLOWING COURSES ARE ADDITIONS TO THE CURRICULUM:

825	Current Nutrition Concepts	4 credits
853	Home Management Laboratory	6 credits
862	Cultural and Nutritional aspects of Food	4 credits
870	Home Economics Workshop	2-4 credits
872	Maternal and Child Nutrition	4 credits

All 5 courses will be elective open to upper division and graduate students.

CURRICULUM COMMITTEE (Cont'd)

THE NEW COURSES ARE BEING PROPOSED FOR THE FOLLOWING REASONS:

H.E. 862 Cultural and Nutritional Aspects of Food

The course is required for approval of curricular offerings for accreditation by the American Dietetic Association under Plan IV (revised plan required by 1975)

H.E. 853 Home Management Laboratory

Required for students who wish to be certified to teach Vocational Home Economics in the public schools.

H.E. 825 Current Nutrition Concepts H.E. 872 Maternal and Child Nutrition

To serve dietitians and other professionals in the area who need to maintain their registered status with the American Dietetic Association.

H.E. 870 Home Economics Workshop

For inservice education of teachers, dietitians, and other Home Economists who wish to remain current in their professional area. The workshop will be offered as needed in the various areas of Home Economics such as: Home Economics Education, Food and Nutrition, Clothing and Textiles, Home Management and Consumer Economics, Child Development and Family Life, and School Lunch Management.

ERRATA for CURRICULUM COMMITTEE, pages I - 10

Page 1: At end of third paragraph from the bottom, numbered "I)", add
"(See Catalog, p. 45 for statement on substitution of Humanities for less than 12 q.h. in Communications)"

Page 5: After first paragraph, ending "a terminal degree in Acting.", insert this heading: "From the Minutes of the Arts and Sciences Curriculum Committee, November 20, 1973."

CURRICULUM COMMITTEE (Cont'd)

Home Economics

Change of 502; Applied **Nutrition**; 4 q.h. to
502; Nutrition Fundamentals; 4 q.h.
Prereq: None

Description: Study of basic nutrition principles and their relationship to growth, development, and **the** maintenance of health. Open to **Child** Care Technology students and non-majors.

(Special Studies) Deletion of 529; Instructional Media; 4 q.h.
Addition of 529; Media Communication for Home Economists; 4 q.h.
Prereq: None

Description: The theory, practice, and value of communicating with audio-visual media. Laboratory experience will be included in the preparation of materials and the use of modern media for teaching in schools, hospitals, and day care centers.

Change of Title 551; Food and Nutrition; 4 q.h. to
551; Normal Nutrition I; 4 q.h.

Change of 551L; Food and Nutrition Laboratory; 1 q.h. to
551L; **Nutrition** Laboratory; 1 q.h.
Prereq: Same

Description: **Application** of the basic principles of nutrition in the selection of foods for adequate nutrition of the individual and family members. One two-hour laboratory; period a week.

Change of 603; Nutrition; 4 q.h. to
603; Diet Therapy; 4 q.h.
Prereq: Same

Description: The purpose of diet therapy and the policies and procedures for diet modification as delegated to a **Dietetic** Technician. **Modified** diet patterns in various types of group-care institutions are considered. Three hours of lecture and two hours of laboratory per week.

Change of 609; Planning Food Service Systems; 4 q.h. to
609; Food Systems - Planning and Operations; 4 q.h.
Prereq: Same

Description: Study and practice of efficient work methods, activity analysis, planning space and equipment arrangement for functional flow of work in food service departments.

Change of 612; **Child** Care I; 4 q.h. to
612; **Preschool** Child I; 4 q.h.
Prereq: None

Description: A study of infant care and the developing child within the **home** and family **environment**; adjustments and experiences in a preschool center.

CURRICULUM COMMITTEE (Cont'd)

Change of 613; Child Care I; 4 q. h. to
613; Preschool Child II; 4 q. h.

Prereq: Same

Description: The philosophy and the organization of a total day care center to include management, program scheduling, and methods of material presentation. Children's play behavior will be studied through observation of children at play.

Change of Title 614; Child Care III; 4 q. h. to
614; Preschool Practicum; 4 q. h.

Deletion of 505; Food Purchasing and Storage; 4 q. h.

Addition of 620; Food Systems -- Menu Planning, Purchasing and Storage; 4 q. h.

Prereq: None

Description: Study of menu planning for dietary departments and factors affecting food purchasing policies, the budget, and cost control. Quantity food purchasing procedures, receiving and storage requirements and controls will be included.

Deletion of 607; Food Service Internship; 9 q. h.

Addition of 628; Practicum in Dietetic Technology; 9 q. h.

Prereq: Application filed with instructor two quarters before registration for the course.

Description: Experience in the supervision of food production and service under the direction of professional personnel. Administrative technician experience in the areas of purchasing, patient instruction, and scheduling of employees work load. Two eight-hour days at an assigned health-care facility plus one hour of discussion at the university per week.

Change of 650; Food Service Seminar; 2 q. h. to
650; Seminar in Dietetic Technology; 2 q. h.

Prereq: Home Economics 628 or **equivalent**

Description: The role of the dietetic technician in the hospital; trends in the Food Service industry. Administrative and therapeutic opportunities for the graduate.

Change of 652; Family Meal Planning and **Serving**; 4 q. h. to
652; Meal **Management**; 4 q. h.

Prerequisite: Same

Description: Nutritional, aesthetic, and social aspects of planning, purchasing, preparing, and serving food to families and **groups** at different income levels.

Deletion of 772; Child Nutrition; 3 q. h.

Addition of 672; Nutrition and the Pre-school **Child**; 4 q. h.

Prereq: Home Economics 502 or 551

Description: Study of the nutritional needs of the developing child in the pre-school setting. **Development of food habits conducive to good nutriture throughout life will be emphasized.**

CURRICULUM COMMITTEE (Cont'd)

Deletion of 773, 774, 775; Problems in Child Nutrition; **1 + 1 + 1 q. h.**

Change of **706**; Child Development Laboratory; 2 q. h.

Prereq: Same

Description: Two hours of observation each week in a learning center for young children, with one discussion period at ~~the~~ university.

Change of 759; **Normal** Nutrition; 4 q. h. to

759; Normal Nutrition **II**; 4 q. h.

Prereq: Biology 552, Chemistry 705, **and** Home Economics 551

Description: Designed to broaden **and** extend the student's knowledge of the science of nutrition, with emphasis **on** the metabolism of nutrients at the cellular level. Current research in the field of nutrition will be included.

Change Title of 760; Diet Therapy; 4 q. **h.** to

760; Nutrition in Disease; 4 q. **h.**

Change of 800; Methods of Teaching Home Economics; 3 q. h. to

800; Teaching **Vocational Home** Economics--Homemaking and Consumer Education; 3 q. h.

Prereq: Same

Descr: **Principles** and practices **related** to the teaching of homemaking and consumer education. Selection and organization of subject matter and instructional materials for classroom and laboratory.

Addition of 825; Current Nutrition Concepts; **4 q. h.**

Prereq: Home Economics 759; Chemistry 705

Descr: Readings and critical appraisal of research literature in nutrition.

Addition of 853; Home Management Laboratory; 6 q. h.

Prereq: Home Economics 852

Descr: Application of principles of management and decision-making in a group or family setting.

Addition of 862; Cultural and Nutritional Aspects of Food; 4 q. h.

Prereq: Home Economics 551, and Consent of instructor

Descr: Food patterns and practices of selected world cultures. Evaluation of these patterns in meeting dietary needs with consideration of the existing social, economic and environmental conditions.

Addition of 870; Home Economics Workshop; 2-4 q. h.

Prereq: Teaching Experience **or** Permission of Instructor

Descr: Special workshops for inservice education. Offered as needed in the summer in a **professional area** of Home **Economics**. 2-4 **weeks**.

CURRICULUM COMMITTEE (Cont'd)

Addition of 872; Maternal and Child Nutrition; 4 q.h.

Prereq: Home Economics 759, 760, or Consent of Instructor

Descr: A study of fundamental nutritional needs of the mother and child at all stages of development with special emphasis on problems of prematurity and malnutrition in **children**. Indices of growth and development will be included with consideration for the individuality of the child.

Geography

Deletion of 600; Introduction to Cultural **Geography**; 4 q.h.

Addition of 626; World Geography; 4 q.h.

Prereq: None

Descr: A comparative study of representative regions of the world; an examination of the cultural, social, economic, and political developments in relation to the geographical conditions. Students who have received credit for Geography 600 may not receive credit for 626.

Change of 712; Regional Geography of Africa, South of the Sahara; 3 q.h. to

712; Regional Geography of Black Africa; 3 q.h.

Prereq: Geography 502 or 519

Description: Same

Change of 718; Geography of Anglo-America; 5 q.h. to

627; Geography of the United States; 4 q.h.

Prereq: None

Descr: A basic geographic understanding is provided for the various physical, human and economic patterns characteristic of the United States. Focus is placed upon the personality and problems of various regions of the country. Students who have received credit for Geography 718 may not receive credit for 627.

Addition of 721; Geography of Ohio; 3 q.h.

Prereq: Geography 502 or 519

Description: An analysis and inventory of the state's physical attributes; an interpretation and appreciation of the spatial manifestations of man's organization and utilization of Ohio's environment. Emphasis is placed upon resource management, economic development and continuing urbanization.

Change of 802; Historical Geography of Anglo-America; 3 q.h. to

722; Historical Geography of the United States; 3 q.h.

Prereq: Geography 502 or 519

Description: A study of the settlement and sequence occupation of the United States, with emphasis on the physical, climatic, economic and cultural influences. Students who have received credit for Geography 802 may not receive credit for 722.

CURRICULUM COMMITTEE (Cont'd)

Change of 804; Political Geography; 3 q.h. to
723; Political Geography; 3 q.h.

Prereq: Geography 502 or 519

Description: Geographical characteristics of nation states. Geographic factors in the evolution, structure, and function of states. Relation of geopolitics to political geography. Students who have received credit for Geography 804 may not receive credit for 723.

Change of 806; Geography of Human Settlements; 4 q.h. to
725; Geography of Human Settlements; 4 q.h.

Prereq: Geography 502 or 519

Descr: A geographical study of the distribution, structure, and function of urban and rural settlements. Emphasis will be on the morphological structure and growth of settlements. Students who have received credit for Geography 806 may not receive credit for 725.

Change of 807; Geography of Urbanized Regions; 4 q.h. to
726; Urban Geography

Prereq: Geog. 502 or 519

Descr: Ageographical study of the change in and the growth of urbanized regions. Emphasis will be upon the factors contributing to changing spatial relationships within urbanized regions as a consequence of changing technology. Students who have received credit for Geography 807 may not receive credit for 726.

Deletion of 710; Regional **Geography** of Middle American and the Carribean; 3 q.h.
Deletion of 711; Regional Geography of South America; 3 q.h.

Addition of 702; Regional Geography of Latin America; 4 q.h.

Prereq: Geog. 502 or 519

Descr: The application and operation of geographic principles in the regional analysis and evaluation of the cultural, economic and physical backgrounds of the countries of Central and South America. Students who have received credit for Geog. 710 or 711 may not receive credit for 720.

Change of 715; Regional Geography of Southeast Asia; 3 q.h. to
724; Regional Geography of South Asia; 3 q.h.

Prereq: Geog. 502 or 519

Descr: A regional approach to the cultural, economic and physical backgrounds of the political units of South Asia; emphasis is placed upon Bangla-Desh, Burma, India, Pakistan and Thailand. Students who have received credit for Geography 715 may not receive credit for 724.

Accounting and Finance

Addition of Finance 600; Personal Finance; 3 q.h.

Prereq: None

Descr: The course will emphasize the **many** diverse financial decisions which an individual will face. Areas such as taxes, insurance, home buying, and borrowing will be examined.

Change in Finance 839; Security Analysis; 4 q.h.

Prereq: Accounting 606; Accounting 710 or Computer Science 600, and Finance 730 or Accounting 801

Description: Same

Addition of Accounting 830; Introduction to Budgeting; 4 q.h.

Prereq: Accounting 701 or 713

Descr: A study through problem solving and case analysis of business budgeting. The course is concerned with the basic techniques and tools of budgeting, profit planning, and incremental costs.

Economics

Addition of **621H**; Principles of Economics **II** Honors; 3 q.h.

Prereq: Econ 520 (completed with a grade of B or better)

Descr: An honors course in micro-economics with more emphasis on the analytical aspects and methods in economics than Econ 621 provides.

Addition of **622H**; Principles of Economics **III**, Honors; 3 q.h.

Prereq: Economics 621 or 621H (Completed with a B grade or better)

Description: An honors course in Principles **III** emphasizing additional reading and independent research on economic problems.

Health and Physical Education

Change of 601; First Aid; 3 q.h. to

601; First Aid and Personal Safety; 3 q.h.

Prereq: Same

Description: For the student who **will** not be professionally involved with first aid. The emphasis will be on accident prevention and personal safety with knowledge and skills to meet the needs of most emergency situations and to prepare the student for First Aid certification.

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CURRICULUM
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(Cont'd)

CHANGES in CURRICULUM COMMITTEE, pp. 11-25

- p. 18: Delete lines 7, 8, 9, and 14 (Courses 612, 613, 614, and 706)
- p. 20: Delete last course on page, 612; Child Care I
- p. 21: Delete first two courses on page, 613; Child Care II
614; Preschool Practicum
- p. 22: Delete second course on page, 706; Child Development Laboratory

These courses will be presented for consideration at another time.

Geology

Change of Description, Title, and Prereq. for 802: Stratigraphy and Sedimentation;
5 q.h.

Prereq: Geology 607 (Formerly Geology 507)

Description: A study of the formation of stratified rocks and their physical characteristics, principles of correlation, and the interrelationships of structure, paleontology, sedimentation and stratigraphy in sedimentary environments. Laboratory work includes methods and techniques of analysis. Four hours of lecture and two hours of laboratory per week.

Change of Description and Prereq. for 704; Structural Geology; 5 q.h.

Prereq: Geology 607 (Formerly Geology 507)

Description: A descriptive study of rock structures, their geometry and significance; mechanical properties of rocks; the nature and origin of faults, folds, and deformation in the earth's crust; stress-strain relationships. Laboratory work includes solution of 3-dimensional problems in Geology, methods of structural analysis, and field techniques. Four hours of lecture and two hours of laboratory per week.

Change in Prereq., Description, and # of 507 to 607; Geology Laboratory; 4 q.h.

Prereq: Geology 506, or may be taken concurrently

Description: A combined lecture and laboratory involving the identification of minerals, rocks, and fossils, and the use of topographic and geologic maps plus assigned outside work on geologic techniques. A student who has received credit for Geology 507 may not receive credit for Geology 607. Four hours of laboratory and two hours of lecture per week.

Change of Title, Prereq., Description, and # of 601 to 706; Geology of Economic Mineral Deposits; 5 q.h.

Prereq: Geology 607 (Formerly Geology 507)

Description: A study of the occurrence, origin, and distribution of metallic and nonmetallic mineral deposits, with special attention to the economic utilization of earth materials. Five hours of lecture per week in addition to mandatory field trips. A student who has received credit for Geology 601 may not receive credit for Geology 706

CURRICULUM COMMITTEE (Cont'd)

Change of Description of 805; Special Problems in Geology; 1 to 5 q.h.

Prereq: Same

Description: A study in depth of specific problems in one of the branches of geology. The problem will depend upon the student's interest, qualifications and equipment available. A maximum of 10 quarter hours may be taken,

Business Education and Secretarial Studies

Deletion of **604L**; Secretarial Accounting Lab **I**; 1 q.h.

Change 630; Shorthand **II**; 4 q.h.

Prereq: BE & SS 521, and 530 or 534, or equivalent

Description: Beginning transcription and dictation. A dictation speed of 70 words a minute will be attained by students using the Gregg system. A dictation speed of 90 words a minute will be attained by students using the alphabetic system. Four hours laboratory.

Deletion of 604, 605, 606; Secretarial Accounting **I, II**, 111; 3 + 3 + 3 q.h.

Mathematics

Change of Prereq. of 531; Mathematics of Business; 5 q.h.

Prereq: One year of High School Mathematics

Correction of Description and Clarification of Prereq. for 571, 572, 673, 674;
Calculus I, II, III, IV; **5, 4, 5, 4** q.h.

Prereq: Four high school units of mathematics (including Trigonometry) with an average of C or better and satisfactory score on ACT or CEEB examination, or Mathematics 502 and 503 are required for Mathematics 571. 571 is required for 572 and 572 is required for 673 and 673 is a requirement for 674.

Description: A sequence of integrated courses in analytic geometry and calculus. A detailed study of limits, derivatives, and integrals of one and several variables and applications.

Change of Prereq. for 701; Introduction to Set Theory; 4 q.h.

Prereq: Mathematics 673 or Consent of Teacher

Change in Clarification of Prereq. for 705, 706; Differential Equations **I, II**; 4 + 4 q.h.

Prereq: Mathematics 674. Mathematics 705 is required for 706.

Change in Prereq. and Correction in Description of 714; Probability and Statistics;
5 q.h.

Prereq: Two units of high school algebra, or Mathematics 502

Description: A course in probability and statistics with applications. The course is intended for students of the liberal arts, business, and education who desire an introduction into the subject. Specific topics include description of sample data, probability, frequency distributions, sampling estimation, testing hypotheses, correlation and regression. Not applicable towards the mathematics major.

CURRICULUM COMMITTEE (Cont'd)

Clarification of Prereq. of 727, 728; Abstract Algebra **I, II**; 4 + 5 q.h.

Prereq: Mathematics 673 or consent of teacher is required for Math 727. **Mathematics 727** is required for Math 728.

Clarification of Prereq. of 740, 741, 742; Mathematical Statistics **I, II, III**; 3, 3, 3, **q.h.**

Prereq: Mathematics 674 is required for Math 740. Mathematics 740 is required for 741 and 741 is required for 742.

Clarification of Prereq. of 843, 844; Theory of Probability **I**, 11; 4 + **4 q.h.**

Prereq: **Mathematics 740** or consent of teacher is required for Mathematics 843. Mathematics 843 is required for Mathematics 844.

Correction of Prereq. of 860; Mathematical Logic; 4 q. h.

Prereq: Philosophy 619 or Mathematics 727 or consent of teacher.

Clarification of Prereq. of 871, 872; Advanced Calculus **I**, 11; 5 + 5 q.h.

Prereq: Mathematics 674 is required for 871. Mathematics 871 is required for 872.

Latin

Addition of 707; Cicero; 4 q. h.

Prereq: Latin 602

Description: Selections from the Letters, De Senectute, or comparable work, and composition based on review of case usage and the mood and tense uses.

Addition of 708; Pliny the Elder and Pliny the Younger; 4 **q. h.**

Prereq: Latin 602

Description: Selections from Naturalis Historia of Pliny the Elder and from the Letters of Pliny the Younger, and composition based on review of case usage and the mood and tense uses.

Addition of 709; Latin Poetry; 4 q.h.

Prereq: **Latin 602**

Description: Selections from Horace's Odes, Ovid's Metamorphoses, and works of other writers, with attention to style, method and content.

Deletion of 701; Cicero †; 3 q.h.

Deletion of 702; Pliny 11; 3 q.h.

Deletion of 703; Horace's Odes; 3 q. h.

Deletion of 704; Pliny †; 3 qh.h.

Deletion of 705; Cicero 11; 3 q.h.

Deletion of 706; Ovid; 3 q. h.

Deletion of 801; Roman Historians **I**; 3 q. h.

Deletion of 802; Roman Historians 11; 3 q. h.

Deletion of 803; Lucretius; 3 q. h.

Deletion of 805; Roman Satire †; 3 **q. h.**

Deletion of 806; Roman Satire 11; 3 q. h.

CURRICULUM COMMITTEE (Cont'd)

- Deletion of 807; Plautus; 3 q. h.
- Deletion of 808; Terence; 3 q. h.
- Deletion of 810; Advanced Readings; 1-4 q. h.
- Deletion of 811; History of Latin Literature I; 3 q. h.
- Deletion of 812; History of Latin Literature II; 3 q. h.
- Deletion of 813; History of Latin Literature III; 3 q. h.

Special Education

Change of Ed 852; Curriculum Planning and Practices in Special Education--
Language Arts; 3 q. h.

Prereq: Ed 833 or Ed 863 (or equivalent); Ed 812 recommended

Description: Principles, practices, materials and aids for Language Arts in Special Education. Diagnostic and evaluative procedures; individual problems technique; curriculum units, guidance, planning; tutoring and participation.

Change of Ed. 853; Curriculum Planning and Practices in Special Education--
Arithmetic; 3 q. h.

Prereq: Ed 833 or Ed 863 (or equivalent); Ed 713 recommended

Description: Principles, practices and aids for arithmetic in Special Education. Diagnostic and evaluative procedures; individualized instructional techniques; observation, tutoring and participation.

Change of Ed 854; Preparation, Selection and Adaptation of Instructional Materials
in Special Education; 3 q. h.

Prereq: Ed 732 and Ed 833 or Ed 863 (or equivalent)

Description: Experiences in appropriate preparation, selection **and/or** adaptation of instructional media in Special Education; utilization of auditory, visual, kinesthetic modes as they relate to problems of the handicapped; emphasis on teacher-made devices and aids, use of **materials** in alternative classroom settings.

Addition of Ed **854L**; Preparation, Selection and Adaptation of Instructional Materials
in Special Education - Laboratory; 1 q. h. May be repeated

Prereq: Ed 732 and Ed 833 or Ed 863 (or equivalent)

Description: Lab experiences in appropriate preparation, selection and/or adaptation of instructional media in Special Education; utilization of auditory, visual, kinesthetic modes as they relate to problems of the handicapped; emphasis on teacher-made devices and aids, use of materials in alternative classroom settings.

Change in Ed 861; Introduction to Learning Disabilities and Behavior Disorders;
3 q. h.

Prereq: Ed 732

Description: Development of an understanding of the etiology of learning disabilities and multiple causes of disturbed behavior; identification of patterns of possible

CURRICULUM COMMITTEE (Cont'd)

neurological disability and emotional disturbances; techniques in meeting the needs of learning disabled and behavior disordered individuals.

Change of Ed 865; Workshop in Special Education; **I - 6 q. h.** May be repeated if content is different

Prereq: Ed 732 and Ed 833 or Ed 863 (or equivalent)

Description: Intensive study and related activities in one or more of the following Special Education curriculum areas: trainable mentally retarded, educable mentally retarded, learning disability/**behavior** disorder, multi-handicapped.

Addition of Ed 867; Practicum in Learning **Disabilities/Behavior** Disorder; **I - 6 q. h.** May be repeated to maximum of accumulative total of 6 q. h.

Prereq: Ed 861, Ed 862, Ed 863

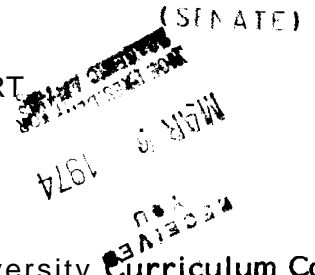
Description: Intensive experiences with pupils identified as benefitting from a learning disability/**behavior** disorder program; diagnostic and evaluative teaching strategies and materials; individualized and group instructional techniques.

Addition of Ed 868; Independent Study in Special Education; **I - 6 q. h.** May be repeated to maximum of accumulative total of 6 q. h.

Prereq: Ed 732 and Ed 833 or Ed 863 (or equivalent)

Description: Individual work under Special Education staff guidance; curriculum development, or special project in Special Education areas; individual problems in community agencies or schools.

CURRICULUM COMMITTEE (Cont'd)

UNIVERSITY CURRICULUM COMMITTEE REPORT
ON ROTC COURSES AND BASIC AND
AREA REQUIREMENTS

In the fall of 1970 an ROTC Ad Hoc Sub-committee of the University Curriculum Committee was appointed to study the ROTC program and make recommendations to the University Curriculum Committee.

Prior to the submission of the ROTC Ad Hoc Sub-committee Report on March 29, 1971, the minutes of the ROTC Ad Hoc Sub-committee of March 9, 1971, included the following:

I. . . . In general the Deans would support a flexible program for granting credit to ROTC students which could be established by the schools themselves.

II. . . . It was moved to omit the section on Modifications for ROTC Students on page 49 of the bulletin and area references in other sections with the exception of the Health and Physical activities modification

This motion was granted with 5 yesses, 2 nos and 2 abstentions.

III. . . . The following motion was [then] made; Students completing the Basic and/or Advanced ROTC programs may substitute some of the credit thus earned for University general course hour requirements. All permissible substitutions shall be determined by the school or college of the University in which a student is enrolled; however, they must be within the following guidelines:

1. Students completing the basic two-year program may make substitutions for:
 - a. Three hours of Health and Physical Education activity credit.
 - b. Up to three hours of Social Studies credit.
2. Students completing the advanced two-year program may make substitutions for:
 - a. Up to four hours of Social Studies credit.
 - b. Up to four hours of Science credit.

This motion was defeated with four votes for the motion and five against. . . .

IV. . . . In view of the fact that the charge for the ROTC ad Hoc Sub-committee was to make recommendations by the end of the Winter Quarter, it was moved and passed that the committee be adjourned until further notice and that the chairman submit a report to the Curriculum Committee.

On March 29, 1971, the Report of the ROTC Ad Hoc Sub-committee included the following recommendations:

1. The committee agreed unanimously to support the continuance of the ROTC program at Youngstown State University. . . .

CURRICULUM COMMITTEE (Cont'd)

2. The committee unanimously agreed that students enrolled in ROTC should be given credit for graduation. . . .
3. . . . academic credit in ROTC should be treated as elective credit and not be applied to basic and area requirements. . . .
4. . . . exception to recommendation 3. . . . students completing MS 501, 502, 503, 601, 602, 603 . . . **[should]** receive credit for three quarter hours in H&PE activity courses.

On January 7, 1972, the Chairman of the ROTC Ad Hoc Sub-committee requested action by the University Curriculum Committee. On January 11, 1972, the Chairman of the University Curriculum Committee **replied** that the accepted motion of the University Curriculum Committee on October 25, 1971, was as follows:

"The University Curriculum Committee accepts the recommendations of the Ad Hoc Sub-committee on ROTC to the effect that,

- (1) (See #1 above)
- (2) (See #1 above); but that, the further recommendations . . . be deferred until the University Curriculum Committee has completed a review of . . . university . . . general requirements. "

[The Sub-committee for that purpose had been established.]

In the summer of 1973, the new ROTC Department Chairman, Colonel David Longacre, appeared before the University Curriculum Committee. (University Curriculum Committee, Summary Report for Summer Session 1973, 20 Sept. 1973, pp. 4-5 and 8 pages of materials.) The minutes of the University Curriculum Committee of September 24, 1973, state, " . . . it was agreed that Colonel Longacre will report by October 15, after consultation with . . . departments, with information about the content of ROTC courses."

The minutes of October 18, 1973, with amendments shown in the minutes of October 15, 1973, describe the report of Colonel Longacre. The minutes of October 25, 1972, included a motion "to accept Recommendation 3 **[See above]** of the ROTC Ad Hoc Sub-committee report dated March 29, 1971. The vote was ayes 1, nays 7. Rejection of Recommendation 3 does not mean that the members of the Curriculum Committee are satisfied with the present "Modifications for ROTC" listed on pp. 46-47 of the 1973-74 Catalogue. . . . the Curriculum Committee advised the chairman to suggest informally to Colonel Longacre that he should continue the line of inquiry he started and to proceed through regular channels **[the Arts & Science Curriculum Committee]** with recommendations. "

Colonel Longacre continued to consult with various Social Science Departments, the Department of Health and Physical Education, the Geology Department, and the Deans of Schools and Colleges concerning the appropriateness of substitutions of ROTC courses for courses in these areas.

CURRICULUM COMMITTEE (Cont'd)

Colonel Longacre submitted the following explanation of the changes to the Arts and Science Curriculum Committee on February 8, 1974:

These changes are submitted to modernize the course and reduce the emphasis on tactical training. It is also the primary desire of this Detachment to clarify for the academic advisor what subjects would be suitable for substitution of general requirements under the Catalog Modifications for ROTC. It is the intention of this Department to take the substitution courses to the Department Chairman of the related discipline and seek their approval that the substitution course would be acceptable in that discipline. The catalog then would reflect the ROTC substitution course, the related discipline and credits. The academic major advisor would make the final determination as to whether the student's proposed substitution would be acceptable. An example would be American Military History which is a 3-hour credit course being approved by the History Department as a substitution for general requirements for three hours of Social Studies.

The proposed changes are re-allocations of hours in tactical training to those of general military **subjects** and do not create new courses or increased ROTC hours:

COURSE NO.	COURSE NAME	PRESENT CREDITS	PROPOSED CREDITS
MS 602R	Map Reading	1 qh	3 qh
MS 701	Teaching Principles	3 qh	2 qh
MS 702R	Leadership	1 qh	2 qh
MS 703R	Small Unit Tactics	3 qh	2 qh
MS 704	Advanced Camp	4 qh	3 qh
MS 801	Military Team	3 qh	2 qh
MS 802	Army Management	1 qh	2 qh

All other courses remain unchanged.

Those students who complete the first two years of ROTC may omit 3 q.h. in H & PE activity courses.

David H. Longacre, LTC
Chairman, Military Science

The following "Modifications" will replace the material on pp. 46 and 47 of the 1973-74 Catalogue:

"MODIFICATIONS FOR ROTC STUDENTS

ROTC students may have certain requirements modified with approval of their academic major advisor:

a. Students taking Leadership Laboratory 99 concurrently with all of the following courses; MS 501, MS 502, MS 503, MS 601R and MS 603 may omit three quarter hours in Health and Physical Education ACTIVITY courses.

CURRICULUM COMMITTEE (Cont'd)

b. The following courses are identified as possible substitutions for Social Studies requirements in consultation with the academic major advisor:

MS 503	US Army and National Security	1 qh
MS 601R	American Military History	3 qh
MS 702R	Leadership	2 qh
MS 803	Human Relations, World Changes and Military Implications	3 qh

c. The following course is identified as possible substitution for a science requirement in consultation with the academic major advisor:

MS 602R	Map Reading and Land Navigation	3 qh
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d. The following courses may be substituted as general electives in consultation with the academic major advisor:

MS 501	Military in Society	1 qh
MS 502	Technological Development	1 qh
MS 603	Basic Military Operations & Tactics	1 qh
MS 604	Basic ROTC Summer Camp (2-yr. students only)	(4 qh) *
MS 701	Teaching Principles	2 qh
MS 704	Advanced ROTC Summer Camp	3 qh
MS 801	The Military Team	2 qh
MS 802	Army Management	2 qh
MS 703R	Small Unit Tactics and Communications	2 qh

*Credit for 2-year program students not completing MS 500 and MS 600 level courses only.

e. Academic major advisors may allow substitution credit as indicated:

1. College of Arts and Sciences

- 3 ACTIVITY hours for Health and Physical Education
- 9 qh Social Studies
- 3 qh Science
- 14 qh General Electives

A minor is available in consultation with the academic major advisor.

2. School of Business Administration

- 3 ACTIVITY hours for Health and Physical Education
- 9 qh Social Studies
- 3 qh Science

3. School of Education

- 3 ACTIVITY hours for Health and Physical Education
- 9 qh Social Studies
- 3 qh Science

CURRICULUM COMMITTEE (Cont'd)

4. School of Engineering
3 ACTIVITY hours for Health and Physical Education
3 qh for MS 60IR History
5. Dana School of Music
3 ACTIVITY hours for Health and **Physical** Education
7 qh Social Studies
6 qh General Electives
6. Technical and Community College (4 yr)
3 ACTIVITY hours for Health and Physical Education
9 qh Social Studies
3 qh Science
14 qh General Electives
A minor is available in consultation with the academic major advisor. "

The motion is as follows:

To approve the possible substitutions as listed in the proposed "Modifications for ROTC Students. "

Respectfully submitted,

Philip J. Hahn,
Chairman

COURSES

Chemical Engineering and Materials Science

Addition of 688; Energy Assessment; 3 q. h.

Prereq: Chemistry 503 or Physics 500 or equivalent

Description: Concept of energy assessment. Technology of energy production that includes coal gasification, liquefaction, magnetohydrodynamics, utilization of shale oil, solar, geothermal, and chemical energy. Nuclear energy production. Fuel from wastes. Energy resource distribution and future supply and demand. Simple calculations relating to fuel saving, production and consumption. Designed primarily for non-engineering students. May be taken by Engineering students as an Engineering elective.

CURRICULUM COMMITTEE (Cont'd)

Addition of 606; Engineering Materials; 4 q.h.

Prereq: None

Description: Manufacturing processes, properties, and uses of engineering materials such as ferrous and non-ferrous alloys, ceramics, concrete, polymers, and composites. Manufacturing processes to be covered are refining processes, heat treatments, and forming operations. Properties to be discussed are strength, and strength related properties, such as hardness, ductility, creep, fatigue; **corrosion** resistance; and electrical properties. These properties will be related to the engineering applications and uses of the various materials. An introduction to **testing** methods used to measure various properties of materials. Designed for **non-material** science majors in Engineering.

Elementary Education

Addition of 612; Reading Laboratory; 3 q.h.

Prereq: Admission to the University

Cross-Listing: Secondary Education Department

Descr: Designed for adult readers who wish to improve their reading rates, skills, comprehension, vocabulary and study skills. Emphasis will be on the reading of technical materials and the utilization of contemporary reading machines to increase speed in reading. Course may be used for credit in the reading concentration area in Education or an elective outside of general requirements for graduation by **any** university student.

Mathematics

Change Title and Description of 571H, 572H, 673H, 674H; Calculus I, II, III, IV, Honors; 5 + 4 + 5 + 4 q.h.

Descr: A sequence of honors courses in analytic geometry and calculus with more emphasis on rigor than the Math 571, 572, 673, 674 sequence provides. A detailed study of limits, derivatives, and integrals of one and several variables and their applications. Especially recommended for mathematics majors who can qualify.

Music

Deletion of 863; Choral Literature; 4 q.h.

Deletion of 597; A Survey of Music History and Literature; 4 q.h.

Deletion of 598; A Survey of Music History and Literature; 4 q.h.

Deletion of 599; A Survey of Music History and Literature; 4 q.h.

Military Science

Change of 704; Advanced ROTC Summer Camp; from 4 to 3 q.h.

Prereq: Permission of Department Chairman

Descr: Same

CURRICULUM COMMITTEE (Cont'd)

Change of **602R**; Map Reading and Land Navigation; from 1 to 3 **q.h.**

Prereq: Same

Descr: A comprehensive study of the techniques of land navigating by the use of maps and terrain analysis. An introduction and practical exercise in the use of the compass and aerial photographs. Three hours lecture per week plus one 3-hour practical exercise.

Change of 701; Principles of Military Teaching; from 3 to 1 **q.h.**

Prereq: Same

Descr: Educational psychology pertaining to the stages of military instruction; techniques used in planning and presenting instruction; speech for instructors; production and use of training aids. Two hours of lecture.

Change of **702R**; Leadership, from 1 to 2 **q.h.**

Prereq: Same

Descr: Functional approach to the role of the leader, interaction between the leader of a small military unit and subordinates, and **responsibilities** of the leader. Two hours of lecture.

Change of **703R**; Small Unit Tactics and Communications; from 3 to 2 **q.h.**

Prereq: Same

Descr: Infantry organization; fundamentals of offensive and defensive combat and their applications to the units of the infantry battalion. Principles of communications systems used within the Army Division. Two hours of lecture.

Change of 801; the Military Team; from 3 to 2 **q.h.**

Prereq: None

Descr: To gain an understanding of command and staff evaluation, organization and functions; processes for arriving at sound and timely decisions and translating decisions into plans and combat orders. Duties and responsibilities of company and battalion officers in the combat arms. Military intelligence; value and methods of producing intelligence. Two hours of lecture.

Change of 802; army Management; From 1 to 2 **q.h.**

Prereq: Same

Descr: Management procedures at the normal level of assignment for the newly commissioned officer to include administration, supply operations, motor maintenance, personnel management, personal affairs and other related subjects. Lecture and case studies are utilized. Two hours of lecture.

SENATE MEETING
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE: 3/1/54

Helma S. Miner	Dan O'Neill
E. R. Hopkins	F. G. Schloffer <i>not a member</i>
Harold J. Miner	R. L. Gould
Jaylor Alderman	Mary Alice Bridge
M. Virginia Hoag	Edward J. Burgen
Clyde Hanky	Duane Sample
Paul E. Dalbee	Sandal E. Davis
Luke N. Zaccaro	Edward A. Jones
GR SUMPTER	Mark Gorskiak
Mark Evans	Paul Bellini
Frank H. Interstate	Parasha
Koballmiller	Lowell J. Satre
E. Sternberg	Fred Blee
Stephen Flanzely	E. M. Collett
M. Gump Hoop	TK Slawicki
B. K. Schenhard	J. J. Koss
A. R. Curran	Andru D. Russ
P. J. Switzer	JOE KIRIAZIC (G. A. DeBert ^{help})
W. G. Jenkins	Anthony H. Stokely
W. M. Strach	Tom McCracken (Guest)
Robert Arnold	Donape (Guest) (Guest Chm. ^{univ. chm.} _{Comm})
W. W. Foley	Kevin Murphy (Guest)
W. Gubster	Johnson (Guest)
D. J. Vilep	Stephen Bruderman (Guest)
A. J. Hakojaric	James Pascoe (Jambor)
Virginia Phillips	John Menses (")
Elaine Gager	J. Dillon
Ear Smith	

SENATE MEETING
YOUNGSTOWN STATE UNIVERSITY

IN ATTENDANCE: 3/1/74

P. Hahn	David Pasquirelli
David D. Mattee	Leonard E. Spiegel
Matthew Green X	John [unclear]
Everette Abram	John [unclear]
Earl Harris Jr.	Joseph S. [unclear]
George Jones	David W. Dyo
David S. Ives	M. J. [unclear]
E. P. Muehle	Michael Klasovsky
Bayer	William S. Flad
Steven R. Gardner	R. E. Kramer
W. Bausch	Wm. Swan
V. A. Kichley	Tom Herndon
Brookant Gorokach X	Frank Tarantini
W. L. [unclear]	
Harold [unclear]	
Lewis A. [unclear]	
R. [unclear]	
U. [unclear]	
F. W. von Ostwalden	
Winston Eshleman	
Janet E. [unclear]	
Jim [unclear]	
Samuel N. [unclear]	
Greg E. [unclear]	
R. W. [unclear]	
John [unclear]	
B. [unclear]	
Scott L. McClay	

TRANSCRIPT OF PROCEEDINGS

SENATE MEETING, MARCH 1, 1974

4:07 P.M.

DR. BEHEN: Ladies and gentlemen: our secretary reports that we have a quorum present: therefore the Senate is now in session. The first item on the agenda is approval of the minutes of the previous meeting, February 22, the current year. Are there any objections, additions, or other changes to those minutes? Hearing none, the minutes are approved as distributed.

Your Chairman would like to make two announcements. There will be these changes in the agenda: Dr. Richley has no report of the Executive Committee to present, and he has yielded his place to the Academic Affairs Committee to report (and this is with the concurrence of Dr. Hahn who follows with the fourth item), so that Item Three will be Report of the Academic Affairs Committee, to be followed then in order by Dr. Hahn of the Curriculum Committee, and so on. Inasmuch as the special meeting of Friday next is to be devoted to consideration of the proposed new constitution, Item Six is to be deleted, for the Constitution and Bylaws Committee will not offer any report at this time.

The second announcement is this: Our good secretary (and believe me, she is a great help to me, and her work is much appreciated) finds herself greatly overburdened. It's a hard job, at the best, and what is nominally a once-a-month procedure has now become a once a week procedure (which we trust is temporary, but obviously is not ephemeral, for I expect it has crossed the mind of more than one person--one person--that not only do we have another meeting next week, but it would seem almost miraculous that we could transact the business at that single meeting), and so she finds herself overburdened in preparing the extended minutes. I talked with Dr. Richley about this--that is, Dr. Richley of the Executive Committee--and we have simply been able to come up with this much. First, that we are both sympathetic and we do not wish to overburden our secretary any more than we can avoid, and so we simply ask your forbearance; she is doing the very best she can and more than reasonably could be expected; and the extended minutes--if they are late getting out--then that just simply cannot be helped. I've been looking around, hoping I would see--I do see Vice-President Pook, he will serve--I was also hoping I would also see Vice-President Edgar and perhaps ever, President Coffelt. I was going to comment that in all well-constituted bodies, the power of the purse lies in the House and not in the Senate, and the Senate has no funds of its own, but if Mr. Rook or President Coffelt or some other member of the administration should see fit to extend further help to our Secretary, I know she would appreciate it, and the Senate would also. That is merely an observation.

So let me simply ask that all of us forbear if it is a while before the full transcript, the extended minutes, come out on these meetings. It is simply impossible to get them transcribed and put out in any expeditious manner. The job is just too big. With that, then, the report of the Academic Affairs Committee. Mrs. Foley, please.

MRS. POLEY: At the meeting of the Senate last Friday on the 22nd, the Academic Affairs Committee made a motion concerning the transfer credit policy for the University that was returned by the Senate for further study and observation and report back, and we were further advised after the meeting to report back hurriedly. That is why we are back here so quickly. As you know, the Senate agenda is very full, from here on in so we are hastening back with our new proposal. After our committee meeting, we did furnish each college dean and each administrative dean with a revised proposal concerning the transfer credit policy, and we did ask that it be given consideration before today's meeting by the various deans and their faculties. I know many of you have been involved with it: I've heard from many people.

Mr. Chairman, on behalf of the Academic Affairs Committee, I move that the following proposal concerning transfer credit policy be adopted: Transfer credit will be allowed for course work taken at a regionally accredited college or university, providing the grades were creditable at that institution. Distribution of the accepted course work will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college, and/or department. This policy is to be implemented for students entering the Summer quarter of 1974.

■ CURRAN: Second on the motion.

DR. BEHEN: You've heard the notion and the second. It is now open for discussion. Yes, Dr. Sumpter, please.

DR. SUMPTER: Peg, just a point of clarification: Grade point, then, is calculated how? Right now, transfers amount to nothing, grade-point wise, they start over again, fresh. Do they bring in their grade point, or do they start fresh again? Just change the current policy, in other words, of not bringing in the grade point--just courses.

MRS. FOLEY: I would say, if you recall, we're accepting--remember how the two-year accrediting program was going to be reformed. () We would start with that. In other words, we're not going to--to include the accumulative point average and continue it from another school. Does that answer your question, Roy, or not?

DR. SUMPTER: Yes. One other question: This would mean that a student from Kent State, for instance, would transfer here, would bring in all of his 3's and then start fresh with a clean record, where it puts our own students in under a handicap, in that all D's they get count as the equivalent of one point per hour, and therefore, they have a handicap. It seems to me that this is inconsistent.

DR. BEHEN: Is there . . . yes, Dean Miller, please.

DEAN MILLER: I wonder if I could make a motion to amend the motion and substitute a policy which I'd like to pass out to each and every Senate member.

DR. BEHEN: Dean Miller, perhaps if you would get several distributors, it would help get them around.

DR. LIVOSKY: While that is being passed out, I wonder if it might be possible to know why we are recommending the changes in the first place. Maybe if we knew the reasons behind it, we might better understand what kind of a change we need.

DR. BEHEN: Thank you. I think Mrs. Foley would be the proper one. Would you please help Mr. Livosky and all of us on this point?

MRS. FOLEY: I think there has been a great deal of discussion about transfer and the fact that we were all very concerned about student enrollment at that time. This would be one way of perhaps helping with that problem in itself. We felt that the policy that we were going along with seemed very general and needed to be determined a little more specifically and spelled out and made a little more definite. People have interpreted the definition differently, and it's getting pretty involved. We wanted to straighten it out and make everything uniform. I think we've established one policy and we wanted to go right on to the next, but we need a time slot for discussion. Dr. Scriven, would you like to add to that?

DR. BEHEN: Perhaps we'd better hold here. Dean Miller has the floor, but thank you for--I've just suggested we might hold here: there will be opportunities. Dean Miller, if you will proceed, please.

DEAN MILLER: I think we're all interested in trying to--

DR. BEHEN: Would--were you going to present a motion?

DEAN MILLER: Yes.

DR. B E : Please. Oh I see, sure.

DEAN MILLER: We are all concerned with uniformity, and therefore, in consultation with a few people, we have devised this transfer credit policy. For students with the overall--this is a 3 part section here--for students with an overall cumulative point average of 2.00 or better on all courses taken, transfer credit will be allowed for all course work completed at an accredited college or university.

Point two: For students in good standing at their college or university, but with a cumulative point average not equivalent to a 2.00 or better, transfer credit will be allowed for course work taken at an accredited college or university only if a grade of C or better is attained. However, D grades will satisfy course requirements but will not carry academic credit.

Three: For students on probation at their college or university, or for those students that have been suspended from their college or university, transfer credit will be allowed for course work taken at an accredited college or university only if a grade of C or better is attained. However, courses in which students received a D grade will be allowed credit only at the discretion of the appropriate school or college. And of course it may be used to satisfy course requirements but will not carry academic credit.

One final point. Distribution of the accepted course work in all 3 of the above provisions will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college, and/or department to be effective in the Summer quarter of 1974 and will not be retroactive.

Now there is a possibility of this being the Spring quarter, also, and I think, I wasn't sure we were going to get to it and I used summer, and I'm very flexible in moving it back . . .

DR. BEHEN: Would you like to--20 you move this?

DEAN MILLER: I do.

DR. BEHEN: And do we hear a second for that? (Second) It is moved and seconded. Now, this is offered as an amendment to, as a substitute notion for the one here on the floor. Mr. Tarliamentarian, are we not? in order to discuss this? Is this correct? Dean Miller's motion is now the Business on the floor. Pcs, Mr. Ives.

MR. IVES: The second meeting back I proposed an amendment, for purposes of clarifying wording, not of changing the substance. I was going to do it today. It applies still to the substitute notion. In the last paragraph in that motion the wording, to me, is ambiguous. The fulfillment of the degree requirements will not be done by the appropriate school or college. The determination will be done by them. I propose the following rewording of the last sentence: "distribution of the accepted course work will be determined by the appropriate school or college and/or department, in accordance with policies governing the fulfillment of degree requirements. I move that we substitute this beginning with distribution of and ending retroactive."

DR. BEHEN: This is an amendment to the amendment, correct?

DR. IVES: Yes.

DR. BEHEN: And do I hear a second to that? Dr. Hanzely seconds the notion. Mr. Ives, would you favor us with a copy of that, please? "Distribution of the accepted course work will be determined by the appropriate school or college, and/or department, in accordance with policies governing the fulfillment of degree requirements." This, as an amendment to the final paragraph on Dean Miller's substitute notion. This is now the business on the floor--yes?

MR. IVES: I did not mean to rule out that last clause "to be effective this summer quarter." That was not part of the . . .

DR. BEHEN: Yes. I see. Is there discussion on Professor Ives amendment to the amendment?

MEMBER: Question.

DR. BEHEN: A call for the question. All in favor indicate by Aye. To the contrary? A very lukewarm response. I am somewhat in doubt--perhaps rather than taking time for a show of hands--all in favor by Aye; opposed. The Ayes have it. All right, we are now back then to Dean Miller's notion with the alteration in the final paragraph as indicated. Is there discussion on Dean Miller's substitute notion? Dean Yozwiak.

DEAN YOZWIAK: As lengthy as this is, I don't think there's any better way to make it any shorter. I think it covers the points pretty well. Item one, for example, simply renders to those students coming from schools without the Associate Degree the same type of transferability as we have accorded them. So that is a good point: it is a necessary requirement for 2 point, which is what the associate degree requires. And I think that it states much more completely and does not have the vagueness of the statement from the Academic Affairs Committee. I would urge the support of the member's motion.

CB. BEHEN: Is there further comment? Dr. Sumpter.

3R. SUMPTER: Not to pursue that, but I would like to ask Dean Miller for points of clarification on two things. One: once again is it your intention () that they bring a grade point in or start all over again, and secondly, do we currently have a policy that accents students here on probation or suspended? I thought they had to be in good standing. It would seem to me that in point 3 that would be changing the policy to say that we accept students who are either on probation or who have currently--who are currently suspended from their academic institutions.

DR. BEHEN: Dean Miller, would you please?

DEAN MILLER: Well, on the last point, if they had been suspended I think that would mean currently. On the other, all of our grades are () grades and do not carry a point average. The student is given a fresh start when he comes here. That's the purpose of a transfer. Have I clarified this?

DR. SUMPTER: What about probation?

DEAN MILLER: Probation? Students are on probation. That's the way the transcript reads: Student was dismissed on probation.

DR. SUMPTER: And he would be admitted?

DEAN MILLER: And he would be admitted on probation, right? If he was suspended, he would not be admitted until a period of time has passed--usually it's about a year. It's two quarters.

DR. BEHEN: Yes. Mr. Koss, please.

MR. KOSS: Question.

DR. BEHEN: Well, I believe we have one or two people--3r. Cohen and Mr. Livosky and then we'll see--perhaps--yes.

DR. COHEN: I would just like clarification on Dr. Ives' motion. I'd like it read so we know exactly what that motion now reads.

DR. BEHEN: Yes. This now is an amendment accepted to the final paragraph of Dean Miller's motion. "Distribution of the accepted course work will be determined by the appropriate school or college and/or department in accordance with policies governing the fulfillment of degree requirements." And, Mr. Ives stated, this did not alter the latter part of that final paragraph. Does that do it all right? Mr. Livosky, then . . .

MR. LIVOSKY: I'd like to ask Dean Miller two questions: On point two, or point one, rather, for students with an overall accumulative point average, we get a great number of students who have attended more than one college, and when we look to their point average for purposes of whether they enter on good standing or probation, we take into account all of their colleges in determining whether they've reached the 2 point. In other words, it's conceivable that a student might have gone to a college and gotten better than a 2.05 and be in good standing, and gone to another college in which he was on probation and have less than a 2.00, but as you put both together, he's still in good standing--he's still on--in good standing by virtue of having an overall

accum of 2.00. How would you propose that we would treat those students who have attended more than one college?

And the other question is, I presume you mean in item 3 when you refer to suspended, you mean academically suspended, because students are still suspended for disciplinary reasons which usually have nothing to do with their grades.

DR. BEHEN: Dean Miller.

DEAN I : To answer your last question first, I think we're talking academically here. To answer your other question, if they came from five different schools, I would recommend that each school stand on its own merit.

DR. BEHEN: Does that answer, Mr. Livosky?

MR. LIVOSKY: In other words, if he went to five schools, from three schools he may get his D's and from the other schools he may not, based on what his standing and point average was at those particular schools.

DEAN MILLER: Five schools means five different times in life. He could be successful, a failure, a failure, successful, and a failure.

DR. BEHEN: Just a minute. I want to see if Mr. Livosky is satisfied, then Dr. Jones is next. Mr. Livosky, do you wish to question further, or . . .

MR. LIVOSKY: The only thing is that our office is going to have to be worried about how this thing is going to be actually carried out, and it's not clear to me now how we will treat students who have been to multiple colleges. Except, if I take what you just said, it would be just like I said earlier, that if a college--if they went to three colleges, one they were on probation or had less than a 2 point, the other two they were in good standing and had a 3 point or better. For those two colleges you would accept their D's if they had any, for the other one, you would not.

DEAN YOZWIAK: Right now, you don't give any credit for any of them that have D's, right?

MR. LIVOSKY: That's right.

DEAN YOZWIAK: This time now, the student has two chances out of three for help. I think maybe this is something that . . . I have thought of it because I have seen as high as seven transfers on a student. And maybe we could get the reaction of the Senate if a student presents seven different pieces of evidence of work attained at some other place, should this be individually or collectively looked at? My mind has changed, Bill.

DEAN MILLER: How would you answer it? You're admissions, you've seen more than I do.

MR. LIVOSKY: It would seem to me that to be far more consistent in dealing with that student you would do it collectively rather than individually, as we, in fact, really do it now within this University. It's conceivable a student of ours could have been in seven schools or departments right

here, and yet, for graduation, they would take their total record into account collectively.

DEAN MILLER: He touched on point one, he was asking in point one, and I didn't use the word overall in point two, of course. That's where you have the trouble, Rill, right? In point one, the word "overall" answers your question. Is that what you're saying?

DR. LIVOSKY: No, I think when you wrote this, you were thinking of students going to one college only.

DEAN MILLER: Well, I don't think I was thinking in terms of only one college, because I've seen students that have gone to more than one college. Like I say, I'm changeable.

DR. BEHEN: Well, just a minute, colleagues. Just a minute, Dr. Cohen, if I may. I was going--I had promised Dr. Jones I would recognize him next, as he was first up. However, if you were going to speak to a somewhat different point and these people wished to speak directly to this point, would you yield? Or do you wish to speak directly to this, Dr. Jones?

DR. JONES: It's a different point.

DR. BEHEN: Different point. Then, yes, please, and I will try to get the others.

DR. HARE: If you were going to take the Point 2, as an overall, then what about Point 3 on probation? I presume that probation would be not an overall probation, but simply the last school out of the seven they attended. To be fair, you would have to estimate their seven grades and decide whether they were on probation overall, or else you're not really being fair.

DR. BEHEN: Dr. Cohen, and thank you for holding off. It's yours now.

DR. COHEN: Yes, I think that the point does need clarification. The intention of Dr. Miller is clear, and I think relatively minor rewording of point one will take care of things. For the purposes of entrance Mr. Livosky raised, if we looked at point one, and made it read: For students with an overall accumulative point average of 2.00 or better at an accredited college or university, and all courses taken--I think we'd better reword that--2.00 or better on all courses taken at an accredited college or university. Transfer credit will be allowed for all course work completed at that university--at that college or university. Now I'll read that again: "For students with an overall accumulative point average of 2.30 or better on all courses taken at an accredited college or university, transfer credit will be allowed for all course work completed at that college or university." That simply makes it read, as Dr. Miller said, with each college or university to be judged on its own, and (_____), I believe that would work around the problem that Mr. Livosky brought up. If I'm right in that, then I'll propose it as an amendment to . . .

DR. BEHEN: Let me suggest that if this--thank you, Dr. Cohen--that if this clarifies the point for Dr. Livosky--Mr. Livosky--and if it is in accord with what Jean Miller desires, we might simply consider that an editorial change in the motion as your offering it. Would--does this meet what you have in mind? Putting before the body . . .

DEAN MILLER: What specifically are you asking?

DR. BEHEN: With rewording as Dr. Cohen suggested, is this in accord with your desire?

DEAN MILLER: I think all he did was move some words around.

DR. BEHEN: Dr. Cohen, I suggest you offer--Mr. Parliamentarian, are we at a point where we can offer an amendment to this?

DR. O'NEILL: Yes, I think, would it be all right if the words were changed then as suggested by Dr. Cohen?

DEAN MILLER: Until I see the wording . . . Do you have it written now?

DR. COHEN: Yes, finally.

DR. 1 While you're showing that to Dean Miller, perhaps I will--Dr. Jones wishes to speak now and he will get--please.

DR. JONES: I think the sentence needs rewording--I think the word equivalent belongs in there somewhere--many schools don't go on 4.00 systems. I think you need the word accumulative point average equivalent to a 2.00 or better . . . on a four point or something, but I mean . . . you may get a transcript for credit 2.00 on a 6.00 system . . .

DR. BEHEN: That I would think--it's a good point, I'm not meaning to dismiss it--but I think that you would probably do with just the understood to be put in there. Would that be because you're thinking of the 4 points?

DEAN MILLER: I would love to add that.

DR. BEHEN: All right, you would love to add that. Yes, please.

DR. CURRAN: I just want to say a couple of words about this whole affair. One of the reasons the Academic Affairs Committee made our statement very broad was to avoid what we have just gone through here for about fifteen minutes--with people quibbling about things which really should be decided at the--you know, with some discretion. In any idea or organization theory, any idea of bureaucracy, which is basically what we are here, the body makes general policy, and the administrator administers the policy. You're trying to not only make the policy, but put it down into little narrow grooves where it can't do anything--move in any way flexibly enough, and with any change in any grading system, as has just been pointed out, the whole bloody thing is out. I'm speaking very strongly now for discouragement . . . asking you not to vote for this motion and to vote for the original motion.

I might add one thing: we have sat on this and talked about this in the Academic Affairs Committee for three meetings. We have asked the help of two or three persons who opposed this motion, and it has as yet to lie forthcoming, as far as I know, unless Peg is keeping something from us. So it's a little amazing to me that things are brought upon the Senate floor without having been previously been run through the Committee.

DR. BEHEN: Thank you. Yes, Dean Scriven, please.

DEAN SCRIVEN: I would like to emphasize--further emphasize--what Dr. Hahn just said. I can assure you that if the--if Dean Miller's amendment or substitute motion is defeated, the guidelines which will be established as the result of the original motion will be--will have the approval of the academic deans before they're put into effect.

DR. BEHEN: Thank you. Dr. Van Ostwalden.

DR. VAN OSTWALDEN: Assuming that we are still talking about Dean Miller's notion, I think the point 2 might be clear if we will say "accumulative point average less than 2." It couldn't be shorter, and avoiding euphemisms such as 2 or better when actually we mean less than 2? (several inaudible sentences)

DR. BEHEN: Thank you. All right. Dr. Livosky, all right, Dr. Richley.

DR. RICHLEY: Haven't we narrowed the question down to really one: 30 we want to determine the 2 point based on the last school attended, or do we not want to determine the 2.00 based on collective grades?

DEAN MILLER: Since I have the word "overall" in number one, I probably should put "overall" in number two and three.

DR. BEHEN: And you're thinking then of accumulating for however many schools he has attended. Is that correct?

DEAN MILLER: I think I could go with that.

DR. BEHEN: All right, thanks. Now, Mr. Livosky, if you will . . .

MR. LIVOSKY: Mr. Chairman, that would answer my question. I must agree with the previous speaker who indicated that this kind of a proposal would be very, very difficult to carry out; for one thing, it allows no room for latitude. Technically in any organization that makes a decision, very specifically, as it is here, no lesser group can change that in any way, shape, or form. In other words, if there is something in here that appeared to be unworkable, after we worked with it, not until the Senate approved the change could it be changed, and I would rather see us defeat this and go back with the broad proposal that was on the floor before, and allow us to work out details like this in some lesser body where they can change more easily.

DR. BEHEN: Thank you. Now then I . . .

MEMBER: Question.

DR. BEHEN: Are you ready for the question? All right, the question is, then, are we voting on Dean Miller's substitute motion, () an amendment to the committee motion. If this carries, then is that final or does it then return to the committee motion and require any action there? I'm asking an honest question. I do not know. In other words, this being a substitute motion; if this is approved, is that the final action on it? Or does that simply then revert in some way to the committee motion?

DR. O'NEILL: I understand that it's--was offered as an amendment. What I would like to see done is simply a determination--a very simple determination--that we approve the transfer credit policy, and that would be it, since this is the main motion. And then we would be safe, I think, in doing it that way. I was looking through Robert's Manual . . .

DR. EEHCN: Ghat--if you do ~~not~~--thank you. Just a second. I may come back to you. What I am trying to ascertain is this: If--not merely to clarify my mind, which is not perhaps very important at this moment--but so that the body will know what it is voting on. That is, in this sense, if this carries-- obviously, if it is defeated, it goes back to the committee motion. But if this carries, is that the final action? All right. Now it is understood, then, that we are voting on a substitute motion. If the motion is defeated, then obviously it goes back to the original motion. But if carried, this is the final action. All right. Question has been called for, all in favor of Dean Miller's substitute motion, as amended and with such editorial changes as have been established, all in favor let it be known by saying Aye. To the contrary? The Noes have it. The motion returns. Mrs. Foley, if you will continue, please. It is back now to the original motion, and open for discussion.

MEMBERS: Question.

DR. BEHEN: Let me ask first if Mrs. Foley wishes to speak any more. There is . . .

MRS. FOLEY: I don't think it's necessary.

DR. BEHCN: All right. Dean Yozwiak, do you wish to speak? Yes, please.

DEAN YOZWIAK: The motion as presented by the Academic Affairs Committee arrived on my desk on Wednesday. The comment at the bottom of this motion, and this was not seen by any Arts and Science faculty to my knowledge. I talked to the committee members. "We would appreciate consideration of our proposal by you and your faculty before the meeting on Friday." I say it is impossible to get a meeting of 255 together between Wednesday afternoon and today; therefore, the people are voting in the dark--I don't know to what extent. Others have said. I think the statement is vague: I would urge that we defeat it; and until we can come up with something better, we should go with our present system.

DR. BCHEN: Is there anyone else wishing to speak on the motion? Yes, sir, please.

MEMBER: It seems to me that this particular motion deals with a very complicated subject, and I would certainly like to see that Dean Miller's satisfied and also the Academic Affairs Committee satisfied, as well as all the members of the Senate. And I don't see any particular urgency in this matter. We certainly can wait another week or two. My suggestion would be that you will then send back this motion to the committee. That we do not vote for or against this measure. Then I suggest the committee appoint Dean Miller as advisor to the committee. Maybe we will come out and will have a satisfactory motion.

DR. BEHEN: Are you making a motion to return to committee?

MEMBER: Yes.

DR. BEHEN: It is moved and seconded by Mr.--Professor Mavrigan that this be returned to the committee. Is there discussion on that motion?

MRS. FOLEY: I would like to speak to that.

DR. BEHEN: Please do.

MRS. FOLEY: This is indeed a subject we all on the committee thought we would have some more time to spend on. It is surprising to me personally to get as much feedback on this motion as I did. And it was quite representative. Once we had this around, many of the deans reacted. There were a great deal of opinions expressed and a great deal of conversation about it. I think that we're all aware that we are pressed for a deadline. This was made very clear to our committee; and so, therefore, we did the best we could, and I thought many of you made some very fine contributions, in a hurry. We have had all of last week, I think, to consider this; or since last week's meeting. And I was going to present it also at that time, so in reality, really, we're talking about two weeks of time to consider the proposal.

DR. BEHEN: Is there anyone else who would like to speak? Mr. Ives.

MR. IVES: I move the amendment to this motion, and I move to the substitute motion, unless the committee wishes to accept that as a negative (inaudible).

DR. BEHEN: Now, is--I do not believe that would be in order, since the business on the floor now is to return to the committee.

MR. IVES: (inaudible)

DR. BEHEN: Is there further discussion on the motion to return to the committee? Dr. Budge, please.

DR. BUDGE: I would just like to ask Mrs. Foley what the deadline is that she's talking of. Is it a catalog deadline?

MRS. FOLEY: We're not talking about catalog deadlines. It's a matter of getting back to the Senate. As you can see, there's Dr. Hahn waiting to go ahead with many things, and I'm just wondering when we would be on the agenda to finish this business.

DR. BEHEN: Mr.--oh, excuse me, please. Go ahead.

DR. BUDGE: We're simply talking about the question of bringing it back to the Senate. That's the deadline that you're speaking of?

MRS. FOLEY: That is one of the deadlines, and the fact that there would seem to be a great deal of interest in this two-week period from many, many people. We did collect quite a bit of opinion during that period of time. We felt that we--I think the questions that you're bringing up now, as in most committees, are asked from the committee membership itself. So I'm hearing the same questions that came to the committee. And so sometimes I believe the work of a committee is done all over again by the large body.

DR. BEHEN: Dr. Koss.

DR. KOSS: I'm asking the same question, as regards the deadline. Whether or not it would be (I don't know how to put this) possible to bring it back in 3 weeks or so. If there is a deadline, why, in view of the subject here, it seems to me that it should be considered maybe by more than the committee, and have some other input. However, if there is a deadline, then maybe it should not be delayed. If there is no such pressing deadline, can it be delayed for 3 weeks?

DR. BEHEN: I'll ask Mrs. Foley because I cannot answer you.

MRS. FOLEY: I think I'll defer to Dr. Richley.

DR. BEHEN: Now, I had recognized Mr. Mettee, I believe I had better--Dr. Mettee, if you will, please.

DR. METTEE: I was just going to add that in spite of all the work that has been done already, there is still apparently a large faction of the University community which is unaware of the consequences or all of the consequences of this act, and I would urge that continued work be done on it until most of us are satisfied that we're not making a mistake.

DR. BEHEN: Thank you. Dr. Richley.

DR. RICHLEY: I'm speaking to the matter of the deadline. I did want to indicate that certainly Dr. Hahn has enough material for the rest of this meeting, and probably the next one. The March 8 meeting will be solely a Constitution and Bylaws Committee matter; and depending on what happens at that, there may be several special meetings called to handle that. So it could well be quite a period of time before this matter gets back to the Senate floor; there is no way of telling.

DR. BEHEN: I thank you for your remarks. I also am apprehensive. I am doing our best to keep my secretary from walking out here, and this can hardly reassure her, but I think you have stated the facts well. Mr. Livosky.

MR. LIVOSKY: One of the easiest ways to skirt an issue is to say "send it back to a committee someplace;" and I think it's time that this group take a stand. I don't think the issue is as complex as people would like to make it out to be; it's simply whether you want to recognize the D from another institution as you do your own. The mechanics you use to finally achieve that is something else, which could be done at some later point. There is some urgency, in a sense, because there is a deadline of the catalog. If this issue is decided in either direction, we ought to know that for next year's catalog. If not, we're stuck for another year and a half about getting information to people about what we're really doing. And I think we ought to reject that motion, and act on the question, one way or another.

DR. BEHEN: Dean Yozwiak.

DEAN YOZWIAK: I submit that this motion says nothing. But the catalog statement is clear at the present time. It says "transfer credit will be given for work taken at an accredited institution with a grade of C or better." The statement here is "distribution of the accepted course work will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college or department." It says nothing whether C grades will be accepted, D grades accepted, F grades accepted, or what. It is vague and completely useless; and I would say that it is not worth putting in a catalog at this point.

DR. BEHEN: Mr. Livosky.

MR. LIVOSKY: Chairman, one point. The original proposal from the Academic Affairs Committee is exactly as what's in the catalog, except that we will remove C and put in D, and reword it. It says exactly the same thing. This body thought that wasn't enough and wanted to get into more. We came to the extreme of really writing down every little solitary single thing. The original motion--the original

proposal that came out is no different than what's in the catalog today; it's not vague, it's not confusing; it's a change from a C to a D, period. That's all. And that was clear.

DR. **BEHEN**: Dean Scriven.

DEAN SCRIVEN: May I ask that the motion presented today be reread to clarify some misunderstandings that Dean **Yozwiak** apparently has.

DR. **BEHEN**: I have a request to read this; I think I will honor the Dean's request. "Transfer credit will be allowed for course work taken at a regionally accredited college or university, providing the grades were creditable at that institution. Distribution of the accepted work will be determined by and based on policies governing the fulfillment of degree requirements by the appropriate school or college and/or department. This policy is to be implemented for students entering the Summer Quarter of 1974." Mr. Ives, yes.

MR. IVES: It seems to me it is not as clear as was just implied. It seems that change to creditable (_____).

DR. **BEHEN**: That is the wording here. Yes, Mrs. Hare.

MRS. HARE: There are differences from the present catalogue. First of all, it says "usually given for course work" instead of "transfer credit will be given," and secondly, it says that distribution will be "determined by the appropriate dean and department **chairman**" rather than to be "determined and based on policies governing the fulfillment of degree requirements by the appropriate school, college, or department," which I think perhaps is not an exact rewording with the substitution of C and it has added two different ideas.

DR. **BEHEN**: Dr. George Letchworth.

DR. **LETCWORTH**: Thank you. These last few comments I think have not been directed to the motion. This is on Mrs. Foley's motion rather than to the motion of putting it back into the committee, and I would like to take a vote on putting it back into the committee.

DR. **BEHEN**: Are you ready for the question on return to the **committee**? All right. The motion now is to return the committee's--Academic Affairs **Committee's**--motion to committee for further study. That is the question before you. All in favor indicate by saying Aye. To the contrary by Nay. Would you like a show of hands? All right, if you will serve as tellers, Dr. Miner and Dr. Hahn, please. All in favor, by a show of hands, please. And to the contrary, by the same sign, and the same tellers, please. The motion is carried by a vote of 51 to 31; the matter is returned to the committee for further consideration. Thank you, Mrs. Foley. I will give you opportunity the next--the next matter of business is Dr. Hahn who will report eagerly for the Curriculum Committee. Dr. Hahn.

DR. **HAHN**: We have courses, and then we have the English, and then we have the BFA. First is the courses. If there are the following departments or schools represented, would you please, according to the rules, indicate your presence? Languages, the School of Engineering, Engineering Technology, Sociology and Anthropology, Chemical Engineering and Material Science, Business Technology, Home Economics, Health and Physical Education, Accounting and Finance, Special Studies, Economics, Geography, Mathematics, Geology, Business Education and Secretarial Studies, Special Education. The courses that are under consideration are on pages

6 to 30. There are some typographical errors, or just plain errors that are of no consequence, which will be taken care of by the secretary and placed in the appropriate archives. Mr. Chairman, I move the adoption of these courses on pages 6 to 30.

DR. BEHEN: It has been moved and seconded--the adoption of courses as distributed pages 6 to 30. Is there discussion on the motion? Yes, please.

MR. ABRAM: I have a question with respect to the Engineering 579 as it is advanced here. The course here indicates that there will be 6 . . .

DR. BEHEN: Excuse me. It has been asked for the pages.

MR. ABRAM: Page 6.

DR. BEHEN: Thank you.

MR. ABRAM: It indicates that there will be 6 quarter hours given to high school students accomplishing a sequence of three units, two units, apparently per quarter. My question is, will this replace the current Engineering 555 and 581, or is it in addition thereto?

DEAN CHARIGNON: It is an entirely different course.

MR. ABRAM: It is an entirely different course. Then, if I may make a further question, it seems to contravene some of your statements on the floor of the Senate here of late, which says perhaps one should be putting one's house in order by working the quarter hours down, rather than inflating them.

DEAN CHARIGNON: This is for high school people--for high school. It has nothing to do with that person coming to this University after he completes it.

MR. ABRAM: If indeed he does enroll and matriculate here, those will be counted, is what I'm asking?

DEAN CHARIGNON: Not necessarily. It can be.

DR. BEHEN: I would like to proceed until you are clear with--if you are.

MR. ABRAM: No, I'm afraid I'm not. I think the ambiguity that he has just expressed . . .

DR. BMEN: Well, I'm sure the Dean would be glad to clarify--address a question. You have the floor, and I would like to see you satisfied. If you will please go ahead.

MR. ABRAM: I stated my case. It says it would read six--I have asked directly, in fact, if the individual matriculates, will those, as I see it or read it, be utilized in the curriculum in whatever engineering course he uses?

DR. BEHEN: Dean Charignon, would you clarify a little more for us?

DEAN CHARIGNON: The idea is to pick out with Mr. Livosky's help and the help of the mathematics, science, and advisement of high schools, two people from each of 10 high schools that are superior in high school science and mathematics. During the year--during their senior year in high school to get a feel for college life, to get a head start in becoming acclimated to college life, and we propose

in the course that they will be exposed to many mistakes that were made by engineers which cause the sociological and ecological difficulties which we now have. So we stay away from that in the future. That's the academic objective--the other objective is to have in high schools liaison between the high school students and this university. I think that two seniors in Chaney High School for one year, particularly if they are honor students, can do lots more good at the University than any half day, including (_____) coming from any University. This doesn't mean he'll go on with Engineering here. It doesn't necessarily mean that he's going to this school at all. He may not even go into science. But here he is, and he is a liaison person between us and a high school. Now we go one step further, which of course does not show in the committee's **writup**; I have spoken to I guess everybody who has anything to say about it concerning the possibility of setting this course up as a scholarship course. Matter of fact, I took it up with our trust fund. Everyone was enthusiastic about the idea of setting up a scholarship course on that basis. Matter of fact, Dr. Jones was contacted, kind of through the back door, and he was enthusiastic for the idea. In other words, if we can get the idea across or if we could get the course on the inventory of courses, we probably could get Dr. Jones to support the tuition. We're only going to have 20 each year--two from each of 10 high schools. The next year it is 10 different high schools, the year after that it's 10 different high schools. The admissions office, I think they have some other offices in high schools. So we're only going--we're only talking about 20 people a year, and to satisfy the question which was raised, I would say yes. In the event that the department has to decide, it simply means "can I give this student who took this 579 when he was in high school--can I give him credit for 581?" I think I would tell him yes. There's only 20 a year out of 160 to 200 freshmen. I don't think anybody's throat is being cut. If there is any further discussion that you want on it, I would be glad to answer your questions.

DR. BEHEN: Thank you for the explanation. Do you wish to address the Dean--all right, Dean Yozwiak, please.

DEAN YOZWIAK: Since Dean Charignon has committed himself that if someone took the 579 sequence, and if he enrolled at this University, could he get credit for the equivalent of 581, he said yes. I would suggest that, why include this? Why not present the course 581 to these students as you suggest in the guidelines, and they are assured credit when they get here.

DEAN CHARIGNON: It has a different objective. The objective of 581 is to orient the engineers to the profession. The object of this course is to show the students the troubles that we have gotten ourselves into. To me, that's a different objective.

DR. BEHEN: Are there other questions for the Dean? Yes, Dr. Mettee.

DR. METTEE: I would like to oppose the introduction of this course, Engineering 579, on the basis that there are already introductory courses of 6 hours, as has been stated. But I think further that it would put the University in the position of offering credit for courses taught at high school level, thereby it would tend to deflate the value of the Engineering curriculum at this institution.

DR. BEHEN: Yes, Dr. Hanzely.

DR. HANZELY: (_____)

DR. BEHEN: All right, yes, please. Go ahead, Dean.

DEAN CHARIGNON: The course is taught at the college level. It's a college course. This is common practice. It should be more of--it should be done to give the first-class student in high school--the superior student in high school--an opportunity to get into college work while he is still in high school. In addition to his high school work is not a new concept. As a matter of fact, there are quite a few people--there are something over 100 people at Ohio State right now, according to the comments I've heard here, that shouldn't be there at all.

DR. BEHEN: Dr. Hanzely.

DR. HANZELY: I would move the deletion of this course from the report of the Curriculum Committee. I think that the . . .

DR. BEHEN: Shall we get a second before the discussion?

DR. PIETTEE: Second.

DR. BEHEN: There is the second to it. Dr. Mettee seconds. All right, Dr. Hanzely.

DR. HANZELY: I would think that this course really has some questionable academic merits. I think there's ample opportunity in the existing one-hour--six one-hour courses--that the Engineering College now offers to orient these students to the problems that--ecological and sociological problems that we have brought upon them, although I think that they are sometimes in a better position to tell us what problems we have brought on. I really don't think that this is--this meets--this should meet the standards--the Academic standards that we should set for ourselves.

DR. BEHEN: The question now on the floor is a motion to delete this particular course. Is there anyone who wishes to speak to that point? Yes, please.

MRS. HILLE: I feel that we do have the position of one of the high schools in Youngstown itself. That we're taking in all the poor students, and this is a wonderful way of public relations, of advertising how good we are, by picking out the best for this, and then they're telling the rest, "Oh, Youngstown University's great." I think it ought to be kept.

DR. BEHEN: Dr. Cohen.

DR. COHEN: The whole public relations idea is very important, but I think it would be better met if we offer 581 for the high school students. This is a catalog course for high school students. And it says in the course description, "for high school students." I think that would be even better public relations.

DR. BEHEN: Dr. Hotchkiss.

DR. HOTCHKISS: It's my understanding that we already admit some outstanding high school students, who, under certain conditions, are free to come here and take freshman courses; I have them in psychology. I think they are supposed to be special students.

DEAN CHARIGNON: I have a question.

DR. HAHN: Go ahead.

DEAN CHARIGNON. The question I have: the Mathematics Department says that half the time, Villa Maria students taking calculus for high school credit take college calculus--straight Calculus, 571. The language people--see, I'm talking out of my field. I don't want to do it because I'm not accurate when I talk out of my field at all. I think there is something that says if you take languages in high school, you start at a different place in college. I don't know what it is. I would like to have the language people explain that a little more carefully. It's nothing new--what we're talking about--there's nothing new about high school students taking college courses for college credits. That's all.

DR. BEHEN: You wish to--yes, please.

DR. SHUSTER: I think there's a good, logistical reason for having a separate number, because you've got a different kind of group involved in the course entirely. I have listened to Dean Charignon present this in the Curriculum Committee, and I was sold on the idea. I think it's a good move in the direction of getting students in the areas of interest we have here. As a matter of fact, I'd like to suggest to Dean Miller that we set up something of the same sort ourselves, in order to get the students interested in our university. I think the idea of putting all the students, that is the University enrolled students and such high school students into 581, together would create problems of administration. How do you teach the course? How do you grade it? How do you handle it, and besides which the way the credits are set up are different. I think it's a good idea to keep the courses separate.

DR. BEHEN: Is there anyone else who wishes to speak? Mr. Ives.

MR. IVES: I missed the point of reference to Villa Plaria. I once had a student from Villa Maria who took four years of Latin with straight A's, and as long as she was in the continuing course here, she was unable to translate a single Latin sentence.

DR. BEHEN: Anyone else wish to speak on the subject? Dr. Richley.

DR. RICHLEY: The point has been made that this is a college-level course; the point has also been made that there are seniors in high school currently taking college level courses. There is one thing that did occur to me--that Senate might be interested in. If we use the one-hour courses that are in existence in engineering for the purpose of acquainting the young people in high school with engineering, then we may end up with a one-hour course that has enrolled in it first-quarter freshmen in engineering and first-quarter or first-week seniors at the high school level. I wonder if this wouldn't present some complications in terms of the manner in which it is taught.

MEMBER: I would suggest that there might be an answer found to that, Dr. Richley, on the basis of the kind of grades that seemingly are achieved thus far, I've not found in my discussion any notable failure rates in either of those two courses, and it in fact, then, as Dr. Shuster points out, it is a question of logistics in part. I very frankly say if we are seeking them--this body of young people, of talent to come here--no reason at all why they cannot be subjected to truly a course which is already existing in the catalog, and which, despite Dean Charignon's denials, and as Dean Yozwiak pointed out, is remarkably similar in the course description. I will agree it is not verbatim, but there is a good bit of similarity there.

DR. BEHEN: Call for the question. The question is now on Dr. Hanzely's motion to delete this particular course from the general recommendation of the Curriculum Committee. All in favor, let it be known by saying Aye. To the contrary? I think we'd better have a show of hands. If our tellers will serve us again, please. All in favor indicate by hand, please.

MEMBER: In favor of deleting?

DR. BEHEN: In favor of--yes, this is voting in favor of deleting. That's the motion. All to the contrary by the same sign. The motion fails by vote of 42 to 38; it returns to Dr. Hahn's original motion.

MEMBER: Question.

DR. BEHEN: All right, the question now is the adoption of these recommendations respecting curriculum as presented in pages 6 through--Dr. Hahn?

DR. HAHN: Thirty.

DR. BEHEN: Six to thirty. All in favor, indicate by saying Aye. All to the contrary, by the negative. The Ayes have it; it is adopted. Dr. Hahn, if you will proceed, please.

MR. IVES: Point of order.

DR. BEHEN: Yes, a point of order.

MR. IVES: The question was called, but we did not take a vote to close discussion.

DR. RICHLEY: The question was called for and nobody . . .

DR. BEHEN: Nobody--I asked if there was any further discussion, and nobody indicated he wished to discuss. So then, there is no requirement that it be closed.

MR. IVES: I did not understand the question.

DR. BEHEN: I had already then stated the question. I am sorry that you didn't, but I trust I gave opportunity. Dr. Hahn.

DR. HAHN: We'll move to the communication sequence. The motion includes the deletions and additions on page 2 of the report, and it is understood that the elimination of the statement on page 45 of the catalog applies: "Students exempted from one or more of the communications courses complete their 12 hours by taking courses in the Humanities area," and eliminates the statement on page 84, "For certification, graduation, and transfer purposes, this course may be interpreted as nine hours in composition and three hours of speech." Mr. Chairman, I move the material that I have mentioned.

DEAN SCRIVETJ: Point of order.

DR. BEHEN: Yes. Dr. Scriven.

DEAN SCRIVEN: I question that the grading aspect of the motion should be included, since it failed to receive favorable consideration of the Academic Affairs Committee.

DR. BEHEN: Yes, I--now, let me be sure what we're discussing here, Dr. Hahn has presented as a report of the Committee the statement you've heard, and Dr. Scriven, Dean Scriven, I believe, has raised the point that there is included in this a statement which the committee did not approve. Is that correct?

DEAN SCRIVEN: Correct.

DR. BEHEN: Then, I will once again have recourse to the parliamentarian. Since, as Dr. Hahn is presenting a Committee report for approval, not his own motion, and on Dr. Scriven's statement, I'll ask Dr. Hahn in a minute if he has objections. There's something contained in here which was not in fact the intent of the committee. What is your ruling on that?

DR. O'NEILL: As I understand it, there was not a majority vote with regard to the Committee recommending the ABC/no-entry provision. And as I understand Robert's Rules, there must--the Committee must report in the majority. As I understand it, it was a five to five vote, and we therefore ruled that it would not be--should not be recommended at this time, although it could be provided as an amendment.

DR. BEHEN: Yes. That--thank you very much. There seems to be, if the body is in agreement, a logical way that this be deleted from the Committee report. Then once it is on the floor, of course--just a second--I may be all wrong; if so, you can straighten me out.

MRS. DYKEMA: Are we talking about two different committees? Dr. Hahn has proposed the report of the Curriculum Committee, and in that report, it mentions that the Academic Affairs Committee did not approve of--did not approve by majority vote of some aspect . . .

DR. BEHEN: Oh, this was a different committee. Is that your understanding?

DEAN SCRIVEN: Correct.

DR. BEHEN: Then I . . .

DR. HAHN: This is a joint report. This is a joint report of the Curriculum Committee and the Academic Affairs Committee.

DR. BEHEN: Well, let me ask you this. Wait just a minute. Your chairman is no better equipped to deal with this than the least of you. Would this not accomplish our purpose? If it is presented without this, then there is no reason that Dr. Hahn himself could not present a motion to include this; and if it is the desire of the body that it be included, that can be accomplished. If it is not, then it would not. I am simply asking if this is an expeditious way to do it, as in about two minutes Dr. Hankey is going to remind me that it is time to give the warning. Would that be agreeable?

DR. HAHN: I would be glad to do that, so that I would delete in the motion those references to the grading in the course description. If that's satisfactory, I'd do so.

DR. BEHEN: All right. Now Dr.--now to be sure that we have the motion, and then I will ask for a second, for there has not yet been opportunity to second. Dr. Hahn is presenting a motion on material as distributed with these two qualifications (in reverse order). First, he is deleting those statements respecting grading, and second, with the understanding that the catalog will be brought into conformity if this is adopted. That is the motion; do I hear a second?

DR. LARGENT: Second.

DR. BEHEN: It is seconded by Dr. Largent back there. It is now open for discussion, and Dr. Hahn, if you would like to offer the amendment, I would be glad to recognize you.

DR. HAHN: I believe the floor could do that.

DR. BEHEN: All right. Yes, then, I had to ask this gentleman his name the other day.

DR. ALDERMAN: Taylor Alderman.

DR. BEHEN: Dr. Alderman, please. Chairman of the English Department, please.

DR. ALDERMAN: I move that we amend the course description in a fashion to restore the phraseology which is in the copy you have in your hands, which is to say that to receive credit for either course, a student must have a grade of C or better. If he fails to do so, no record of his attempt will be entered on the transcript.

DR. BEHEN: This is a motion to restore the language . . .

DR. HANKEY: Second.

DR. BEHEN: And seconded by Dr. Hankey, a motion to restore . . . yes, please.

DR. ALDERMAN: ~~AM~~ a motion to amend.

DR. BEHEN: Yes, a motion to amend, by restoring . . . in other words, to restore Dr. Hahn's motion to its original form is now before you, Is there discussion on this? Before you proceed to the discussion, may I call attention to the fact that it is now ten minutes until the automatic adjournment time; does anyone wish to move to extend the time? Dr. Richley, (or any other motion), Dr. Richley, please.

DR. RICHLEY: I move to suspend the adjournment policies for Senate.

DR. BEHEN: Is there a second to that motion? Seconded. All in favor, let it be known by saying Aye. To the contrary? The motion is carried. We proceed until a normal adjournment is made. We are now at Dr. Adlerman's motion, which has been seconded, to restore the original wording. Is there discussion on this point? Dean Scriven, please.

DEAN SCRIVEN: I am glad this meeting has been extended. I could speak on this subject at some length. I won't.

DR. BEHEN: You've already no doubt won several votes, but go ahead.

DEAN SCRIVEN: The minutes of the February 2, 1973, Senate meeting was devoted to this topic for 20 pages, and it was defeated at that time. Prior to this being considered, a year ago now, the Academic Affairs Committee conducted a rather thorough survey concerning the acceptability of an ABC/No-Entry system. I think that was probably before us better at that time. In more recent times, in fact, the very latest issue of the Pi Kappa Phi Journal has an article the title of which is "Pass/Fail has Failed." I'd like to read just a couple items from there. "In a survey conducted at George Peabody, over 65% of the graduate deans responding indicated that an undergraduate transcript characterized by Pass/Fail grading would lower the applicant's chances for admission to the graduate school." Another article conducted by the American Association of Collegiate Registrars and Admissions Officers indicated that in a questionnaire sent to graduate deans, 62% had serious or undetermined reservations regarding the admissibility of graduate students with Pass/Fail records. In the February 4 issue of Time magazine this year, the title of the article "Downgrading No Grades" indicated that there is a move now to say "Let's do it the conventional way." Asked to grade the system in its own terms, a growing number of educators and students would say that in practical terms, Pass/Fail has failed. In Dr. Eminhizer's survey . . .

DR. SUMPTER: Chairman, point of order, please.

DR. BEHEN: Yes.

DR. SUMPTER: The gentleman is speaking of Pass/Fail, and that is not the thing on the floor.

DEAN SCRIVEN: My point is . . .

DR. SUMPTER: The grading system on the floor is No-Entry, not Pass/Fail.

DEAN SCRIVEN: My point is, Mr. Chairman, ABC/No-Entry is even a worse system and a more dishonest system than is Pass/Fail. I would like to continue, if I may, with just a few of the responses Dr. Eninhizer received from graduate deans and deans of medical . . .

DR. BEHEN: Yes. Perhaps I had better ask this question. I think Dr. Sumpter's point is well taken here, regardless of opinion as to whether it is better or worse or the same. Are these addressed to--what is the other term?

MEMBER: No-Entry.

DR. BEHEN: No-Entry, or are they addressed to Pass/Fail?

DEAN SCRIVEN: I'll speak specifically to No-Entry.

DR. BEHEN: Thank you, please go ahead. The floor is yours.

DEAN SCRIVEN: Last year when the Senate considered this question, ABC/No-Entry, we were told that we should do it because Ohio University did it. We seemed to disagree at that time, and I want to give you a new report from Ohio

University. The ABC/No-Entry was initiated by the Faculty Senate in the summer of 1970. I have quotes from a member of the faculty at Ohio University today who said they realized this was a mistake; they questioned the integrity of the record. And beginning with the fall quarter, 1973, the Faculty Senate ruled that they replace the F on freshman records. I think this is an example of . . . I think our Senate was wise in defeating this last year; we do have provisions for doing away with the F or D if a student repeats the course; we have Credit/No-Credit. Everything that is possible has been covered in our current grading system. I strongly recommend defeat of this.

DR. BEHEN: Now I have three people before me, Dr. Alderman, Dr. Cohen, and Dr. Largent, and then I will try to get some others. Dr. Alderman.

DR. ALDERMAN: I, too, could speak at considerable length, and I have spoken with a good many people. Let me respond briefly, though. Perhaps I can . . . First of all, Dr. Sumpter's point is well taken: this Pass/Fail description is irrelevant. If there were a proposal that we change the university system to Pass/Fail, I would oppose it. If there were a proposal to change the grading of the freshman sequence to Credit/No-Credit, I would personally oppose it, unless my department told me otherwise. I appreciate the distinction between A, B, and C. I think they're important; I think they should be preserved. I would like to point out also that we have something on this campus now, and we have had it for a good many years, which if ABC/No-Entry be dishonest, it is not only dishonest, but it borders the possibly obscene. We have a grade that is W which is used to cover a host of sins. The student who breaks his leg and must go to the hospital for three months gets a W. The student who is attempting to defraud Veteran's Administration to collect his G. I. Gill benefits, may never go to class, will get a W at the end of the fifth week. The student who is failing and sees an F in his future may take a W at the end of the fifth week; and our records office, to my knowledge, has never proposed that we should further identify these W's. Along with that, we offer the option called Audit. You may say, I don't want to take my chances with A, B, C, D, F; let me get an AU, and we have in our catalog the statement that the student may audit without the necessity of attending class. This is in the catalog. Now if we were talking dishonesty, it seems to me this is of central importance.

Other points: I think I will talk to one or two other objections to this system available. For example, we're told that it will lower the standards. I would suggest quite simply that it shoves up the standards. This again, I would urge you to consider that we are not proposing a rigid revision of grade systems for the entire university, or for all Arts & Sciences, or for all of the English Department. We are talking about the one required skills course which all our students must take. Now the Department has looked at this question very closely; we've looked at four different possible proposals. We've made this very plain. We sent the question back to our Curriculum Committee, and they debated it at great length. And then we debated it some more. We came to this very carefully and deliberately, and we turned the question upside down. Let me speak very briefly to some positive points. The National Council of Teachers of English favors this sort of proposition. Not Pass/Fail, and Dr. Scriven's quite right. There is a movement, as I understand, away from Pass/Fail for precisely this reason. We need to know--graduate deans especially--need to know in more precise detail just what the achievement of an undergraduate student was, I agree; but I read to you one sentence only from the NCTE grading policy: "After the early years at all educational levels, only passing grades, letters and symbols distinguishing

levels of passing performance should be recorded." The CCCC, the Conference on College Composition and Communications has said the same thing. I would remind you of the arguments which were much closer to home which were committed in the Campus Action Project's final report which came out last September. I'm not going to read all of the (_____), but certainly I recommend for your perusal pages 23 and 24. The report deals with the problem which we face day by day. It deals with the problem of a student who is--whose competence in handling the language varies greatly. We have students who are certainly on a par with the best students anywhere in this country: there are students who are very weak. We have attempted to do just what the Campus Action Project recommended; we have tried to structure a flexible program. (inaudible) We have had in the past and will continue to have in the future a procedure or policy whereby the student who arrives with a very distinguished set of ACT scores may waive the first of these courses and start with the second one. We will have a policy program set up whereby the student who thinks that he's good and he doesn't need eight hours can write a theme. We will look at it on an individual basis, and if he doesn't need the first course, we will move him along. We are retaining the Honors Composition sequence, which is, of course, Communications Honors. This will be an option for better students. We're trying to build inflexibility on that end. We need, we feel, flexibility on the other end. A student who comes to us and through no fault of his own, is weak in the handling of the English language; it seems to me he deserves more than he will get under a ABCDF. Very briefly, in 1972-73 in the three quarters of the academic year, we had literally thousands of students in those three communications sections, in the 525 sections something over 9% withdrew: in 526, something over 14% withdrew; and in 527, something like 25% withdrew.

Now as I said a moment ago, the W covers many courses, but we do know that many students fear that F and are afraid of what it will do to their grade point average, and going through the course, they say, "If I stay with this, I'm going to get an F. So I withdraw." What happens then? The student has paid us for ten weeks of instruction; he needs ten weeks of instruction; but he's got a dishonest W on his record and five weeks' vacation. Now I suggest to you that this does not benefit the student; it does not benefit the university; it does not benefit the reputation of the grade of F for honesty and for high moral tone; it simply is not a very good system. It is worse yet in terms of what we know but can't demonstrate. These things are impossible to document. The student who arrives in terrible shape in terms of the ability to write and the ability to communicate, he is making progress for the first four or five weeks. He is still far below the acceptable minimum. OK, he drops out. If he had stayed with us, and we would under the ABC/No-Entry only because he's not risking anything. We're not going to penalize him for what he did not learn when he was fourteen years old. If he stayed with us, he might get into that C level. He might very well. And this is part of the other problem we face, we think it's terrible for students who come in, he's got a shot at the University, he may well be from a disadvantaged background, but he's got a shot at the University, and he comes in and works for you and he's in terrible shape at the beginning of the quarter, you see the progress coming (and I don't mean this condescendingly), but from an extremely weak position up to the point where he is approaching a D. If you're teaching that course and you have perceived progress on the part of the student, but he's not really at a D level, then you give him an F and say to him in terms of the institutional symbol, "you're a failure." The temptation is very great to say you've got to give this student some sign from the institution that he has accomplished something--and this leads in some cases to the D which is not really appropriate but which counts. Again, I could speak for the next three hours, but these are the main points, and, obviously, I urge your support for this program as we have carefully put it together.

DR. BEHEN: Speakers, people who wish to speak, I've recognized two so far, then I will get others. Dr. Cohen, then I'll follow with Dr. Largent. Dr. Cohen.

DR. COHEN: I'll try to be very brief. I don't find myself in disagreement with Dean Scriven very often. I do appreciate thoroughly receiving a copy of this article in Pi Kappa Phi magazine. I happened to read it last night. Someone sent a copy to me and I wanted to read a little bit more of it. Similarly, when asked if they were willing to consider applicants who have some but not all of their courses graded pass-fail, 68% of the respondents indicated they would not accept graduate application. . . .

MEMBER: Point of order.

DR. BEHEN: Yes.

MEMBER: He's talking about pass-fail

DR. BEHEN: I think you would have

DR. COHEN: Pass-fail and no entry I think is . . . well, uh

MEMBER: They're two different things.

DR. COHEN: The point was made by Mr. Scriven and I think it needs to be answered by completing that sentence. And the answer is "if more than 25% of the course work were taken on a pass-fail or no-grade systems." "If more than 25%," we're talking about two courses here, which is a far cry from 25% of the course work. Furthermore, in the American Association of Collegiate Registrars and Admissions Officers, more than 25% of all respondents indicated admission of graduate or professional school applicants would be jeopardized if a substantial number of their undergraduate studies were based on a non-traditional grading system. We have very carefully restricted the number here, to a half a dozen courses. We are talking about two courses, Freshman English, Communications, which are admittedly not part of the general education program: they're not part of the major; they're not part of anybody's important college work. I think we can, on the basis of the thorough work done by the dean of a department, admit these two courses without worrying about these arguments in the Pi Kappa Phi journal.

DR. BHICB: Dr. Largent, do you wish to speak?

DR. LARGENT: That takes care of--I pass, thank you.

DR. GEHEN: All right. Yes. Dr. Curran.

DR. CURRAN: I'll pass. That answers my question.

DR. BEHEN: Dr.--not while we have people who wish to speak. Yes.

DR. NOTCHKISS: I can see no reason that this could not be amended to the ABC-no credit, where at least we would have the honesty of saying that the person tried the course. I believe that we are rapidly approaching the point where we do not ask people to be responsible for their actions. This is part and parcel of this. The no-credit would not be called a D or an F but at least would tell the student you have tried that, and would tell the registrar or anyone else who reads the records you have tried it.

MEMBER: I move it.

MEMBER: I second it.

DR. CURRAN: You were very close to right, Vic, when you said he won three votes. We kept sending out for reinforcements every time he lost them. I'd like to--we have three votes on it. We wanted to--on two occasions the Academic Affairs Committee was in favor of the grading system, and on the third effort we rounded up a couple more members who hadn't been there, and they tied it up five-five.

I'd like to speak in favor of this whole package. This is a skills course; anything that the English Department can do to help our students learn the English language better is something we should be in favor of, it seems to me. I just can't believe this dishonesty bit; these students who've been here to take these courses--if there's any dishonesty, it's the fact that they got here without knowing their mother tongue. And I don't see why they should be penalized in learning their mother tongue at this University; and this failure bit is a very real thing for these students; and it is not their fault, not the fault of their mind; it's the fault of inadequate preparation. Besides which, we are being honest. When the student achieves a level--ABC--of skill, whoever gets him from then on knows that he speaks and writes the English language at that level. And isn't that all that that person needs really to know to evaluate this student as an individual in whatever kind of organization he's reviewing him?

DR. BEHEN: Dr. Largent.

DR. LARGENT: Move the previous question. I think--if I were a graduate dean, I wouldn't care so much how many times a student tried an English course as long as he got the C's and was capable of communicating--to me, to a dean, or to the department chairman that he could now handle the mother tongue. I move that we adopt this. Or I second it or whatever.

DR. BEHEN: All right. The previous question has been moved by Professor Fortunato; do I hear a second to that motion. Seconded by Dr. Hankey. The motion on the floor is, I believe, to delete . . .

DR. ALDERMAN: To add the grading . . .

DR. BHIEN: Correction on that. The chair stands corrected. The chair will get his head straightened out here in a moment. The motion was the--Dr. Alderman's motion to restore the language so that the committee's--joint committee's motion read as originally distributed. Tow--the motion now before us is a motion to close debate: it requires a 2/3 approval, I believe, Mr. Parliamentarian. Is that correct? And it is non-debatable. So we are now moving to--we are now acting on the motion to close . . .

DR. HOTCHKISS: Point of order.

DR. BEHEN: Yes.

DR. HOTCHKISS: Did I have an amendment up there that would move this to no-credit?

DR. BEHEN: No sir, no such amendment.

DR. HOTCHKISS: I attempted to put one in, but I thought I was in order.

DR. BEHEN: This is the motion. All right. So the motion is that of the previous question, which is to close debate, that will be by hand count. Dr. Miner, I'm going to relieve you; you have to climb over everything. I'll make Dr. Sumpter the teller over there, and if you will over here. All in favor by hand sign, please.

MR. IVES: Point of order.

DR. BEHEN: All right. A point of order.

MR. IVES: I agree that Dr. Hotchkiss had made a motion. I wasn't sure of the substance of it. And it was seconded by a voice in front of me.

MEMBER: Further point of order. The chair never recognized . . .

DR. BEHEN: If I did not hear a motion, did not recognize--I am asking a question now. Did I recognize a motion?

MEMBER: No.

DR. BEHEN: I did not--my apologies if it passed me by, but I didn't realize that there was . . .

DR. HOTCHKISS: I tried to shove it in late, and you did not. You were turned to the side: it was my fault.

DR. BEHEN: All right. We are in agreement. All right. By hand sign, this is to close, if the tellers will count, please. All opposed by the same sign, please. The motion to close debate is carried by a vote of 66 to 4. So the motion is now on an amendment to restore the language in such fashion that Dr. Hahn's motion reads as originally presented. All in favor, indicate by saying Aye. All to the contrary, by Nay. The Ayes have it; the motion is carried. Dr. Hotchkiss.

DR. HOTCHKISS: Now could I make an amendment to change the amendment?

DR. BEHEN: I would . . .

DR. HOTCHKISS: I am not debating the motion that was on the floor. I'm asking to make an amendment to the amendment which was just passed. Now can I do that?

DR. BEHEN: All right. Let's see where we stand here. The motion on the floor now is the main motion, but debate has not been closed on that, and I see no reason that if . . . just a minute. I see no reason why if Dr. Hotchkiss thinks it's appropriate that he may not offer another amendment to the main motion, because that is now the business on the floor. The floor is yours, Dr. Hotchkiss.

DR. HOTCHKISS: I would like to amend the motion to introduce no-credit instead of no-entry.

DR. BEHEN: It is moved to introduce no-credit instead of no-entry, and has been seconded. I'll ask the Parliamentarian, does this seem an allowable motion here.

DR. O'NEILL: I believe that it is in order, that we have an amendment to the main motion.

DR. BEHEN: All right, then this is the business before the house--Dr. Hotchkiss' motion--would you state it again, please, for us.

DR. NOTCHKISS: To read that, the line reads "ARC--no-credit" instead of "ABC--no-entry."

DR. BEHEN: And it has been seconded. This is the motion for the floor. Dr. Hankey.

DR. HANKEY: I will say very briefly, I think the effect of the amendment is to torpedo the total plan put before you, and I urge you to defeat it.

DR. BEHEN: All right. Dr. Alderman.

DR. ALDERMAN: I'd like to speak again, very briefly. I am in sympathy with the general thrust of Dr. Hotchkiss' earlier comments. In essence, you're talking about an assumption for a 600 level course, we have usually a prerequisite C. Our working assumption at this point is that it has been demonstrated that the student now has competence to complete this course with a satisfactory grade. In such a situation, if the student simply does not complete what he could complete, I think perhaps we have a (_____). Involved here, I think, is the ambiguity which arises from the use of "fail" in two totally different ways, although I think we often don't realize this. If--we mean two totally different things when we say that a student fails something, if he tries that which he cannot accomplish because of prior limitations in writing, he fails. But he fails often through no fault of his own. On the other hand, if he comes to us and he has a demonstrable ability to accomplish something, and he spends all his afternoons in Tony's Hideaway, he fails in a very different sense. All right, so we have on his records, that's all. But again, this is a--I speak against your amendment because I think this system is appropriate for this particular 2-course sequence. Not to say that I would suggest it for every course in the University, by any means, and I would say further that the English Department looked at, I think, almost every possible option. We considered no-credit. It was the sentiment of the department and it is a sentiment which I share that N/C is really a euphemism for D/F. You have through shorthand said the same thing. And to speak one final sentence with reference to what we heard a while ago from Dr. Largent. If you're a practicing attorney, this means you've passed the bar examination. It does not mean that your permanent record necessarily shows the four times you flunked the bar; you passed the fifth time around. I would suggest that there are a good many similar situations in which society holds us accountable for showing our accomplishments but it takes a rather charitable viewpoint toward our failures of various sorts in our progress.

DR. BEHEN: Dean Scriven.

DEAN SCRIVEN: I want to speak in favor of Dr. Hotchkiss' amendment, and I am speaking to the ABC/No-Entry. Last year, our whole faculty (and I do have the responses from our own faculty), each department head was asked to discuss the ABC/No-Entry with their faculty, and the large majority generally was not in favor of the ABC/No-Entry system. Again, those who were surveyed almost unanimously disfavored the ABC/No-Entry system. This amendment would certainly

accomplish what the English Department **wants** to do, by not penalizing the students. There would be no quality point blemish on their records by **no-credit**. And **I** certainly would encourage the passage of the amendment.

DR. BEHEN: Dr. Hankey, and then **I'll** get the gentleman back there. Dr. Hankey.

DR. HANKEY: Point of clarification on the circulation of this information to departments for discussion. This did not occur at least between July 1, 1972, and March 25, or 22, 1973.

DEAN SCRIVEN: It was to each department head.

DR. HANKEY: Not after July 1, 1972. **I** would like to dispute the facts a bit. The English Department, until they took their **own** initiative . . . If **I** may continue, Mr. Chairman.

DR. BEHEN: Please.

DR. HANKEY: . . . was never confronted with this issue or any aspect of this issue, with regard to **anything** and certainly not with regard to Communications until this year when it took a step on its **own**.

DEAN SCRIVEN: The memorandum from Dr. Eminhizer went out on March 2, 1973.

DR. BEHEN: Dr. Hotchkiss, may **I** remind you at your convenience to submit a written motion.

DR. HOTCHKISS: Yes, if **I** can just get out of here.

DR. BEHEN: All right. Yes. All right, the gentleman back in the back, back there.

DR. McCracken: I'm not a Senate member as you are aware. I'm Tom McCracken from the English Department. But **I** would just like to remind the Senate of recent history. **I** spent eight months trying to get a Credit/No-Entry in front of this body. **I** finally did. It was suggested out of the Academic Affairs Committee to present it as Credit/No-Credit. And this body passed the Credit/No-Credit entry system, once upon a time, in 1972.

DR. FORTUNATO: Question.

DR. BEHEN: Call for the question. All right, now let me be sure. The motion now before us is Dr. Hotchkiss' motion to amend the main motion so that it reads "ABC/No-Credit" rather than "ABC/No-Entry." Am **I** correct?

SECRETARY: The motion starts here. And there is no ABC down anywhere. This thing he wants to amend is up here above the motion.

DR. BEHEN: Our secretary has a good point here. **I** will ask Dr. Hahn to clarify this. Dr. Hahn's motion begins on page 2 at this point, and there is no statement that the secretary or **I** see here respecting AEC . . . under each course description. Is that now . . .

SECRETARY: That isn't what it says. You cannot take this and replace it in the sentence as given down here.

DR. ALDERMAN: There is a very simple solution, if I may?

DR. BEHEN: Please do.

DR. ALDERMAN: You're right. The language is not ABC/No-Entry but necessarily this is what it means. It says if a student does not receive a grade of C or better, no entry will be made. If Dr. Hotchkiss would like to rephrase his amendment . . .

DR. HOTCHKISS: The entry would be No-credit, if he didn't receive a C . . . The student must earn a grade of C or better. If he fails to do so, an entry of No-credit or a record of '10-credit will be entered on the transcript.

DR. BEHEN: All right. So that we are--the motion actually is that it will say not receiving a grade of C or better. If he fails to do so, a record of No-credit will be entered on his record. Is that agreeable with that change? All right, all in favor of the motion--this is in favor of Dr. Hotchkiss' motion to amend in that fashion, let it be known by saying Aye. All to the contrary by Nay. The Nays have it; that is defeated. We are back to the original motion.

MEMBERS: Question!

DR. BEHEN: All right, we have . . .

MRS. HARE: Point of order.

DR. BEHEN: Point of order. Yes.

MRS. HARE: When someone presented this total body, he said that there were certain errors and editorial corrections which had been taken care of, and I just wanted to be sure that one of those was that 550, 551 does not count toward a major in English. Is this one of the errors that . . .

DR. HAHN: That is one of them. Also, in Honors, it should be I and II. We have taken care of that.

DR. BEHEN: Wait just a minute. Dr. Richley.

DR. RICHLEY: I've been sitting here waiting to be swayed one way or another as to whether I prefer this new system for--or we prefer this new system for programs in our department. I must confess that I'm still not swayed. I've heard no rationale, no justification, no discussion that indicated why we are against going from three Communications courses to two Communications courses. I've heard really no justification, no rationale, for why ABC/No-Entry will make these two as good as the original three or better; and there's still a third question in my mind. We're going to allow the transfer of D credits. What are we going to do about transferring D credits, K credit, for courses in which the student must earn a C if he enrolls in that course in this institution. Suppose he's completed the communications sequence at another university, and transfers in. He may have earned D's. He's now going to receive credit for those; whereas our own students must make a C. I'd like to hear some discussion relative to these points.

32. BEHEN: All right. Dr. Ives.

DR. I : It seems to me that's already been covered, we said that credit would be given in courses in accordance with existing policies. If he has to have a C in a course, we can't accept a D.

MEMBER: Call the question.

DR. BEHEN: Dr. Alderman.

DR. ALDERMAN: Could I respond to Dr. Richley's points. There is a long history involved in this, the shift from 12 to 8 hours has to do in large part with the English Department's decision a couple of years ago. They did not approve, really, of our teaching a 12-hour sequence of which 3 credits could be transferred as speech or could be counted as speech towards education requirements. This speech credit was deleted. All schools, all departments, which desire speech courses for their students are cordially invited to see Dr. Elser and approach it in that fashion. This is a basic answer to the 12 hours. I think we have covered the ABC/No-Entry system rather well. The other point was the D and surely before this can be worked out . . .

DR. BEHEN: Dr. Curran moves the previous question. Do I hear a second to that? Seconded by Dr. Fortunato. That requires a show of hands. Will our same two tellers assist us, please? All in favor, by hand indication. All opposed by the same sign. The motion is carried.

SECRETARY: If 65 is all there is, you no longer have a quorum.

DR. BEHEN: A question has been raised. Would you prefer the chairman not to hear it, as to whether we still have a quorum or not? He does not hear. The motion before the house now--the motion before the house now is Dr. Hahn's motion as stated here: there were, I believe, no amendments? Yo amendments.

DR. ALDERMAN: There was a notion to restore.

DR. BEHEN: To restore. Yes. Then that now makes it as it reads, yes, and so I present it. All in favor, let it be known by saying Aye. To the contrary by Nay. The notion is carried. Wait just a minute please. There has been no motion to adjourn--I anticipate I will get one. Permit this statement from the chair, if you will. We have a guest chairman of a Committee here who has patiently sat through these stirring discussions, and I can only offer my regret that I fear you will not get to report, but the price of democracy comes pretty high. Dr. Curran, you have the floor.

DR. CURRAN: Mr. Chairman.

DR. HAHN: There is another matter of the Committee.

DR. BEHEN: There is another matter of the Curriculum Committee. I have a plane to get at Cleveland Hopkins. That is a fact. I am going to ask Dr. Miner if he will kindly take the chair for me, please. And my apologies that this arrangement was made before I knew this meeting would be scheduled today.

MINER: I've heard a motion to adjourn, a second. All in favor. (Aye) Thank you. (meeting adjourned at 6:02 p.m.)