

ACADEMIC SENATE
Minutes
May 26, 1982

CALL TO ORDER

Upon establishing that a quorum was present, Dr. Jean Kelty called the meeting to order at 4:05 p.m.

CORRECTIONS TO THE MINUTES OF April 7, 1982.

None

APPROVAL OF MINUTES

The minutes were approved as submitted.

REPORT FROM CHARTER AND BY-LAWS

Dr. Jenkins stated that the committee had a recommendation to add to the by-laws in Section 1-C the following: "for elected chartered committees, confirmation of candidacy and eligibility for elections shall be made by the Elections and Balloting Committee". Dr. Jenkins stated that this is a division that was not in the by-laws but was understood to exist. In the past, however, there have been instances where people were not asked and then elected much to their surprise. This new clause is an effort to alleviate that problem.

Motion to add this clause was made and seconded.

Motion passed.

REPORT FROM SENATE EXECUTIVE COMMITTEE

Acting on behalf of the Senate Executive Committee, Dr. Kelty, Chairperson, read the following paragraph, modifying Article 13:38 in the 1977-82 Agreement: (See corresponding attachment) Dr. Kelty stated that there was a very real problem with this article, and moved that the Chairman of the Senate and the Chairman of the Charter and By-Laws Committee meet with representatives of the negotiating teams to correct the technical errors contained in the new agreement relative to the policies on grade changes.

After extensive discussion on the issue, the motion failed.

REPORT OF ELECTIONS AND BALLOTING

Dr. Kohn reported that all Senate elections had been completed and results tallied.

REPORT OF ACADEMIC STANDARDS AND EVENTS

After much discussion regarding the current and proposed "Incomplete Grade" policy, a motion was made to refer the report back to committee.

Motion passed.

REPORT OF UNIVERSITY CURRICULUM COMMITTEE

It is noted that Course 82-131, Business Education and Technology, Secretarial Studies 531, is to be deleted from the list of course proposals.

REPORT OF HONORS AND ICP COMMITTEE

Dr. Copeland further explained the report contained in the Agenda of May 18, 1982, and asked for questions and comments from the Senate members.

REPORT OF ACADEMIC PLANNING COMMITTEE

Dr. Hugenberg moved and the motion was seconded that the Academic Senate adopt the Academic Planning Committee Report of May 18, 1982, as its recommendations to the Academic Vice President to be used in the development of the Master Plan.

UNFINISHED BUSINESS - None

NEW BUSINESS - None

ADJOURNMENT

Meeting adjourned at 5:05 p.m.

Motion for the Senate, 5-26-82 from the Senate Executive Committee...

The following paragraph appears in the new Agreement, replacing 13.38 of the earlier Agreement:

The parties agree that the Academic Senate may during the term of this Agreement adopt a policy which provides for a system of changes in grades awarded; however, if such a policy is adopted the full service faculty will retain the right to challenge the adoption of the policy and may under the charter of the Senate have the policy referred to the faculty as a whole for a vote.

There are very real problems with this article.

1. The Charter of the Senate clearly spells out the procedure by which an action of the Senate can be challenged by a member of the Faculty. Furthermore, that procedure in no way guarantees that the policy will be referred to the faculty as a whole for a vote. Therefore the second part of the Agreement article is in conflict with the Charter of the Senate. The Agreement cannot grant the full service faculty the right to challenge the adoption of the policy when that action is already guaranteed to the full service faculty by the Charter. And the Agreement cannot spell out a procedure for the Senate to follow which is in conflict with the Charter of the Senate.

Furthermore:

2. The Preamble of the Charter of the Senate - which I remind you has been approved by the Board of Trustees reads: "In recognition of the essential role of the faculty in the development of policies concerning the academic functions and activities of the University, it is appropriate for the Senate to have primary responsibility for the development of new policies, or changes in existing policies, integral and essential to the academic functions and activities of the University." Since grading is an academic policy it is the rightful jurisdiction of the Academic Senate; therefore, the Agreement cannot grant rights to the Senate which it already possesses and cannot place limitations on those rights.

Therefore, I move on behalf of the Executive Committee that the Chairman of the Senate and the Chairman of Charter and ByLaws meet with representatives of the negotiating teams to correct the technical errors contained in the new Agreement relative to the policy on grade changes.



YOUNGSTOWN STATE UNIVERSITY
YOUNGSTOWN, OHIO 44555

May 27, 1982

TO: Members of the Academic Senate

On Wednesday, May 26, the Senate discussed in some detail the intent of the language in the tentative Agreement between the University and the YSU-OEA which will modify Article 13.38 in the 1977-82 Agreement. The new language follows:

The parties agree that the Academic Senate may during the term of this Agreement adopt a policy which provides for a system of changes in grades awarded; however, if such a policy is adopted, the full-service faculty will retain the right to challenge the adoption of the policy and may under the charter of the Senate have the policy referred to the faculty as a whole for a vote.

We wish to reiterate jointly the point we made in Senate during this discussion. It was our intent to indicate that the Senate could address the matter of grade changes as an academic policy matter, and that if the Senate should adopt a new policy, the faculty would retain the right to challenge the policy. The right of challenge was understood to be the right established by the Senate itself. There was no intent to abrogate or modify the role or authority of the Senate, and there was no intent to impose upon the Senate any new restrictions or constraints.

We continue to feel that the language quoted above adequately expresses the intent of the preceding paragraph.

Stephen Hanzely
Chief Negotiator, YSU-OEA

Taylor Alderman
Chief Negotiator, YSU

May 20 1987

ARTS & SCIENCES

Thomas Dobbelstein _____
 William Eichenberger _____
 Beverly Gartland _____
 Martin Greenman _____
 Susan Mason SM
 Earl Harris EH
 Richard Bee RB
 Edwin V. Bishop EB
 Hugh Earnhart HE
 Jack Neville _____
 John W. Manton manton
 James Morrison _____
 James P. Poggione JPP
 Nicholas Sturm _____
 Mario Veccia MAV

At Large... _____
 Sidney Roberts SR
 Gratia Murphy GM
 Lowell Satre LS
 Larry Esterly LE
 Jean Kelty JK
 Anthony Stocks _____
 Frederick Blue _____
 George Beelen GB
 Taghi Kermani _____
 Ikram Khawaja _____
 William Jenkins WJ
 Agnes Smith AS
 Friedrich Koknat FK
 Mark Masaki MM
 John White _____
 William Binning WB

BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION

Virgil Lang VL
 Stanley Guzell SG
 Donald Mathews DM
 Dennis Bensinger DB
 At-Large... _____
 Mervin Kohn MK
 Terry Deiderick TD
 Raymond Shuster RS
 Jane Simmons JS

SCHOOL OF EDUCATION

Winston Eshleman _____
 Joseph Kirschner _____
 George Levitsky GL
 Jack Dunsing _____
 Louis Hill _____
 At Large... _____
 Peter Baldino _____
 Edward Tokar ET
 Edgar Cobett _____

SCHOOL OF ENGINEERING

Yucel Tokuz _____
 Peter Botros _____
 Wade Driscoll _____
 Robert McCoy RAM
 At Large... _____
 Richard Jones RJ
 John Peterson _____

FINE & PERFORMING ARTS

Darla Funk _____
 Joe Babisch _____
 Alfred Owens AO
 At Large... _____
 Donald Byo _____
 Edward Largent EL
 Joseph Lapinski _____
 Elaine Johasz _____

APPLIED SCIENCE & TECHNOLOGY

Mary Beaubien MB
 Joan Boyd _____
 Ralph Crum _____
 Cynthia Peterson CP
 Patricia McCarthy PM
 C. Allen Pierce AP
 At Large... _____
 Virginia Phillips VP
 Audrey Owens AO

ADMINISTRATION

Taylor Alderman TA
 Charles McBriarity _____
 James Scriven JS
 Neil Humphrey NH
 Bernard Gillis BT
 James Douglass _____
 John Yemma _____
 Frank Siebold _____
 Lee Rank LR
 Bernard Yozwiak BY
 Nicholas Paraska NP
 Robert Dodge RD
 William McGraw WM
 George Sutton GS
 David Ruggles DR

STUDENT MEMBERS

James C. Nevis _____
 Paul M. Avdey _____
 Laurie Airhart _____
 Rainer Kangas RK
 Nan Hudak _____
 Brenda Cipriano _____
 Catherine Simpson _____
 Crystal Shells _____
 Mark Mook _____
 Karen Lewandowski KL
 Ray Nakley _____
 Ed Salata _____
 Cynthia Beckes _____
 Dean Deperro _____
 (unintelligible) _____

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date May 26, 1982

Report Number (For Senate Use Only) _____

Name of Committee Submitting Report University Curriculum Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____

appointed chartered

Names of Committee members: A. Dastoli, W. Eshleman, L. Harris, L. Hopkins,
S. Rodfong, H. Yiannaki, D. Rost, J. Drobney

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

The attached course proposals have been passed by the UCC and
are being submitted to the Senate for ratification.

Do you anticipate making a formal motion relative to the report? Yes

If so, state the motion: _____

That course proposals 82-141 through 82-177 be passed by the
Senate and included in the University Course Inventory.

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____



Chairman (please initial)

82-141 Biological Sciences (addition)
BS/AB Biology 787. Diagnostic Microbiology. An examination of the major disease producing microorganisms encountered in the clinical laboratory. The areas will include a study of the frequency, clinical sources, treatment and control of these pathogenic organisms. Listed also as Medical Laboratory Technology 787. Students who have taken Biol. 788 will not receive credit for Biol. 787. Must be taken concurrently with Biol. 787L. Prereq: Biol. 702 2 q.h.

82-142 Biological Sciences (addition)
BS/AB Biology 787L. Diagnostic Microbiology. A clinical approach to the study of bacteria, fungi, and other microorganisms, including the identification of organisms encountered in the clinical laboratory. Listed also as Medical Laboratory Technology 787L. Students who have taken Biol. 788 will not receive credit for Biol. 787L. Must be taken concurrently with Biol. 787. Prereq: Biol. 702 2 q.h.

82-143 Biological Sciences (deletion)
BS/AB Biology 788. Diagnostic Microbiology. Clinical approach to the study of bacteria, fungi, and other microorganisms including the identification of organisms encountered in the clinical laboratory. Six hours of laboratory per week. Listed also as Medical Laboratory Technology 788. Prereq: Biol. 702 2 q.h.

82-144 History (change)
Arts & Sciences 755. High Middle Ages. History of western and eastern Europe from the tenth to the fourteenth century. The course will emphasize the following developments: the rise of the feudal monarchies and of the Papacy, the growth of urbanization and trade, the Renaissance of the Twelfth Century, the flowering of Romanesque and Gothic architecture and the appearance of vernacular literature. Prereq: History 655 4 q.h.

82-145 History (change)
Arts & Sciences 758. Renaissance Europe. A survey of European history from the end of the High Middle Ages to the sixteenth century. Emphasis will be on the rise of humanism and of Renaissance culture in Italy, its dissemination beyond the Alps, as well as the development of national states and the flowering of the Late Medieval tradition in western and eastern Europe. Prereq: History 655 4 q.h.

82-146 Psychology (change)
B. A. Psychology 620. Woman: A Psychological Study. A systematic exploration of the psychology of woman including questions of her social and personality development in terms of institutional, interpersonal and intrapersonal factors. Woman will be surveyed in her many roles such as mother, sexual object, consumer, worker and creator. Applicable to the psychology major. Prereq: 560(F) 4 q.h.

82-147 History (deletion)
Arts & Sciences 723. History of Ideas in America. An examination of intellectual currents in American life touching upon both leading American thinkers and trends of popular culture. Prereq: History 605 or 606 4 q.h.

82-148 History (deletion)
Arts & Sciences 735. Urban History. A survey of the history of cities in Western Europe to the Industrial Revolution. Prereq: History 655. 4 q.h.

- 82-149 History (deletion)
Arts & Sciences 745. Readings in American History to 1865. An intensive study of the more important general works, monographs, and biographies dealing with the major problems in the United States history from Colonial times to the Civil War. Prereq: 18 hours of history or consent of instructor. 4 q.h.
- 82-150 History (deletion)
Arts & Sciences 746. Readings in American History from 1865 to the Present. An intensive study of the more important works, monographs, and biographies dealing with the major problems in the United States history from the Civil War to the present. Prereq: 18 hours of history or the consent of instructor. 4 q.h.
- 82-151 History (deletion)
Arts & Sciences 749. Philosophy of History. The same as Philosophy 749. 4 q.h.
- 82-152 History (deletion)
Arts & Sciences 751. Byzantine History. A study of the eastern Roman Empire from its origins as a Greek trading outpost in the 8th century B.C.E. to its conquest by Mehmet Faith in 1453. The course will concentrate upon church problems, dynastic disputes, and the impact of invaders from the north and south. Prereq: History 655. 4 q.h.
- 82-153 History (deletion)
Arts & Sciences 760. From Westphalia (1648) to the French Revolution(1789). This course introduces the rise of modern states, mercantilism, diplomatic and military struggles, Gallicanism and Jansenism in religion, and the classical and baroque in art and literature. The emphasis is on France under Louis XIV and then the Old Regime of Louis XV and Louis XVI. The 18th century is examined with its Machiavellian politics, its court intrigues, but also its stimulating intellectual life reflected in the term, The Enlightenment. Prereq: History 656 4 q.h.
- 82-154 History (deletion)
Arts & Sciences 775. History of South and Southeast Asia in the 19th and 20th Century. Patterns of Western colonialism, revolutionary forces of nationalism and communism, and current problems in Burma, Ceylon, Cambodia, India, Indonesia, Laos, Malaysia, Pakistan, the Philippines, Thailand, and Vietnam. Prereq: History 662 or consent of instructor. 4 q.h.
- 82-155 History (deletion)
Arts & Sciences 783, 784. Economic History of Europe I, II. A study of the economic development of Europe to 1780 and from 1780 to the present. Emphasis will be placed on rural and town economy in the Middle Ages, the transition to capitalism and the development of modern industrial society. Prereq: History 655 for 783. History 656 for 784. 4 + 4 q.h.
- 82-156 History (deletion)
Arts & Sciences 786. The Expansion of Europe. Lectures and readings on the expansion of Europe overseas 1415 to 1815; the oceanic discoveries, the colonial systems of the European countries, the influence of European expansion on non-European peoples and on Europe itself. Prereq: History 655 4 q.h.
- 82-157 History (deletion)
Arts & Sciences 787, 788. History of Population Movements I, II. Trends in world population in their relation to history, migration, and urbanization. Human demography and ecology: various measurements of the size, density, and distribution of population as well as their economic and social environments. Prereq: Junior Standing (listed also as Economics 787 and Sociology 787) 4 + 4 q.h.

82-153 History (deletion)
 Arts & Sciences 798. The Ottoman Empire. History of the Middle East from the rise of the Ottomans in the 14th century to the Young Turk Revolution in 1909-09. Prereq: History 661. 4 q.h.

82-159 History (deletion)
 Arts & Sciences 802. History of Ideas in Western Europe Since 1500. This course will treat the impact of new ideas on the various social classes in Western Europe and Great Britain through the Age of Science, the Enlightenment, the Darwinian Revolution and the Age of Anxiety. Prereq: History 656. 4 q.h.

82-160 History (deletion)
 Arts & Sciences 794. History of Leisure in Modern England. A study of the growth of leisure activities in England from the 18th century to the present, with emphasis on the transition from rural to urban-centered activities, the impact of technology, and the emergence of mass spectator sports. Prereq: History 656. 4 q.h.

82-161 History (deletion)
 Arts & Sciences 795. Historical Origins of Spanish Culture. A survey of the development of the Western Mediterranean from early times, emphasizing the emergence of a true Spanish culture and its rise to dominance in the 16th and 17th centuries. Prereq: History 655. 4 q.h.

82-162 History (change)
 Arts & Sciences 789. Jewish History. An overview of Jewish History in the past twenty centuries. Emphasis will be given to achievements in the arts, sciences, and politics, as well as to precedents for the Holocaust. Prereq: History 655, 656 4 q.h.

82-163 History (change)
 Arts & Sciences 727. Mexico and the Caribbean. Emphasis is upon Mexico, Colombia, Venezuela, and the Central American republics. Special consideration is given to 20th century Mexico. Prereq: History 611 or consent of instructor. 4 q.h.

82-164 History (change)
 Arts & Sciences 728. History of South America. The Spanish American republics and Brazil are considered. Prereq: History 611 or consent of instructor. 4 q.h.

82-165 History (change)
 Arts & Sciences 729. History of Latin American-United States Relations. Survey of Latin American-U.S. relations from the founding of the New World to the present with greatest emphasis placed upon the 20th century. Prereq: History 611 or consent of instructor 4 q.h.

82-166 History (addition)
 Arts & Sciences 714. Economic History of the United States. A historical examination of the economy of the United States from colonial times to the present. Special emphasis is placed on the impact of the industrial revolution upon both individuals and the society in general. Prereq: History 605 or 606 or consent of instructor. 4 q.h.

82-167 History (deletion)

Arts & Sciences 715, 716. Economic History of the United States I, II.

A historical examination of the economy of the United States to 1377 and from 1877 to the present. Special emphasis is placed on such areas as agriculture, manufacturing, transportation, and commerce, money and banking, and business and labor organizations. Prereq: History 605 for 715. History 606 for 716. 4 + 4 q.h.

82-168 History (change)

Arts & Sciences 754. Early Middle Ages. History of the Mediterranean world from the fourth to the tenth century. The course will examine the causes of the decline of the Roman Empire as well as the rise of Christianity and Islam, the Germanic invasions, the development and decline of the Carolingian Empire and the emergence of a Western European culture following the disintegration of the Mediterranean world. Prereq: History 655 4 q.h.

82-169 History (change)

Arts & Sciences 759. The Reformation Era. The history of Europe from the Lutheran Revolt to the Peace of Westphalia in 1648. The major themes of study will be the causes of the Reformation, the impact of Luther, Calvin and of the Radical Reformation, the Catholic Reform movement, the Wars of Religion and the rise of the modern secular states. Prereq: History 655 4 q.h.

82-170 Accounting and Finance (deletion)

Accounting 830. Introduction to Budgeting. 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. Prereq: Accounting 713 or Finance 720. (W) 4 q.h.

82-171 Marketing (deletion)

Retail Marketing Major 827. Chain Store Operation. General merchandising for all types of chain stores; public relations, legal aspects of store operation, organization, personnel work in customer-employee relations, personnel training, buying, managers' most common problems; past, present, and future trends, and other phases. Prereq: Senior standing. 3 q.h.

82-172 Marketing (change)

Retail Marketing Major 709. Retail Marketing. Treats the field of retailing as a subset of the larger field of marketing, by stressing the application of marketing concepts, approaches, and methods to all types of retailing organizations. The entire marketing system is considered from the consumers' and retailers' viewpoint, in theories and practices. Prereq: Marketing 703. (F,W,Sp,Su). 4 q.h.

82-173 Accounting and Finance (deletion)

Accounting 810. Statement Analysis. The flow of funds as reflected in financial statements. The use of ratios and other indices in interpreting a concern's financial position, operating position trends, and other variations. Prereq: Accounting 606. (Sp) 3 q.h.

82-174 Special Education

(change)

Special Education 351. Social Studies and Social Skills for Mentally Retarded. Study of individual problems, curriculum units, guidance and planning, preparation of instructional materials, and participation in local schools. Prereq: Education 333 or consent of instructor. 4 q.h.

82-175 Special Education

(change)

Special Education 352. Language Arts Methods in Special Education. Principles, practices, materials, and aids for teaching language arts in special education. Diagnostic and evaluative procedures; individual problems; techniques, curriculum units, guidance, planning; tutoring and participation. Prereq: Education 312, and 333 or 363. 4 q.h.

82-176 Special Education

(change)

Special Education 353. Arithmetic Methods in Special Education. Principles, practices, materials, and aids for teaching arithmetic in special education. Diagnostic and evaluative procedures; individualized instructional techniques; observation, tutoring, and participation. Prereq: Education 333 or 363 4 q.h.

82-177 Special Education

(deletion)

Special Education 358. Education of Gifted or Superior Students -- Their Characteristics and Educational Needs. A course to acquaint the prospective teacher with knowledge of the identification of gifted students, their developmental characteristics, the problems they present and encounter in the usual curriculum pattern, and how the needs of gifted and superior students can be and are being met. Prereq: Education 302. 3 q.h.