



OAKLAND UNIVERSITY SENATE

Oakland University Senate

Seventh Meeting
Monday, March 12, 1973
3:15 p.m.
128-130 Oakland Center

AGENDA

Submitted by Frederick W. Obear, for the Steering Committee.

A. Old Business

1. Motion from the Steering Committee. (Mr. Howes).

Second reading, eligible for final vote.

THAT THE MEMBERSHIP SPECIFICATIONS OF THE ACADEMIC CONDUCT COMMITTEE BE CHANGED TO MAKE THE VICE PRESIDENT FOR STUDENT AFFAIRS POSITION A VOTING POSITION.

Comment: The current membership provision of this committee is: "Six faculty members and an alternate; two students and an alternate; and the Vice President for Student Affairs who shall be *ex officio* and non-voting.

2. Motion from the Academic Policy Committee. (Mr. Witt).

Second reading, eligible for final vote.

THAT TO ADD A COURSE AFTER THE END OF THE SECOND WEEK OF CLASSES IN A SEMESTER A STUDENT MUST OBTAIN APPROVAL OF THE INSTRUCTOR IN THE COURSE AND PAY A LATE ADD FEE.

Comment: The current "add" policy is: no addition of courses or change of sections initiated by the student can be made after the end of the second week of classes, except by petition of exception to the appropriate Committee on Instruction.

The Committee on Instruction of the College of Arts and Sciences handled about 800 petitions of exceptions during the 1971-72 academic year. The bulk of these petitions concerned the late adding and dropping of courses. The problem is not as severe in the other Schools of the University. Extension of the add deadline beyond two weeks into the semester to cut down the number of petitions is unacceptable as it would mean delay in getting out class lists as well as

other administrative difficulties. Elimination of the petition route and payment of a fee for late adding of courses will ease the committee work load and should encourage more careful planning of schedules. The fee is to help defray the costs of late Adds. A flat fee of five dollars per course is suggested.

B. New Business

1. Motion from the Academic Policy Committee. (Mr. Witt).

First reading.

THAT THE CONVERSION SCHEME FOR OAKLAND UNIVERSITY NUMERICAL GRADES TO THE COMMONLY USED A, B, C, D SYSTEM SHALL BE

3.6 - 4.0	A
3.- - 3.5	B
2.0 - 2.9	C
1.0 - 1.9	D

Comment: This motion is intended to provide on official grade conversion scheme for external purposes and is in no way intended to open the question of alternate grading systems. The grade conversion is required for some graduate schools and in particular for students applying to medical school. The medical schools, in a move toward greater efficiency, have adopted a standard application form. Whereas students used to complete a separate application form for each school to which they are applying, the students now fill out a single form, copies of which are f awarded to the schools of their interest. The standard form requires that all grades be converted to the A, B, C, D system. Last year, the Premedical Advisory Committee used an *ad hoc* conversion scheme in the absence of an official version. This conversion was

3.5 - 4.3	A
2.6 - 3.4	B
1.6 - 2.5	C
0.5 - 1.5	D

A summary of the grade distribution for undergraduate courses in the 1972 fall semester is presented below for information:

Class	Enrollment	Av.	Standard Deviation.	Percent Distribution								
				4.0	3/5-3/9	3.0-3.4	2.5-2.9	2.0-2.4	1.0-1.9	S	N	I & P
Freshman	6743	2.83	0.74	4	11	16	14	11	7	17	16	5
Sophomore	5786	2.94	0.72	7	16	20	16	12	7	4	15	3
Junior	5512	3.08	0.67	9	20	22	16	10	4	4	12	3

Senior	3674	3.28	0.61	14	25	25	12	6	3	4	8	4
Other	718	3.38	0.59	8	13	9	5	2	1	19	9	25
Undergrad totals	22433	3.01		8	17	20	14	10	6	9	13	4

2. Motion from the Academic Policy Committee. (Mr. Witt).

First reading.

THAT THE SENATE APPROVE THE FOLLOWING MOTION FROM THE SCHOOL OF EDUCATION:

A. THAT THE SCHOOL OF EDUCATION BE AUTHORIZED TO OFFER THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN ELEMENTARY EDUCATION.

B. THAT CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE WITH A MAJOR IN ELEMENTARY EDUCATION MUST SATISFY THE FOLLOWING DEGREE REQUIREMENTS:

i. HAVE COMPLETED AT LEAST 124 CREDITS.

ii. HAVE COMPLETED AT LEAST 32 OF THESE CREDITS AT OAKLAND UNIVERSITY, OF WHICH AT LEAST 16 CREDITS MUST BE IN HIS/HER ELECTED MAJOR.

iii. HAVE TAKEN THE LAST 8 CREDIT HOURS NEEDED TO COMPLETE BACCALAUREATE REQUIREMENTS IN RESIDENCE AT OAKLAND UNIVERSITY.

iv. HAVE A CUMULATIVE GRADE POINT AVERAGE IN COURSES TAKEN AT OAKLAND UNIVERSITY OF AT LEAST 2.0.

v. HAVE DEMONSTRATED WRITING PROFICIENCY BY MEETING THE UNIVERSITY STANDARD IN ENGLISH COMPOSITION. (0-8 credits).

vi. HAVE COMPLETED A GENERAL EDUCATION DISTRIBUTION REQUIREMENT OF 24 CREDITS WITH CREDIT IN AT LEAST 4 of 6 DESIGNATED FIELD GROUPS (INCLUDING AT LEAST LINGUISTICS AND MATHEMATICS). THE FIELD GROUPS ARE: AREA STUDIES, ARTS, LETTERS, NATURAL SCIENCES, SOCIAL SCIENCES, AND SYMBOLIC SYSTEMS.

vii. HAVE COMPLETED 12 CREDITS OF ADVANCED STUDIES IN AT LEAST ONE, BUT NOT MORE THAN TWO OF THE GENERAL EDUCATION FIELD GROUPS.

viii. HAVE COMPLETED THE CORE PROFESSIONAL PROGRAM OF 60 CREDITS FROM THE FOLLOWING GROUPS:

a. FOUNDATIONS: THE CHILD IN SOCIETY - 20-28 CREDITS AN APPROVED SEQUENCE OF COURSES COVERING THE TOPICS OF CHILD DEVELOPMENT, HUMAN GROWTH, HISTORY AND PHILOSOPHY OF EDUCATION, ASSESSMENT OF CHILDREN, THE ATYPICAL CHILD, HUMAN INTERACTION, SOCIOLOGY AND ANTHROPOLOGY.

b. CHILDHOOD CURRICULUM STUDIES - 20-28 CREDITS AN APPROVED SEQUENCE OF COURSES COVERING LEARNING THEORIES AND CURRICULUM DEVELOPMENT AS THEY ARE APPLIED AND DEVELOPED IN THE EARLY CHILDHOOD AND ELEMENTARY EDUCATION PROGRAMS OF ART, CHILDREN'S LITERATURE, LANGUAGE ARTS, MATHEMATICS, MUSIC, PHYSICAL EDUCATION, READING, SCIENCE, AND SOCIAL STUDIES.

c. PRACTICUM - 12 CREDITS.

ix. HAVE COMPLETED 12 CREDITS IN AN OPTIONAL AREA OF CONCENTRATION RELATED TO THE CORE PROFESSIONAL PROGRAM.

x. HAVE COMPLETED 8-16 CREDITS IN ELECTIVE COURSES.

Comment: During the spring and fall of 1972 the Elementary Education Area made extensive efforts to secure suggestions and advice from every area in the Department of Teacher Education, and many departments in Arts and Sciences, concerning the needs for an undergraduate elementary education curriculum. As a result of those deliberations, as well as other curriculum development efforts, it became evident to the Elementary Education Area faculty that the intent and structure of a Bachelor of Science Degree format was needed for the proposed new professional program.

The faculty has developed a strong professional program outline which would prepare a student not only for elementary certification, but which would also allow for an optional professional concentration, culminating in state endorsement for Early Childhood, or Guidance and Counseling, or Foreign Language in the Elementary School, or any other number of related possibilities. It is the faculty's desire to give full consideration to a "womb to 9th grade" program preparation, and thus to more adequately meet the future needs of the changing school structure, state and national trends and demands, as well as student interests.

It is the intent of the Elementary Education Area to develop the professional core program according to the conceptual model previously presented. This model's management plan has been designed to insure participation of all interested members of the School of Education in the specific program development.

The task of developing specific program details according to the B.S. structure will commence upon approval of this motion.

3. Motion from the Academic Policy Committee. (Mr. Witt).

First reading.

Preliminary Comment: This comment applies to both agenda items a <sic I> and 3b <sic II>

At the January 17, 1973 meeting of the University Senate the motions concerning establishment of programs in Community and Human Development and of a University Center for Community and Human Development were referred back to the Academic Policy Committee for further consideration. Reaffirming its support of the development of programs in the general areas of Community and Human Development, the Senate requested the Academic Policy Committee in conjunction with Professor Moorhouse and other members of the *ad hoc* committee on Applied Social Sciences, and appropriate academic unit leaders, to prepare substitute motions which accommodate the concerns related to the scope of the initial program presented for approval. It was requested that the Academic Policy Committee report back with substitute motions in time for action during the 1973 winter semester.

An *ad hoc* subcommittee of the Academic Policy Committee was appointed to deal with this matter. George Matthews served as Chairman and other members were:

- P. Axin - Student member of ARC
- D. Falkenburg - Engineering
- L. Hetenyi - Education
- E. Heubel - Arts and Sciences
- B. Kahana - Arts and Sciences
- N. Medalia - Arts and Sciences
- V. Moorhouse - Education
- N. Seeber - Economics and Management
- R. Torch - Arts and Sciences
- J. Tower - Economics and Management

The subcommittee deliberations led to the preparation of two motions which are presented below:

I. THAT THE SENATE APPROVE THE FOLLOWING MOTION FROM THE SCHOOL OF EDUCATION:

a. THAT THE SCHOOL OF EDUCATION BE AUTHORIZED TO OFFER THE BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN HUMAN RESOURCES DEVELOPMENT.

b. THAT CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE WITH A MAJOR IN HUMAN RESOURCES DEVELOPMENT MUST SATISFY THE FOLLOWING DEGREE REQUIREMENTS:

- i. HAVE COMPLETED AT LEAST 124 CREDITS.

ii. HAVE COMPLETED AT LEAST 32 OF THESE CREDITS AT OAKLAND UNIVERSITY, OF WHICH AT LEAST 16 CREDITS MUST BE IN HIS/HER ELECTED MAJOR.

iii. HAVE TAKEN THE LAST 8 CREDIT HOURS NEEDED TO COMPLETE BACCALAUREATE REQUIREMENTS IN RESIDENCE AT OAKLAND UNIVERSITY.

iv. HAVE A CUMULATIVE GRADE POINT AVERAGE IN COURSES TAKEN AT OAKLAND UNIVERSITY OF AT LEAST 2.0.

v. HAVE DEMONSTRATED WRITING PROFICIENCY BY MEETING THE UNIVERSITY STANDARD IN ENGLISH COMPOSITION. (0-8 CREDITS).

vi. HAVE COMPLETED A GENERAL EDUCATION DISTRIBUTION REQUIREMENT OF AT LEAST 32 CREDITS WITH CREDIT IN AT LEAST FIVE OF THE SIX DESIGNATED FIELD GROUPS. THE FIELD GROUPS ARE: AREA STUDIES, ARTS, LETTERS, NATURAL SCIENCES, SOCIAL SCIENCES, AND SYMBOLIC SYSTEMS.

vii. HAVE COMPLETED THE CONCENTRATION IN EARLY CHILDHOOD EDUCATION OR MANPOWER DEVELOPMENT, WHICH CONSISTS OF 24-28 CREDITS IN AN AREA OF SPECIALIZATION, 24-28 CREDITS IN SUPPORTING COGNATE COURSES, AND 8-12 CREDITS IN PRACTICUM OR INTERNSHIP FOR A TOTAL OF 60 CREDITS.

viii. HAVE COMPLETED 24-32 CREDITS IN ELECTIVE COURSES.

Comment: The concentration in Early Childhood Education would consist of courses which are also available under the proposed Bachelor's degree program in Elementary Education several of which are currently approved such as:

ED 222 - Early Childhood Development-Experiences with the Young Child
ED 223 - Physical and Social Environment in Early Childhood Programs
ED 224 - Early Childhood Programming Activities for the Young Child.
ED 322 - Introduction to Early Childhood: Theory and Practice
ED 324 - Parent and Community Involvement in Early Childhood Programs
ED 456 - Internship in Early Childhood Education

The Supporting Cognate Courses in Early Childhood Education would consist of a planned selection of courses offered by various departments such as:

AN 231 - Socialization-Child Rearing and Cross-Cultural Perspectives

SOC 335 - The Family
PSY 271 - Child Development
PSY 471 - Socialization in the Family

Additional courses which can be related to the development of children would be selected under advisement. These would include choices among courses in Art, Drama, Music, Literature, Communications, Linguistics, History, and Modern Language, as well as in Psychology, Sociology, and Anthropology.

The concentration in Manpower Development may include courses such as those which have been offered through the MESC Institute such as:

HI 261 - Fundamentals of Human Interaction
ED 361 - Techniques of the Helping Interview
ED 362 - Assessment of Youth and Adults
ED 363 - Dynamics of Human Relationships in Education and Work Settings
ED 364 - Guidance Information and Community Resources
ED 365 - Introduction to Student Personnel Services
ED 366 - Techniques of Human Resource Development
ED 367 - Employability Development Procedures
ED 368 - Work and Training Development
ED 369 - Field Experiences in Guidance
ED 460 - Special Project in Guidance
ED 463 - Group Procedures in Helping Relationships
ED 464 - Teaching in Manpower Education Programs
ED 490 - Independent Study and Research

The Supporting Cognate Courses in Manpower Development would consist of related courses offered by various departments such as:

SOC 255 - Industrial Sociology
SOC 300 - Social Stratification in Cross-Cultural Perspective
SOC 330 - The Sociology of Youth
SOC 355 - Sociology of Occupations and Professions
SOC 370 - Communities
SOC 205 - Sociology of Social Problems
SOC 231 - Racial and Cultural Relations
SOC 341 - Social Change
SOC 307 - Methods of Social Research
SOC 380 - Sociology of Bureaucracy

PSY 241 - Individual Differences
PSY 246 - Applied Psychology
PSY 350 - Motivation

MGT - Organizational Behavior

ECN 309 - Metropolis: Problems and Policies
ECN 336 - Economics of the Public Sector

ECN 368 - Economics of Human Resources

SCN 201 - Effective Speech Communication

SCN 202 - Group Dynamics and Communication

SCN 301 - Persuasion

SCN 304 - Oral and Written Communication in Organizations

SCN 372 - Reporting Public Affairs

LIN 200 - Topics in Linguistics

A practicum or internship course would be required during the senior year. In addition other experimental units are included in certain courses in the area of specialization.

The program offers flexibility in the elective block which enables students to select courses widely from the offerings of the University to broaden and deepen their programs. Also, this will facilitate the capability of transfer students to apply appropriate credits to their degree program with a minimum of loss in time.

II. THAT A UNIVERSITY CENTER FOR COMMUNITY AND HUMAN DEVELOPMENT BE ESTABLISHED WITH THE FOLLOWING RESPONSIBILITIES, ORGANIZATION AND ACADEMIC POWERS:

a. IT IS THE RESPONSIBILITY OF THE CENTER:

i. TO IDENTIFY COMMUNITY NEEDS TO WHICH THE UNIVERSITY MIGHT RESPOND ACADEMICALLY AND TO IDENTIFY THOSE ACADEMIC UNIVERSITY RESOURCES WHICH MIGHT BE APPLIED TO SUCH NEEDS.

ii. TO TAKE INITIATIVE TO ENCOURAGE SCHOOLS TO DEVELOP SINGLY OR IN CONCERT PROGRAMS AND COURSES IN THE CHD AREA.

iii. TO COORDINATE THE OFF-CAMPUS FIELD AND PRACTICUM ELEMENTS OF CHD PROGRAMS THROUGHOUT THE UNIVERSITY AS DESIGNATED BY THE PROVOST.

iv. TO ADMINISTER APPROPRIATE GRANTS IN THE CHD AREA

b. ORGANIZATIONALLY THE CENTER SHALL HAVE:

i. A DIRECTOR APPOINTED BY THE PROVOST WITH THE APPROVAL OF THE STEERING COMMITTEE.

ii. A COUNCIL, CHAIRED BY THE DIRECTOR, THE MEMBERSHIP OF WHICH SHALL COMPRISE AT LEAST TWO MEMBERS FROM EACH ORGANIZED FACULTY OFFERING PROGRAMS IN THE CHD AREA AND SUCH

OTHERS AS THE DIRECTOR AND THE COUNCIL THUS INITIALLY ESTABLISHED SHALL INVITE WITH THE APPROVAL OF THE PROVOST.

c. THE CENTER SHALL HAVE POWER:

i. TO OFFER THE COMMUNITY SERVICE COURSES (SEE pp 282-283 IN THE 1972-73 CATALOG) IN ITS OWN NAME, SUBJECT TO REVIEW AND APPROVAL OF THE ACADEMIC POLICY COMMITTEE.

ii. TO MAKE ACADEMIC APPOINTMENTS TO ADJUNCT, VISITING AND PART-TIME RANKS SUBJECT TO THE REVIEW AND APPROVAL OF THE UNIVERSITY TENURE AND APPOINTMENT POLICY COMMITTEE.

4. Information from the Academic Policy Committee.

The Academic Policy Committee and the Subcommittee wish to inform the University Senate that the following concentrations in the Community and Human Development area are being developed:

- a. By Arts and Sciences:
 - i. Social Justice and Law
 - ii. Public Administration
 - iii. Gerontology
 - iv. Metropolitan and Regional Communications
- b. By an inter-school committee chaired by Mr. Roger Marz:
 - i. Metropolitan Studies
- c. By Engineering:
 - i. Public and Societal Systems

In all cases it is understood that such concentrations must be approved by the faculties concerned.

Office of the Provost/or
3/5/73

Back to
OAKLAND UNIVERSITY
S E N A T E
Home Page