



OAKLAND UNIVERSITY SENATE

Oakland University Senate

Eighth Meeting
April 5, 1973

MINUTES

Present: A quorum

Absent: Senators Dovaras, Ettienne, Harding, Hough, Howes, Jickling, G. P. Johnion, Kilburn, Seeber, Susskind, Tagore, Titus, Tombouliau, Tripp and Woodard.

Mr. O'Dowd formally called the meeting to order at 3:34 p.m.

Approval of the minutes of the March 12, 1973, meeting was moved by Mr. Beardman, seconded by Mr. Chernov. Approved.

A. Old Business

1. Motion from the Academic Policy Committee.

*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

Mr. Witt touched off some lively discussion by emphasizing again this month that, contrary to media reports, this proposal is not a new grading scheme. Mr. Williamson stated that it does represent a separate scale, since attaching it to our present grading scheme would indicate that the grades 3.6 - 3.9 should never be used; rather all "A" students should get 4.0's. Ms. White labeled the proposal an "absurdity". She noted that the Senate had previously adopted a finely detailed grading schedule, but that this motion would now make it broad gauged in effect.

Approved.

Mr. O'Dowd then asked the group for a sense of the Senate resolution as to how widely this conversion scheme should be distributed. Mr. Williamson, seconded by Mr. Heubel, then

moved:

*** THAT THIS CONVERSION SCHEME SHOULD ACCOMPANY ALL TRANSCRIPTS AND BE GIVEN WIDE DISTRIBUTION.**

Approved.

Mr. O'Dowd noted that the conversion scheme should probably be a University catalog entry.

2. Motion from the Academic Policy Committee.

*** 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.**

Mr. Chernob, seconded by Mr. Hetenyi, moved to add the words "and history" to section viii.a., as noted in italics above. This amendment passed by unanimous vote.

Mr. Feeman stated that, in principle, it is good to have the School of Education offer its own degrees in elementary education. Further, from the Mathematics Department standpoint, the mathematics program is moving towards a competency-based curriculum similar to the proposal on the floor. The Department of Mathematics and the School of Education have worked closely together to fill out this proposal with details as they relate to the mathematics curriculum. Mr. Feeman stated both his personal support and the support of the Department of Mathematics for the program.

Mr. Williamson stated that as he read the proposal, a student need not take a science course. He stated that any disciplinary area suffers when a public school teacher is afraid of that area. He also noted that Oakland students in the past have elected very little science, whereas other colleges turn out education majors with science training. He stated that Science 305 is not enough and that he cannot support a degree program without required science. Mr. Hetenyi responded that he could not conceive of an elementary teacher graduating without science training, since science training is provided for in sections vii and viii.b.

Mr. Mascitelli asked if this proposal represented a fundamental change in the structure of the University. Mr. Hetenyi responded that the proposal does represent a fundamental change in curricular structure since the demand situation for teachers has changed substantially over time. However, he stated that it is not different with respect to organizational structure since this degree program will continue to draw heavily on the curricular offerings of the College of Arts and Sciences. He stated that this heavy reliance upon Arts and Sciences courses is to some extent mandated by the state code, but the proposal has gone further than the state

requirement to require in-depth substantive study through section vi i. He stated that the School of Education gains no advantage from creating courses duplicative of those in Arts and Sciences.

Mr. Hetenyi replied to several questions relating to specific words or phrases in the proposal, ending by calling up contrasting references to "Venus on the half shell" and "Medusa", the import of which were beyond the comprehension of this humble reporter.

Ms. Gerulaitis commented that, theoretically the proposal "seems beautiful", but that it cannot be done with present faculty. Mr. Hetenyi responded that our utilization will be of existing faculty, partly through current program offerings and partly through a different format of instruction. He stated that it was not his intention to submit to the Senate a full blown course-by-course proposal. The responsibility for the development of that sort of detail has traditionally rested with assemblies and the School of Education Assembly has a substantial Arts and Sciences representation within it.

Mr. McKay stated that the issue is the impact that this proposal will have on personnel retention. Mr. Feeman responded that if Arts and Sciences departments will actively participate in this program, they will insure their own life blood. He further stated that the primary concern of the Senate as it considered this proposal should be for the students whom our graduates will teach.

Approved.

3. Motion from the Academic Policy Committee.

*** 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.

Approved, without discussion.

* 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.

In response to Mr. Barthel's question concerning the estimated cost of this program, Mr. Matthews stated that there was no real initial cost, but that the program consisted of a focusing of program efforts. As specific new programs develop, costs can be foreseen, but it would also be expected that students would flow into those programs and thus additional tuition revenue would be generated. Ms. Gerulaitis asked if persons staffing these programs would be newly hired or already on board. Mr. Matthews stated that no determination had yet been made. In response to Ms. Gerulaitis' question concerning why a Center, rather than a department, Mr. Matthews stated that the Center does not have a major program. It is primarily a coordinating agency (with perhaps a few courses being taught within it). Mr. Marz, a member of the subcommittee developing this proposal, further commented that, if this were a department, one would expect its head to be of a senior faculty rank, presumably tenured. The Center is a coordinating entity, not exactly course-related or major-related and, certainly at first, the director need have no academic rank. Thus a future termination of the Center or a change in its structure could be more easily achieved.

Mr. McKay stated that he wished to limit the amount of academic work that this Center could sponsor and moved that the number of courses be limited to the number that currently exist. Mr. Matthews asked if this statement meant that the Academic Policy Committee was being Judged incompetent to oversee the course offerings of the Center. Mr. McKay responded that the Academic Policy Committee should not be used to replace departmental academic criteria. Mr. Matthews noted that these same arrangements were used with the Learning Skills program last year. Mr. Heubel stated that what was needed was a restructured APC. With many new programs in the offing, and action outside the regular academic year, a larger more representative Academic Policy Committee is needed to maintain the trust of the academic community. He urged the Steering Committee to come forth with such a motion. Mr. Obear commented that he intended, as head of the Steering Committee, to insure that this restructuring suggestion is considered when new Senate committees are put together in the fall.

Mr. Marz, noting that there was sentiment favoring a new Academic Policy Committee structure which would be more appropriate to this supervisory task, moved the following amendment:

THAT "THE SENATE UPON RECOMMENDATION OF" BE INSERTED BETWEEN "APPROVAL OF" AND "THE ACADEMIC POLICY COMMITTEE" IN SECTION c.i. OF THE PROPOSAL.

Seconded by Mr. McKay. Mr. Marz cautioned that his remarks should not be interpreted to mean that he saw this procedure as a workable one over the long term, particularly in a rapidly growing area. Rather, it is a temporary expedient. Mr. Hetenyi stated that he was concerned with even the short run implications of having individual courses approved by the Senate. Mr. Sturner asked why there was concern with the appropriateness of the Academic Policy Committee. In response, Mr. Chernov stated that there is a minority of teaching faculty on the APC, and Mr. Marz stated that although he doesn't know what, if anything, is wrong with the APC, "as long as the Senate thinks something is wrong, something is wrong."

Mr. Beardman moved to lay both the main motion and the Marz amendment on the table. Mr. Marz seconded.

* Tabling motion approved.

B. New Business

1. Mr. Witt, seconded by Mr. Hetenyi, moved the following motion from the Academic Policy Committee: First reading.

A. THAT STUDENTS WHO ARE ELIGIBLE FOR VETERAN'S BENEFITS OR WHO HAVE COMPLETED MORE THAN ONE YEAR OF CONTINUOUS ACTIVE DUTY IN THE ARMED FORCES OF THE UNITED STATES BE GRANTED, UPON APPLICATION, FOUR HOURS OF UNDESIGNATED FREE-ELECTIVE CREDIT.

B. THAT CREDIT BE GRANTED FOR COURSE WORK COMPLETED IN THE ARMED FORCES OF THE UNITED STATES AND IN PROGRAMS OF THE UNITED STATES ARMED FORCES INSTITUTE (USAFI) SUBJECT TO THE FOLLOWING CONDITIONS:

a) THE CONTENT OF THE COURSES MUST BE COMPARABLE TO THOSE FOR WHICH OAKLAND UNIVERSITY NORMALLY GRANTS TRANSFER CREDIT.

b) GRANTING OF CREDIT FOR PARTICULAR COURSES MUST BE RECOMMEND BY THE AMERICAN COUNCIL ON EDUCATION.

c) THE HEAD OF THE APPROPRIATE ACADEMIC UNIT AT OAKLAND UNIVERSITY MUST APPROVE THE GRANTING OF TRANSFER CREDIT.

Mr. Burke expressed his incredulity that the Senate would be asked to approve the granting of four hours of credit for just being in the army. Mr. O'Dowd remarked that both Dartmouth and Harvard had awarded him credit for military service, and Mr. Matthews asked the Senate to refrain from taking its resentment of an unpopular war out on those persons who were required to fight in it.

Mr. Witt stated that there were a number of ways of perceiving motion I.A.: as a reward to veterans, as a recruitment tool for veterans, and as a method of otherwise benefiting the institution through the \$300 payment the University receives for enrolling a veteran. Mr. Witt stated that these credits would be treated as transfer credits, and that the American Council on Education recommends they either be treated as P.E. credit or military science credit within institutions which have such courses. Mr. Obear facetiously remarked that Area Studies might be another appropriate designation. The idea of whether military service represented a presumed learning experience was discussed. Mr. O'Dowd stated that the motion is a recognition of a career interruption. Mr. Gibson noted that some students benefit very greatly from military experience.

Mr. Witt stated that, with respect to the USfIFI program (item I.B.), almost all state institutions of higher education grant credit for course work completed.

2. Information from the Steering Committee.

Mr. Obear stated that, in response to a request from President O'Dowd to continue Senate activities into the spring term, the Steering Committee had surveyed the Senate membership to determine the degree of representation possible in the spring term and had determined that it would be 65-75%. He asked if any Senate members wished to react to the notion of staying in session through the spring term. Mr. Williamson stated that the Senate seemed never to act on proposals in September or October. Mr. O'Dowd stated that October is a late date for what needs to be done. The historical experience is that in a year like 1973-74, when a new Senate is constituted, a full three months are required to get going. He stated that he believed it was imperative to have a continuing legislative body during the spring term.

The meeting adjourned without formal vote at 5:33 p.m.

Robert H. Bunger
Secretary, University Senate
Office of the Provost/or
4/16/73

*Motions and amendments adopted at this meeting.

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OAKLAND UNIVERSITY

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