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Faculty Senate Chronicle March 1, 1976

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MAR 3 1976

1975-76, No. 6 (26 pages)

March 1, 1976

VICE PRESIDENT AND PROVOST

UNIVERSITY DATES

- March 2 Tuesday Musical Club presents Miriam Fried and Garrick Ohlsson, violin and piano, Thomas Hall, 8:15 p.m.
- March 5-7 University Theatre presents Thornton Wilder's The Skin of Our Teeth, Kolbe Theatre, 8:15 p.m.
- March 9 Thomas Hall Series presents Marcel Marceau, 8:15 p.m.
- March 10 President's Open Faculty Forum, Kolbe Theatre, 3:30 p.m.
- March 11 Special Meeting of University Council, Leigh Hall 307, 3 p.m.
- March 12-13 Ohio Chamber Ballet, Repertory, Thomas Hall, 8:15 p.m.
- March 16 Concert by Akron Symphony Orchestra and Chorus, Thomas Hall, 8:15 p.m.
- March 18 Regular Meeting of University Council, Leigh Hall 307, 3 p.m.
- March 27- April 4 International Photography Contest Exhibition, sponsored by Edwin J. Thomas Performing Arts Hall Association, opens 2 p.m.
- March 28 "Concerts in Akron" presents Van Cliburn, pianist, Thomas Hall, 8:15 p.m.
- March 30 Tuesday Musical Club presents Alicia de Larrocha, pianist, Thomas Hall, 8:15 p.m.
- March 31 Bertoia Sculpture presentation, new Music, Speech and Theatre Arts Building, 7:30 p.m., with a lecture by Mr. Bertoia at 8:15 p.m.

COMMISSION ON INSTITUTIONAL PLANNING AND DEVELOPMENT

The members of the new Commission, under the chairmanship of President D. J. Guzzetta, are announced as follows: Mr. George W. Ball, Executive Director, University Relations and Development; Mr. R. Wayne Duff, Vice President for Business and Finance; Dean R. L. Hansford, Vice President and Dean of Student Services; Dr. Kenneth C. Hoedt, Professor of Education; Dr. Orville R. Keister, Jr., Professor of Accounting; Dr. Noel L. Leathers, Vice President and Provost; Dr. Ruth B. Lewis, Professor of Speech and Theatre Arts; Mr. David Lieberth, Evening Law Student; Dr. Ian R. MacGregor, Vice President for Planning; Miss Marie Manos, Full-time Day Nursing Student; Dr. R. A. Oetjen, Dean, Buchtel College of Arts and Sciences; Mr. John Owen, Director of Admissions; Dr. R. J. Scavuzzo, Jr., Professor of Mechanical Engineering; Mr. Robert C. Weyrick, Dean, Community and Technical College.

CHANGE IN COMMITTEE ASSIGNMENT

Dr. Elaine Lasky, Associate Professor of Speech, has been appointed to the Campus North Central Association Steering Committee, in succession to Dr. Joyce Sullivan, who has resigned from the Committee, effective February 11, 1976.

TABLE OF CONTENTS

Minutes of University Council Meeting of February 19, 1976	Page 2
Appendix to Minutes of Council Meeting of February 19, 1976	
Curricular Changes	Page 12
Graduate School Regulations—Grades	Page 25
Graduate School—Policy on Doctoral Study	Page 26

MINUTES OF MEETING OF UNIVERSITY COUNCIL, February 19, 1976

The regular meeting of the University Council was called to order by the Chairman, Vice President Noel Leathers, at 3:05 p.m. on Thursday, February 19, 1976 in Leigh Hall 307.

Forty-eight of the 65 members of the Council were present. Those who were absent with notice were Dr. C. Carrino, Dr. L. DeYoung, Dr. D. J. Guzzetta, Dr. D. Jackson, Dr. I. MacGregor, Mr. C. Salem, Mr. H. P. Schrank, Jr., and Dr. T. Sumner. Others absent were Dr. C. Barresi, Mr. D. Grady, Dr. C. E. Griffin, Mr. K. Gwyn, Dr. W. Hendon, Dr. J. Lenczyk, Dr. M. Moore, Dr. R. Sandefur and Dr. J. Sullivan.

The Chairman asked for consideration of the minutes of the January 15, 1976 meeting of University Council as printed in The University of Akron Chronicle of February 2, 1976. The minutes were approved.

Since Dr. Guzzetta was out of town the agenda did not include the customary "Remarks of the President".

Under the next item, "Special Announcements", Dr. Merrix read the resolution prepared by Dr. Robert Thackaberry at the request of Council to honor the memory of Dr. Charles Bulger. The Resolution follows:

RESOLUTION

Expression of Sorrow and Sympathy at the Death
of Dean Charles Bulger

WHEREAS Dean Charles Bulger, who died on December 30, 1975, at the age of eighty-nine, was associated with Buchtel College and The University of Akron from 1904, when he entered the College as a scholarship student, until he retired in 1951; and

WHEREAS after he had earned the Bachelor of Arts degree with a major in German in 1908, he gave exemplary service to the College and to the University in many faculty and administrative offices, including Acting Professor and Professor of German in the College, Professor of Modern Languages in the University beginning in 1913, then, having earned the degree of Doctor of Philosophy at the University of Wisconsin, the first Dean of Graduate Study at The University of Akron from 1933 to 1951, and Dean of the Buchtel College of Liberal Arts from 1938 to 1948, all the while continuing as Head of the Department of Modern Languages and as classroom teacher; and

WHEREAS during his lifetime the University honored him with the titles of Dean Emeritus in 1948, and, on his retirement in 1951, Professor Emeritus, and with the honorary degree of Doctor of Literature in 1953 in recognition of his forty years of service, and, recognizing his continuing generosity even in retirement, by giving his name to a University building: Therefore be it

RESOLVED, That the University Council of The University of Akron in session on February 19, 1976, express, on behalf of the faculty, students, and staff, its sincere sorrow at the loss of Dean Charles Bulger and its gratitude for his long and valuable labors for the University.

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

Proceeding to the reports of the Standing Committees, Dr. Leathers called upon Dr. Schultz who told the Council that the Procedural Committee had met on February 10 to prepare the agenda for today's meeting. It had convened again on February 13 to consider some matters concerning the draft of the revised Faculty Manual which had been discussed the day before at the meeting of the Educational Policy Committee of the Board of Trustees. In order to provide University Council a final opportunity to convey its wishes to the Educational Policy Committee, the Procedural Committee recommended that University Council request another hearing on pages 7-8 before the Board Committee completes its study. The Procedural Committee suggested the following extraordinary action to be taken by Council: 1) That a special Ad Hoc Committee be formed immediately consisting of the Chairman of University Council, one Dean appointed by the President, and faculty representatives from the Colleges of Arts and Sciences, Engineering, Education, Business Administration, Fine and Applied Arts, and the Community and Technical College—the elected faculty members from each of these Colleges to University Council to select one of their own to serve on this Ad Hoc Committee; 2) The Ad Hoc Committee will make a recommendation concerning pages 7-8 of the draft of the revised Faculty Manual to a special session of University Council on March 11, 1976, with this as the sole agenda item; 3) The Council action on March 11 will constitute its final consideration of this item and will be transmitted to the President on March 12, 1976 so that he may report this action to the Educational Policy Committee of the Board of Trustees no later than March 15, 1976. Dr. Schultz moved that Council accept the report. The motion was seconded.

Dr. Gerlach asked what question there was about pages 7-8 of the revised draft of the Faculty Manual.

Dr. Leathers explained that Council had worked on three documents in recent months—the one on Student Rights, the Financial Exigency Statement, and Faculty Grievance Procedures. Since he had been at the University he knew the Educational Policy Committee of the Board of Trustees has always invited faculty members to present their views. The Educational Policy Committee would then resolve any differences and recommend to the complete Board for final action. In each of these three instances, the Board decisions were final and the documents had not been returned to Council which had previously given full consideration to the proposals. Council has now devoted nearly three years to the revisions of the Faculty Manual, and numerous members of the faculty have appeared before the Board's Educational Policy Committee. In reviewing the draft of the Faculty Manual, the Educational Policy Committee was in substantial agreement with the exception of the pages having to do with "department chairmen" and tenure on pages 7-8. These areas had been singled out by the different faculty members who had appeared before the Board Committee, and there were somewhat divergent points of view. The Procedural Committee, in meeting last week, had asked the President to request the Educational Policy Committee to refer back those two pages for further consideration and possible new recommendation by University Council. Dr. Guzzetta had consulted with Chairman Fort and the Chairman of the Educational Policy Committee (Mr. Rosen), endorsing this procedure. They hoped that the matter could be resolved by the April Board meeting, so that the Manual would be approved before the annual faculty contracts were sent out in April, for the ensuing academic year. The President had taken Dr. Leathers' formal letter (as Chairman of Council and the Procedural Committee) to the Board Chairman and Committee Chairman. They had devised this way of handling the situation—through the naming of an Ad Hoc Committee to discuss the matter, bring it before a special meeting of Council on March 11, so that the President could receive the results by March 12 and present them to the Board Committee by March 15.

Dr. Bee, as parliamentarian, informed the Council that the proper action would be to rescind the previous action of Council approving the revised draft of the Faculty Manual, relative to pages 7-8. He, in response to a query, further explained that if the report of the Procedural Committee is accepted, it has to be preceded by rescinding, and then a vote for further consideration of pages 7-8.

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

Responding to Dr. Wood's question, Dr. Leathers said that the Board Committee was not willing to accept the present statement. Since faculty had spoken before, the Board was asked to give another opportunity for Council to reconsider wording before final Board action.

Dr. Gerlach wondered whether the Board Committee took exception to all of the material on pages 7-8, and whether their objections were to substantive changes.

Dr. Bee moved that Council rescind its original action approving the pertinent parts of pages 7-8. The motion was seconded.

Mrs. Sugarman inquired whether the rules could be suspended for action today. Dr. Bee replied that this could not be done in these circumstances.

Because some members of Council felt they could not rescind without knowing the objections and the specific sections, the parliamentarian ruled that the information could be noted.

Dr. Leathers stated that the Board Committee had serious questions on the term of appointment of department chairmen or heads; would react favorably to a review of this section; had questions about the Search Committees; and definitions of obligations and the process of review. He added that there may be other views of which he was not apprised. Dr. Merrix observed that it also concerned the use of the word "chairman" instead of "head".

Dr. Poston noted that the motion would pave the way for reconsideration. Dr. Hart suggested that possibly only parts of the sections might be changed. Dr. Bee replied that if Council approved the Procedural Committee report and voted to rescind, then the report would be voted on March 11.

In answer to Dr. Clements' query as to the specific charge to an Ad Hoc Committee, Dr. Leathers said that it would be to review the concerns together and return a recommendation to Council for action on March 11. He acknowledged that the Committee might not advocate any change, but it is entirely up to the Board finally.

Dr. Merrix asked if it was a matter of cosmetics or just a change in language which might be satisfactory. Dr. Leathers did not know exactly what the Board Committee wished.

Dr. Hart observed that the Board of Trustees had final jurisdiction over the contents of the Faculty Manual, but the Educational Policy Committee was willing to entertain further recommendations from the Council before making its decision on the document. He urged Council to take this opportunity to present its views and possibly influence the retention of some of its provisions. He advocated that Council vote to rescind its original action.

Dr. Schultz felt that the changes would not be just cosmetic, but substantive, and that Council should take this opportunity. Otherwise, it would be delegating all to the Board.

Dr. Gerlach thought that it might mean radical violence to all the work of Council, but he considered it out of the hands of Council, and that the Board through this faculty Ad Hoc Committee was having the Council do its labor on revision.

Dean Hansford wondered if the Procedural Committee could rework only the pertinent sections. Dr. Leathers said that this was not in the purview of the Procedural Committee, and that was the reason for the proposed Ad Hoc Committee.

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

Dr. Bee opined that though there might be differences of opinion between the Board and the Council, changes might be affected without too much lack of cooperation.

Drs. Gwinn and Gerlach were of two minds on the matter, but thought that it would be in Council's best interests to take advantage of this safeguard to review. Dr. Gwinn noted that it might be prophetic that the deadline would be the Ides of March!

The motion to rescind was put to a vote and carried.

The motion to approve the Procedural Committee report to appoint an Ad Hoc Committee was put to a vote and carried.

Chairman Leathers then asked Council to recess for ten minutes to permit the six degree-granting Colleges (with departments) to caucus and select from their own elected members of Council their representatives on the Ad Hoc Committee. Upon Council's reconvening, the results of the caucuses were: Buchtel College—Dr. Gerlach; Engineering—Dr. Lenczyk; Education—Dr. Dye; Business Administration—Dr. d'Amico; Fine and Applied Arts—Dr. Sterling; Community and Technical—Mr. Nolte. Dr. Leathers asked them to meet with him briefly following the adjournment of today's Council meeting. [Subsequently, Dean R. A. Oetjen was appointed to the Committee by President Guzzetta.]

The Chairman reminded Council that the Procedural Committee report also included the scheduling of a special meeting of Council on Thursday, March 11, for the sole purpose of considering the report of the Ad Hoc Committee relative to pages 7-8 of the revised draft of the Faculty Manual.

Dr. Poston presented the report of the Academic Policies, Curriculum and Calendar Committee which had been circulated to University Council. All the curriculum changes would be accepted as a matter of record, effective September 1976. However, several recommendations would require separate action. To facilitate the action, he moved that Council approve all the changes and options listed for Counseling and Special Education (ED-76-2) as incorporated in the Committee Report, page 6 to near bottom of page 20. The motion was seconded and carried. [These curricular changes appear in the Appendix to these minutes.]

Dr. Poston then moved that Council approve the proposed change in the foreign language requirement for the Ph.D. in Secondary Education (ED-76-3). He said that there had been some objections which were still unresolved. The motion was seconded. The statement read:

"Doctoral language requirements or appropriate alternative research skills shall be prescribed by the student's advisory committee depending upon the career goals of the student and upon the academic and/or scientific requirements of his dissertation. All such decisions are subject to review by the department head."

Dr. Hart said that an objection to ED-76-3 had not been sent to Graduate Council. He had told Graduate Council of the objection, and it then approved the change. He wanted to emphasize the importance of adhering to the prescribed procedure through channels in the future.

Dr. Gerlach decried this elimination of the language requirement for a Ph.D. degree and considered it a further debasement of requirements. From the wording of the statement, he assumed that the department head had no power except to "review", and considered the statement therefore unnecessary.

Dr. Stuyvesant inquired the meaning of "appropriate alternative research skills".

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

Dr. Frye explained that this phraseology had been used previously in Guidance and Counseling and in Psychology. It has strengthened research and computer options and offered greater opportunity to students in meeting their individual preferences.

Dr. Gwinn recalled that last year Dean Griffin had commented that a committee was looking into the matter of graduate degree requirements and the future policy for the University. Council had reserved action until such a committee would report. Dr. Gwinn suggested postponement of similar action today until more definite recommendations were forthcoming for the overall academic structure for the campus.

Dean Barker considered this unfair since Council at other meetings had passed similar requirements for the four areas in Engineering, etc. He agreed with Dr. Gerlach's stand on the importance of the language requirement, which he had fulfilled in getting his own doctorate, and he might regret the current trend in this regard, but he advocated its approval today.

Dr. Merrix opposed the change in previous situations and he opposed it now, and observed that the committee had not been unanimous in endorsing the reduction in the language requirement for the Ph.D.

It was explained by Dr. Wood that the degree program was really in curriculum and instruction improvement which did not necessarily bear on such a requirement.

To the question as to why this was not an Ed.D. degree, it was noted that other Ph.D. degrees had similar requirements.

Dr. Hart thought that just because earlier decisions had been made and were not necessarily commendable, there was no need to perpetuate such a policy. He objected to the elimination of the language requirement.

It was pointed out by Dr. Dye that a student who so desired, could still take the language. He recalled that the alternative had received serious study by the committee.

Mr. Dougherty thought that the change in the requirements would give the students a choice.

There was a motion to close debate which carried 30 to 11. Dr. Merrix then asked for a roll call vote on the motion to approve the change in the language requirement, and more than one-fifth of the members present concurred in the request for the roll call vote.

The roll call vote was 29 to 13 in favor of the change. The vote follows:

FOR the motion			AGAINST the motion	
I. Achorn	C. Dye	D. Robinson	J. Bee	R. Oetjen
V. Allanson	J. Edminister	W. Rogers	B. Clements	R. Shedlarz
D. Amstutz	J. Finan	S. Samad	M. d'Amico	W. Sterling
H.K. Barker	B. Frye	R. Scavuzzo	D. Dilley	P. Stuyvesant
W. Beyer	H. Livingston	F. Schultz	D. Gerlach	<u>Not Voting</u>
P. Bomar	C. Major	L. Sugarman	J. Gwinn	R. Hansford
C. Bosso	R. Mravetz	J. Watt	A. Hart	N. Leathers
D. Dobrindt	J. Nolte	A. West	D. Jamison	M. Pugliese
P. Dougherty	M. Pernice	C. Wood	R. P. Merrix	
J.W. Dunlap	C. Poston			

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

Dr. Poston moved that the changes in Graduate School Regulations, as outlined in the Academic Policies Committee report on page 21, be approved. The motion was seconded.

Dr. Gerlach expressed concern about some of the wording of the second paragraph under Item 2, "Election of Graduate Courses by Undergraduate Students", which read "Undergraduates who qualify to elect graduate courses concurrently with undergraduate work must not delay fulfillment of an undergraduate requirement which results in delay of completion of baccalaureate requirements". Dr. Poston explained that this was to discourage undergraduates from taking graduate courses before they have taken the required undergraduate courses which could, due to sequential problems in offerings, delay the fulfillment of requirements for a degree.

Following several suggestions as to possible rewording of the paragraph, Dr. Bee moved that this Item 2 on page 21 be referred back to the Academic Policies and Curriculum Committee for further study and then resubmission to Council. The motion was seconded and carried.

The vote was then taken on Items 1 and 2, "Usage of PI Grade" and "Time Limit for Master's Degree Study" (respectively). The motion to approve carried. [See Appendix.]

Dr. Poston moved that the Council approve the Policy Statement, "Doctoral Study by University Faculty Members in University Programs" (page 22 of the Academic Policies Committee report). The motion was seconded.

Dr. Frye moved to substitute the words "the College or Division" for the word, "department" under Item 1. The motion was seconded.

Dr. Poston noted the rationale which was to ensure that faculty would not be applying for the doctorate under their colleagues in the same department. Dr. Beyer read from the Graduate Faculty Manual the policy stating "No full-time member may become a doctoral degree candidate within his own college with the exception of Buchtel College of Arts and Sciences where he may not become a doctoral degree candidate within his Division."

Dr. Schultz supported the amendment and cited the national condemnation of any similar policy which leads to inbreeding.

Dean Oetjen moved that the amendment be replaced with the wording just quoted from the Graduate Faculty Manual. The motion was seconded and carried.

When Dr. Barker inquired why Buchtel College was singled out as an exception, Dr. Oetjen called attention to the number of departments, and the safeguard of prohibiting candidates within the same Division.

Council then voted on the amended amendment and the new wording was approved. Item 1 then read, "No full-time faculty member may become a doctoral degree candidate within his own College with the exception of the Buchtel College of Arts and Sciences where he may not become a doctoral degree candidate within his Division." [The Policy Statement appears in the Appendix.]

There were several comments relative to the policy of letting any faculty member work toward a degree at the institution where he is a faculty member, and whether such inbreeding should be tolerated.

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

Dr. Poston read a statement from the Academic Policies Committee regarding conduct at Commencement Ceremonies, as follows:

- 1) A statement should be inserted into the General Information sheets that are given to degree candidates to the effect that candidates are to remain through the entire Commencement ceremony and are to participate in the recessional.
- 2) The person responsible for receiving caps and gowns after graduation should not be available until after the entire graduation ceremony is completed.

Dr. Poston said that this recommendation had resulted from a request from Buchtel College for a study of the situation. Buchtel College's resolution had presented unworkable suggestions, and the above statement was the alternative. He moved its approval as guidelines. The motion was seconded.

Dr. Gerlach wondered how such guidelines could be enforced. Dr. Poston replied that it was an expression of the sentiment and desire of the Committee.

Dr. Gerlach suggested adding a third item to provide for increasing the number of Commencement marshals and for instructing them to use their best efforts to prevent breaches of decorum at the ceremonies. He recalled that such interruptions did not occur at Memorial Hall, only at Blossom Center.

Mr. Pernice opined that the length of the ceremony might contribute to the problem, and that more marshals would not solve anything. He suggested an overall reevaluation of the programming.

Mrs. Bomar reminded Council that some universities hold only collegiate graduations which are shorter and smaller. She thought this might be investigated.

Dean Barker said that for ten years he had participated in our Commencements and took real satisfaction in greeting the graduates and then their parents. Those graduates who do not wish to participate in the exercises may graduate in absentia. He said the program had never exceeded two hours (compared to many long TV programs), and that it was a ceremony which was meaningful and should be continued.

Dr. Leathers noted that our Commencements are run so well that the time limit is observed, and that only about 50 percent of the students attend. However, after the degrees are conferred in a bloc, the students are handed their diplomas individually. He favored this personal aspect of the ceremonies, and considered the program a commendable one.

Dr. Bee stated that the issue was a matter of manners and conduct and what we expect of those who participate in traditional attire. He considered the proposed Guidelines very appropriate.

The motion to adopt the Guidelines for Commencement Ceremonies was put to a vote and carried.

Continuing with the reports of the Standing Committees, the Chairman called upon Dean Barker as chairman of the Athletics Committee. He said that the Committee was still discussing the implications of the participation of women in athletics under Title IX.

Speaking for the Campus Facilities Planning Committee, Mr. Robinson said that the group had met on February 9. Dr. MacGregor updated the committee on the status of facilities planning activities:

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

- 1) The new Music, Speech & Theatre Arts building is expected to be completed by mid-April. Some faculty have already moved into the building.
- 2) Contracts for the remodeling of West Hall are being prepared. The remodeling should be completed for occupancy by fall quarter 1976.
- 3) Preliminary plans for the new Chemistry and Health Sciences Building have been presented to the Ohio Board of Regents.

Mr. Wayne Duff, Vice President for Business and Finance, discussed the current student parking problem with the committee. Mr. Duff said that the major emphasis in expenditures for parking has been in the acquisition of land whenever it becomes available. The University has about 19 percent of its parking space in the form of parking decks. Additional parking decks would be desirable, but financing the decks is a major problem. A 940-space deck would cost about \$2,640,000. Each space would cost \$2,800 exclusive of interest. If bonds were sold to finance a deck, the interest would be in the hundreds of thousands of dollars. Currently parking revenues are about \$675,000 per year with approximately \$100,000 left over after expenses. To pay for the deck and interest, each space would cost in excess of \$250 per year.

Currently about 11,000 parking permits are sold each year. The critical need for space is on the West end of the campus. It is estimated that at least 300 spaces are needed to help the parking situation. Some relief will be available after West Hall is remodeled.

The University must consider alternative approaches for solutions to the parking problem. Some of these are:

- 1) Better utilization of the metropolitan bussing system.
- 2) Better utilization of parking lots with lots rearranged to more efficiently accommodate small cars.
- 3) Adjustment of class schedules to help relieve unbalanced parking space demand.

In answering a question about the possibility of increasing the parking facilities, Dr. Leathers cited the plans for some additional space when certain old buildings can be razed after the remodeling of West Hall is completed.

As chairman of the Faculty Rights and Responsibilities Committee, Mrs. Clinefelter reported that the group had been meeting weekly, and had completed its investigation of File 1-1976. During the spring quarter 1975 the Faculty Rights and Responsibilities Committee had initiated hearings in order to gain information from faculty members on the subject of codification of policy and procedural guidelines regarding faculty loads. The intent of the Committee was to determine if faculty members favored any modification of or alternatives to the codification document that was then being circulated. The document, "Policy and Procedural Guidelines Regarding Faculty Load", is the result of the Committee's efforts. The content of this document was produced by faculty members at the hearings. It includes many suggestions encompassing a wide range of opinion. The Committee has tried to incorporate this in a draft similar in format to the present codification document. Rationale is included. Copies have been made for each Council member, and it is the hope of the Committee that members will discuss this document with members of their College or Division. Mrs. Clinefelter then moved the adoption of the Committee report and requested that the document, "Policy and Procedural Guidelines Regarding Faculty Load" be placed on the March agenda of Council as Old Business. The motion was seconded.

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

Dean Samad inquired whether this document consideration was within the purview of Council.

Dr. Leathers said that the Load Policy as enunciated September 1974 in the Academic Affairs Office followed a wide discussion with faculty, Deans, and administrators. The Load Policy was then distributed for the academic year 1974-75 to be improved with practice. It was revised in September 1975 and has been the current operating policy. He reminded the Council that the determination of Load Policy is an administrative matter. The Faculty Rights and Responsibilities Committee studied and ascertained faculty desires and reactions, and now asks Council members to read the document and discuss it later.

Although Dr. Dye wondered if it could be discussed then, it was pointed out that it had only just been distributed and Council members would need time to read it.

The motion to accept the Committee report and place it on the March agenda of Council was put to a vote and carried.

On behalf of the Faculty Well-Being Committee, Dr. Stuyvesant informed the Council that the Committee had met on January 15, January 30 and February 13, 1976. It had been reviewing the Faculty's Insurance Benefits and tried to pinpoint areas where coverages should be improved. On January 30 the Committee had met with Mr. Duff, Vice President for Business and Finance; with Mr. Getzinger, the University Auditor; and with Dr. Poston in order to clarify and to correlate generally the insurance interests of faculty. As a result the Committee is listing priorities which will be forwarded to the Administration. A final meeting of the Committee and Mr. Duff will be scheduled to review these priorities in light of cost factors before the budget recommendations are finalized for next year.

The Library and Learning Resources Committee, according to Mr. Jamison, had met and had investigated several concerns, one being the lack of access to government documents through the main collection and the hope that it can be coordinated through cataloging soon, and through the research libraries; another being the problem of obtaining books which are out on loan; the budgetary restrictions; and the questions of automation. He has also conferred with Dr. Corbett relative to computer terminals such as are being considered with the Medical School and the Science Laboratories. Any further questions on this development may be referred to the Media Subcommittee, through Dr. Ed Lasher.

The report of the January 1976 grants by the Research (Faculty Projects) Committee appeared in the February 1976 University of Akron Chronicle.

The Student Affairs Committee, Dean Hansford reported, had met on February 13, 1976. The Chairman of the Extracurricular Activities Subcommittee said that the Subcommittee is considering the possibility of changing the University recognition process to a Registration process for student groups. The Chairman of the Awards, Scholarships, Grants and Loans Subcommittee reported that it had reviewed the policies for the awarding of scholarships for 1975-76 and developed a statement of guidelines for 1976-77 which was distributed to the Student Affairs Committee members. The changes were minor in nature. He also reported that the total amount awarded for scholarships and loans for fall quarter 1975 was \$1,768,000 compared to \$1,143,000 for fall 1974. Under New Business the resolution on the method of selecting Student Observers to the Board of Trustees which had been presented by the President of the Associated Student Government to the Chairman of the Procedural Committee of University Council was reviewed as requested by that committee. The minutes of the meeting of the Student Affairs Committee meeting which detail the review of the Observer resolution have been presented to the Chairman of the Procedural Committee.

MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/19/76, continued

As the Alternate Akron Representative on the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents, Dr. Merrix reported that the Faculty Recognition Program which had been proposed some time ago, has now been discarded by the Regents, with the thought that such type of recognition could better be handled by the individual universities and/or alumni. House Bill No. 712 is expected to be reported out of committee soon and deals with the Faculty Improvement Program (professional or sabbatical leaves). There will also be discussions between the State Auditor and the Legislative Budget Office. A policy statement is expected on the Two plus Two Program. Some fear was expressed at the Regents meeting that academic progress might be diluted in the emphasis on vocational training expansion. Ohio Instructional Grants have been cut, and university faculty were urged to tell their legislators that their share should not be reduced in favor of proprietary schools.

Dr. Leathers paid tribute to the excellent student financial aid program which exists on this campus, noting that \$1,768,000 had been disbursed here in the fall quarter 1975, which was over \$600,000 more than a year ago. He said that this was one of the good things happening for our students. He commented, too, on the bill just passed by the Ohio Senate which would permit faculty to buy some retirement years and some military service under certain expanded benefit provisions. He seconded Dr. Merrix's suggestion that faculty members express their feelings on financial aids to the appropriate legislators. In response to Dr. Major's query, Dr. Leathers thought that out-of-state schools under TIAA would not disqualify our faculty from applying for expanded retirement benefits.

The meeting was adjourned at 5 p.m.

Any comments concerning the contents of The University of Akron Chronicle may be directed to the Office of the President or to the Executive Director of University Relations and Development.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76

CURRICULUM CHANGES

The following curriculum changes, in accordance with the Curricula Change Process adopted by University Council on December 12, 1974, have had final approval by the Vice President and Provost, or through specific vote by University Council, all effective September 1976 (unless otherwise noted):

COLLEGE OF EDUCATION

Department of Counseling and Special Education

Correction In the February 1976 issue of The University of Akron Chronicle (p. 10) a new course was added with an incorrect number. It should be now corrected to read as follows:

from	561:450/550	<u>Educational Institutes (Special Education).</u> 1-5 credits each.
to	561:499/599	<u>Educational Institutes (Special Education).</u> 1-5 credits each.

[ED-76-2]

<u>Change</u>	561:461/561	<u>Principles of Teaching Exceptional Children.</u> 4 credits.
	to 561:440/540	<u>Developmental Characteristics of Exceptional Individuals.</u> 4 credits. Prerequisites, 375:141 and 565:157. A survey of the etiology, diagnoses, classification, and developmental characteristics of atypical individuals.
	561:460/560	<u>Developmental Characteristics of Slow Learning Children.</u> 5 credits.
	to 561:441/541	<u>Developmental Characteristics of Educable Mentally Retarded Individuals.</u> 4 credits. Prerequisite, 561:440/540. A survey of the etiology, diagnoses, classification, and developmental characteristics of educable mentally retarded individuals.
	561:472/572	<u>Development Procedures: Trainable Mentally Retarded.</u> 5 credits.
	to 561:442/542	<u>Developmental Characteristics of Trainable Mentally Retarded Individuals.</u> 4 credits. Prerequisite, 561:440/540. A survey of the etiology, diagnoses, classification, and developmental characteristics of trainable mentally retarded individuals.
	561:469/569	<u>Practices in Educating Children with Learning Disorders.</u> 5 credits.
	to 561:443/543	<u>Developmental Characteristics of Learning Disabled Individuals.</u> 4 credits. Prerequisite, 561:440/540. A survey of the etiology, diagnoses, classification and developmental characteristics of learning disabled individuals.
	561:473/573	<u>Superior Students—Their Growth Patterns and Education.</u> 3 credits.
	to 561:444/544	<u>Developmental Characteristics of Intellectually Gifted Individuals.</u> 4 credits. Prerequisite, 561:440/540. A survey of the etiology, diagnoses, classification, and developmental characteristics of intellectually gifted individuals.
	561:467/567	<u>Education of Behaviorally Disordered Children.</u> 4 credits.
	to 561:446/546	<u>Developmental Characteristics of Behaviorally Disordered Individuals.</u> 4 credits. Prerequisite, 561:443/543. A study of the etiology, diagnoses, classification, and developmental characteristics of socially and emotionally maladjusted individuals.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Change	561:470/570	<u>Clinical Teaching Practicum: Children with Learning Problems.</u> 5 credits.
to	561:457/557	<u>Clinical Teaching Practicum: Children with Learning Problems.</u> 4 credits. Prerequisites, 561:450/550 or 561:451/551 or 561:452/552. May be repeated for a total of eight credit hours. A supervised clinical teaching experience with individuals or small groups of problem learners. The experience will be designed to familiarize and give practice to the special teacher in diagnostic and remedial teaching techniques devised in conjunction with pupil personnel resources.
	561:471/571	<u>Classroom Behavior Management for Exceptional Children.</u> 4 credits.
to	561:456/556	<u>Classroom Behavior Management for Exceptional Children.</u> 4 credits. Prerequisite, 561:451/551. [No other change.]
	561:492/592	<u>Seminar: Invitational Studies on Learning Disabilities.</u> 1-3 credits.
to	561:459/559	<u>Seminar: Invitational Studies in Special Education.</u> 1-3 credits. May be repeated for a total of six credits. A quarterly topical study with a varied array of disciplinary input. Staffing will be invited members of allied and contributing professions who are active in the management of exceptional children.
Drop	561:462/562	<u>Methods and Materials for Teaching Slow Learners.</u> 3 credits.
	561:463/563	<u>Arts and Crafts for the Slow Learner.</u> 3 credits.
	561:464/564	<u>Reading and Language Arts for the Slow Learner.</u> 3 credits.
	561:465/565	<u>Social Studies for the Slow Learner.</u> 3 credits.
	561:466/566	<u>Number Concepts for the Slow Learner.</u> 3 credits.
	561:468/568	<u>Occupational Orientation and Job Training for Exceptional Children.</u> 3 credits.
	561:100	<u>Student Participation.</u> 1 credit.
	561:200	<u>Student Participation.</u> 1 credit.
	561:300	<u>Student Participation.</u> 1 credit.
Add	561:445/545	<u>Developmental Characteristics of Orthopedically Handicapped Individuals.</u> 4 credits. Prerequisite, 561:441/541. A survey of the etiology, diagnoses, classification, and developmental characteristics of orthopedically handicapped individuals.
	561:450/550	<u>Educational Adjustment for Preschool and Primary Level Exceptional Individuals.</u> 4 credits. Prerequisites, Plan A and B—561:441/541 and 561:443/543; Plan C—561:443/543 and 561:445/545; Certification Minors—561:443/543 and Characteristic course in certification focus area. A study of diagnostic prescriptive service delivery systems designed to accommodate the developmental patterns of preschool and primary level exceptional children.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Add	561:451/551	<u>Educational Adjustment for Intermediate Level Exceptional Children.</u> 4 credits. Prerequisite, 561:450/550 except for secondary certification minors. A study of diagnostic prescriptive service delivery systems designed to accommodate the developmental patterns of intermediate level exceptional children.
	561:452/552	<u>Educational Adjustment for Secondary Level Exceptional Children.</u> 4 credits. Prerequisite, 561:451/551. A study of diagnostic prescriptive service delivery systems designed to accommodate the developmental patterns of secondary level exceptional children.
	561:453/553	<u>Recreational Programs for Exceptional Children.</u> 4 credits. A study experience which examines craft and outdoor recreational programming for exceptional individuals.
	561:454/554	<u>Educational Adjustment for Trainable Mentally Retarded Individuals.</u> 4 credits. Prerequisite, 561:442/542. A study of programs, services, and training techniques designed to accommodate the developmental patterns of trainable mentally retarded individuals.
	561:455/555	<u>Educational Adjustment for Intellectually Gifted Individuals.</u> 4 credits. Prerequisite, 561:444/544. A study of programs, services, and educational experiences designed to accommodate the developmental patterns of intellectually gifted individuals.
	561:201	<u>Student Participation—Educable Mentally Retarded.</u> 1 credit. Prerequisite, Sophomore standing and permission. The student will be involved in systematic observation and participation in a class for Educable Mentally Retarded children. This experience will be a prerequisite to student teaching in the area of Educable Mental Retardation.
	561:202	<u>Student Participation—Learning Disorders.</u> 1 credit. Prerequisite, Sophomore standing and permission. The student will be involved in systematic observation and participation in a class for children with learning disorders. This experience will be a prerequisite to student teaching in the area of Learning Disorders.
	561:203	<u>Student Participation—Orthopedically Handicapped.</u> 1 credit. Prerequisite, Sophomore standing and permission. The student will be involved in systematic observation and participation in a class for Orthopedically Handicapped children. This experience will be a prerequisite to student teaching in the area of Orthopedic Handicaps.
	561:204	<u>Student Participation—Trainable Mental Retardation.</u> 1 credit. Prerequisite, Sophomore standing and permission. The student will be involved in systematic observation and participation in a class for Trainable Mentally Retarded children. This experience will be a prerequisite to student teaching in the area of Trainable Mental Retardation.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Comprehensive Programs in Special Education—Guidelines for Study

- Plan "A": Dual Certification—Learning Disabilities and Educable Retarded.
Plan "B": Mental Retardation Certification: Educable and Trainable Mentally Retarded.
Plan "C": Dual Certification—Educable Retarded and Orthopedically Handicapped.

General Studies

Required 60 hours

Professional Education Studies

- Plan "A" requires 45 hours (eliminate OH Teaching Areas)
Plan "B" requires 32 hours (eliminate LD and OH Teaching Areas)
Plan "C" requires 45 hours (eliminate LD Teaching Areas)
- | | |
|---------|--|
| 510:156 | <u>Education in American Society.</u> 3 credits. |
| 565:157 | <u>Human Development and Learning.</u> 4 credits. |
| 530:310 | <u>Principles of Secondary Education.</u> 3 credits. |
| 510:350 | <u>Tests and Measurements.</u> 3 credits. |
| 510:401 | <u>Problems in Education.</u> 4 credits. |
| 561:201 | <u>Student Participation—Educable Mentally Retarded.</u> 1 credit. |
| 561:202 | <u>Student Participation—Learning Disorders.</u> 1 credit. |
| 561:203 | <u>Student Participation—Orthopedically Handicapped.</u> 1 credit. |
| 561:204 | <u>Participation (TMR).</u> 1 credit. |
| 561:402 | <u>Student Teaching (EMR).</u> 12 credits. |
| 561:402 | <u>Student Teaching (LD).</u> 12 credits. |
| 561:402 | <u>Student Teaching (OH).</u> 12 credits. |

Related Competency Studies (required 40–41 hours)

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|---------|---|
| 375:141 | <u>Introduction to Psychology.</u> 5 credits. |
| 520:321 | <u>Art for the Grades.</u> 3 credits. |
| 520:335 | <u>Teaching of Reading.</u> 5 credits. |
| 520:336 | <u>Teaching of Elementary School Mathematics.</u> 5 credits. |
| 520:337 | <u>Teaching the Language Arts.</u> 7 credits. |
| 555:103 | <u>Personal Health.</u> 3 credits. or |
| 555:211 | <u>Red Cross First Aid.</u> 2 credits. |
| 555:334 | <u>Games and Rhythms for Elementary Grades.</u> 3 credits. |
| 520:365 | <u>Musicianship for Elementary Classroom Teachers I.</u> 3 credits. |
| 770:476 | <u>Speech and Language Development.</u> 4 credits. or |
| 770:470 | <u>Speech Therapy for Classroom Teachers.</u> 4 credits. |
| 560:410 | <u>Personnel Services in School and Social Work.</u> 3 credits. |

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Comprehensive Programs in Special Education, continued

Special Education Studies (required 36 hours)

Listed in preferred order:

- 561:440 Developmental Characteristics of Exceptional Individuals. 4 credits.
- 561:441 Developmental Characteristics of Educable Mentally Retarded Individuals. 4 credits.
- 561:442 (Plan B) Developmental Characteristics of Trainable Mentally Retarded Individuals. 4 credits.
- 561:443 Developmental Characteristics of Learning Disabled Individuals. 4 credits.
- 561:445 (Plan C) Developmental Characteristics of Orthopedically Handicapped Individuals. 4 credits.
- 561:446 (Plan A) Developmental Characteristics of Behaviorally Disordered Individuals. 4 credits.
- 561:450 Educational Adjustment for Preschool and Primary Level Exceptional Individuals. 4 credits.
- 561:451 Educational Adjustment for Intermediate Level Exceptional Children. 4 credits.
- 561:452 Educational Adjustment for Secondary Level Exceptional Children. 4 credits.
- 561:456 Classroom Behavior Management for Exceptional Children. 4 credits.
- 561:457 Clinical Teaching Practicum: Children with Learning Problems. 4 credits.

Electives

Plan "A": Choose 10-11 hours.

Plan "B": Choose 21-22 hours including 561:442 and 561:454 (See advisor for suggested course groupings.)

Plan "C": Choose 10-11 hours.

- 375:151 Developmental Psychology. 5 credits.
- 385:100 Introduction to Sociology. 5 credits.
- 561:305 Field Experience. 1-4 credits.
- 561:409 Independent Study. 1-4 credits.
- 515:410 Audio-Visual Education. 3 credits.
- 520:286 Children's Literature. 5 credits.
- 520:333 Science for the Elementary Grades. 5 credits.
- 520:338 Teaching of Social Studies. 5 credits.
- 520:366 Musicianship for Elementary Classroom Teachers II. 3 credits.
- 555:315 Adaptive Physical Education. 3 credits.
- 555:335 Movement Experiences for Elementary Children. 3 credits.
- 555:436 Adapted Physical Education Tasks for the Learning Disabled Child. 3 credits.
- 561:442 Developmental Characteristics of Trainable Mentally Retarded Individuals. 4 credits.
- 561:444 Developmental Characteristics of Intellectually Gifted Individuals. 4 credits.
- 561:453 Recreational Programs for Exceptional Children. 4 credits.
- 561:454 Educational Adjustment for Trainable Mentally Retarded Individuals. 4 credits.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Comprehensive Programs in Special Education, Electives, continued

561:455	<u>Educational Adjustment for Intellectually Gifted Individuals.</u> 4 credits.
561:459	<u>Seminar: Invitational Studies in Special Education.</u> 4 credits.
740:265	<u>Child Development.</u> 5 credits.
740:401	<u>Family Life Patterns in the Economically Deprived Home.</u> 3 credits.
750:201	<u>Fundamentals of Music.</u> 3 credits.
385:428	<u>Subculture Personality Development.</u> 4 credits.

Suggested Course emphasis groupings:

Block 1—Social Emphasis

740:265	<u>Child Development.</u> 5 credits.
740:401	<u>Family Life Patterns in the Economically Deprived Home.</u> 3 credits.
385:428	<u>Subculture Personality Development.</u> 4 credits.

Block 2—Physical Education Emphasis

740:265	<u>Child Development.</u> 5 credits.
555:436	<u>Adapted Physical Education Tasks for the Learning Disabled Child.</u> 3 credits.
555:315	<u>Adaptive Physical Education.</u> 3 credits.
555:335	<u>Movement Experiences for Elementary Children.</u> 3 credits.
561:453	<u>Recreational Programs for Exceptional Children.</u> 4 credits.

Students enrolling in the comprehensive preparation program in Special Education will complete 192 quarter hours of study to include two full-time teaching assignments in special education classes under Plans "A" and "C" and one full-time student teaching assignment in EMR classes under Plan "B". The above requirements fulfill the Ohio State requirements for certification in the fields of Educable Mental Retardation, Learning Disabilities and Orthopedic Handicap. Plans "A" and "C" yield two teaching certificates. Plan "B" yields only the EMR certificate and completes the requirements for TMR certification. The above program is subject to change due to changes in state certification requirements, General College requirements, or changes in the department program.

Elementary Majors—Special Education—Non-Certification Minor—Guidelines for Study

Prerequisites

375:141	<u>Introduction to Psychology.</u> 5 credits.
565:157	<u>Human Development and Learning.</u> 4 credits.

Required Courses

561:440/540	<u>Developmental Characteristics of Exceptional Individuals.</u> 4 credits.
561:441/541	<u>Developmental Characteristics of Educable Mentally Retarded Individuals.</u> 4 credits.
561:443/543	<u>Developmental Characteristics of Learning Disabled Individuals.</u> 4 credits.
561:446/546	<u>Developmental Characteristics of Behaviorally Disordered Individuals.</u> 4 credits.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Elementary Majors—Special Education- Non-Certification Minor, Required Courses, continued

561:450/550	<u>Educational Adjustment for Preschool and Primary Level Exceptional Individuals, 4 credits.</u>
561:451/551	<u>Educational Adjustment for Intermediate Level Exceptional Children. 4 credits.</u>

Students enrolling in the Elementary Education—Special Education minor program will complete 24 hours of Special Education classes.

The above requirements do not fulfill the requirements for certification in Special Education.

The above program is subject to change due to changes in the departmental program.

This is a suggested minor; other courses in Special Education may be substituted with the advisor's consent.

Certification in the Area of Trainable Mentally Retarded

The State of Ohio certification requirements for instructors in Community Class Programs for the trainable mentally retarded are:

Graduation from an accredited college or university, with a total of eighteen semester hours or twenty-seven quarter hours of specialized training, including the following:

- a) Six semester hours or nine quarter hours in psychology, two semester hours or three quarter hours of which shall be in the area of psychology of the exceptional child.
- b) Six semester hours or nine quarter hours in the area of mental retardation, of which two semester hours or three quarter hours shall be in introduction to the education of the mentally retarded.
- c) Six semester hours or nine quarter hours in the related areas of child growth and development and training.

Suggested courses at The University of Akron:

- a) 561:440/540 Developmental Characteristics of Exceptional Individuals, 4 credits.
375:141 Introduction to Psychology, 5 credits.
- b) 561:441/541 Developmental Characteristics of Educable Mentally Retarded Individuals, 4 credits.
561:442/542 Developmental Characteristics of Trainable Mentally Retarded Individuals, 4 credits.
561:454/554 Educational Adjustment for Trainable Mentally Retarded Individuals, 4 credits.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Certification in the Area of Trainable Mentally Retarded, continued

c) 565:157	<u>Human Development and Learning.</u> 4 credits.
740:265	<u>Child Development.</u> 5 credits.
561:204	<u>Student Participation—Trainable Mental Retardation.</u> 1 credit.

Two workshops dealing with the trainable mentally retarded are offered during Summer Session II.

There is no student teaching requirement for certification in the area of the trainable mentally retarded.

Elementary Majors—Educable Mental Retardation Certification Minors—Guidelines for Study

The Special Education certificate in the area of educable mental retardation is valid for teaching at either the elementary or the secondary level. Students preparing to teach at either level may include in their program of studies selected special education courses to gain such certification. The addition of the following special education courses to the standard elementary education program in lieu of elective hours, coupled with a second student teaching, comprise this program of study. Completion of this program leads to a teaching certificate valid for teaching in the regular and educable mentally retarded classrooms.

Prerequisites

375:141	<u>Introduction to Psychology.</u> 5 credits.
565:157	<u>Human Development and Learning.</u> 4 credits.

Required Courses

561:440/540	<u>Developmental Characteristics of Exceptional Individuals.</u> 4 credits.
561:441/541	<u>Developmental Characteristics of Educable Mentally Retarded Individuals.</u> 4 credits.
561:443/543	<u>Developmental Characteristics of Learning Disabled Individuals.</u> 4 credits.
561:450/550	<u>Educational Adjustment for Preschool and Primary Level Exceptional Individuals.</u> 4 credits.
561:451/551	<u>Educational Adjustment for Intermediate Level Exceptional Children.</u> 4 credits.
561:452/552	<u>Educational Adjustment for Secondary Level Exceptional Children.</u> 4 credits.
561:456/556	<u>Classroom Behavior Management for Exceptional Children.</u> 4 credits.
561:457/557	<u>Clinical Teaching Practicum: Children with Learning Problems.</u> 4 credits.
561:201	<u>Student Participation—Educable Mentally Retarded.</u> 1 credit.
561:402	<u>Student Teaching (EMR).</u> 12 credits.

Students enrolling in the Elementary Education—Educable Mental Retardation Program will complete 45 hours of special education classes including student teaching on a two quarter basis, one quarter to be in the regular classroom and the other in a special classroom.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Elementary Majors—Educable Mental Retardation Certification Minors, continued

The above requirements fulfill the Ohio State requirements for certification in the area of Educable Mental Retardation.

The above program is subject to change due to change in state certification requirements or changes in the departmental program.

One of these courses (561:440/540 or 561:441/541) must be taken prior to enrollment in any other special education course.

The above courses are listed in preferred order; see catalog for prerequisites.

Elementary Majors—Orthopedically Handicapped Certification Minor—Guidelines for Study

The Special Education certificate in the area of orthopedically handicapped earned in combination with an elementary teaching certificate will be valid for teaching orthopedically handicapped children at the elementary level. Such certification may be elected by completing the course requirements in the standard elementary education program with the following additions which can be programmed in lieu of elective hours. A second student teaching in the area of orthopedically handicapped is necessary for completion of this program.

Prerequisites

375:141	<u>Introduction to Psychology.</u> 5 credits.
565:157	<u>Human Development and Learning.</u> 4 credits.

Required Courses

561:440/540	<u>Developmental Characteristics of Exceptional Individuals.</u> 4 credits.
561:441/541	<u>Developmental Characteristics of Educable Mentally Retarded Individuals.</u> 4 credits.
561:443/543	<u>Developmental Characteristics of Learning Disabled Individuals.</u> 4 credits.
561:445/545	<u>Developmental Characteristics of Orthopedically Handicapped Individuals.</u> 4 credits.
561:450/550	<u>Educational Adjustment for Preschool and Primary Level Exceptional Individuals.</u> 4 credits.
561:451/551	<u>Educational Adjustment for Intermediate Level Exceptional Children.</u> 4 credits.
561:456/556	<u>Classroom Behavior Management for Exceptional Children.</u> 4 credits.
561:457/557	<u>Clinical Teaching Practicum: Children with Learning Problems.</u> 4 credits.
770:476/576	<u>Speech and Language Development.</u> 4 credits.
561:203	<u>Student Participation—Orthopedically Handicapped.</u> 1 credit.
561:402	<u>Student Teaching (OH).</u> 12 credits.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Elementary Majors—Orthopedically Handicapped Certification Minor, continued

Students enrolling in the Elementary Education—Orthopedically Handicapped Program will complete 49 hours of special education classes including student teaching on a two quarter basis, one quarter to be in the regular classroom and the other in a special classroom.

The above requirements fulfill the Ohio State requirements for certification in the area of Orthopedically Handicapped.

The above program is subject to change due to changes in state certification requirements or changes in the departmental program.

The above courses are listed in preferred order; see catalog for prerequisites.

Elementary Majors—Learning Disabilities Certification Minor—Guidelines for Study

The Special Education certificate in the area of learning and/or behavioral disabilities earned in combination with an elementary teaching certificate will be valid for teaching neurologically handicapped children at the elementary level. Such certification may be elected by completing the course requirements in the standard elementary education program with the following modification, which can be programmed in lieu of elective hours.

Prerequisites

375:141	<u>Introduction to Psychology. 5 credits.</u>
565:157	<u>Human Development and Learning. 4 credits.</u>

Required Courses

561:440/540	<u>Developmental Characteristics of Exceptional Individuals. 4 credits.</u>
561:443/543	<u>Developmental Characteristics of Learning Disabled Individuals. 4 credits.</u>
561:446/546	<u>Developmental Characteristics of Behaviorally Disordered Individuals. 4 credits.</u>
561:450/550	<u>Educational Adjustment for Preschool and Primary Level Exceptional Individuals. 4 credits.</u>
561:451/551	<u>Educational Adjustment for Intermediate Level Exceptional Children. 4 credits.</u>
561:456/556	<u>Classroom Behavior Management for Exceptional Children. 4 credits.</u>
561:457/557	<u>Clinical Teaching Practicum: Children with Learning Problems. 4 credits.</u>
770:476/576	<u>Speech and Language Development. 4 credits.</u>
561:202	<u>Student Participation—Learning Disorders. 1 credit.</u>
561:402	<u>Student Teaching (LD). 12 credits.</u>

Students enrolling in the Elementary Education—Learning Disabilities Program will complete 45 hours of special education classes including student teaching on a two quarter basis, one quarter to be in the regular classroom and the other in a special classroom.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Elementary Majors—Learning Disabilities Certification Minor, continued

The above requirements fulfill the Ohio State requirements for certification in the area of Learning Disabilities.

The above program is subject to change due to changes in state certification requirements or changes in the departmental program.

The above courses are listed in preferred order; see catalog for prerequisites.

Secondary Majors—Second Teaching Field—Special Education*—Guidelines for Study

The following special education courses may comprise the second teaching field at the secondary level. Completion of these courses in addition to the professional education courses required of secondary teachers and a modification of the student teaching requirement comprise this program of study. The additional teaching field can be any of the several recognized subject matter areas of preparation. Completion of this program leads to a teaching certificate valid for teaching in the regular and educable mentally retarded classrooms.

Prerequisites

375:141	<u>Introduction to Psychology.</u> 5 credits.
565:157	<u>Human Development and Learning.</u> 4 credits.

Required Courses

561:440/540	<u>Developmental Characteristics of Exceptional Individuals.</u> 4 credits.
561:441/541	<u>Developmental Characteristics of Educable Mentally Retarded Individuals.</u> 4 credits.
561:443/543	<u>Developmental Characteristics of Learning Disabled Individuals.</u> 4 credits.
561:451/551	<u>Educational Adjustment for Intermediate Level Exceptional Children.</u> 4 credits.
561:452/552	<u>Educational Adjustment for Secondary Level Exceptional Children.</u> 4 credits.
561:456/556	<u>Classroom Behavior Management for Exceptional Children.</u> 4 credits.
561:457/557	<u>Clinical Teaching Practicum: Children with Learning Problems.</u> 4 credits.
520:335	<u>Teaching of Reading.</u> 5 credits.
561:201	<u>Student Participation—Educable Mentally Retarded.</u> 1 credit.
561:402	<u>Student Teaching (EMR).</u> 12 credits.

*A second teaching field in the secondary level can also be constructed so as to lead to certification in the area of learning and/or behavior disorders and in the area of the education of the orthopedically handicapped. The credit hour requirement is of similar number.

Students enrolling in the Secondary Education—Educable Mental Retardation Program will complete 46 hours of special education classes including student teaching on a two quarter basis, one quarter to be in the regular classroom and the other in a special classroom.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Secondary Majors--Second Teaching Field--Special Education, continued

The above requirements fulfill the Ohio State requirements for certification in the area of Educable Mental Retardation.

The above program is subject to change due to changes in state certification requirements or changes in the departmental program.

The above courses are listed in preferred order; see catalog for prerequisites.

Retraining in Special Education--Guidelines for Study

Individuals with non-Education college degrees who wish to retrain into the EMR, LD or OH special education teaching areas must accomplish the following (A, B, C):

A. Completion of a sequence of Professional Education Studies consisting of the following (undergraduate level) courses:

375:141	<u>Introduction to Psychology.</u>	5 credits.
510:156	<u>Education in American Society.</u>	3 credits.
565:157	<u>Human Development and Learning.</u>	4 credits. *
510:350	<u>Tests and Measurements.</u>	3 credits. *
510:401	<u>Problems in Education.</u>	4 credits. *

*With the advisor's approval, graduate students may substitute Graduate Core requirements in lieu of some of these courses where applicable.

B. Completion of the following related competency studies (undergraduate level):

520:337	<u>Teaching the Language Arts.</u>	7 credits.
520:335	<u>Teaching of Reading.</u>	5 credits.

The requirements listed above (B) may be satisfied by satisfactory completion of the college course, by individual independent study or project, or through successful completion of a competency examination. The advisor must make the appropriate election in accordance with the applicant's status.

C. Completion of the prescribed series of courses for the specialist certificate:

1. Candidates for the Educable Mental Retardation certificate complete the course requirements listed under #1 below.
2. While the requirements for the Learning Disabilities certificate are listed below under #2, Ohio standards require that a Learning Disability certificate must be superimposed on a standard teaching certificate (Elementary, Secondary, or EMR). One method is to complete the EMR certification pattern (1) before completing the three unique courses and student teaching in the LD certification pattern. Under this plan some of the LD courses could be taken at the graduate level since the Graduate School requirements of a degree and a regular teaching certificate (EMR) will have been met.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Retraining in Special Education, continued

3. While requirements for the Orthopedically Handicapped certificate are listed under #3, Ohio standards require that an Orthopedically Handicapped certificate must be superimposed on a standard teaching certificate (Elementary, Secondary, or EMR). One method is to complete the EMR certification pattern (1) before completing the three unique courses and student teaching in the OH certification pattern. Under this plan some of the OH courses could be taken at the graduate level since the Graduate School requirement of a degree and a regular teaching certificate (EMR) will have been met.

1. Educable Mentally Retarded Certification:

- | | |
|-------------|--|
| 561:440/540 | <u>Developmental Characteristics of Exceptional Individuals.</u> 4 credits. *# |
| 561:441/541 | <u>Developmental Characteristics of Educable Mentally Retarded Individuals.</u> 4 credits. # |
| 561:443/543 | <u>Developmental Characteristics of Learning Disabled Individuals.</u> 4 credits. *# |
| 561:450/550 | <u>Educational Adjustment for Preschool and Primary Level Exceptional Individuals.</u> 4 credits. *# |
| 561:451/551 | <u>Educational Adjustment for Intermediate Level Exceptional Children.</u> 4 credits. *# |
| 561:452/552 | <u>Educational Adjustment for Secondary Level Exceptional Children.</u> 4 credits. |
| 561:456/556 | <u>Classroom Behavior Management for Exceptional Children.</u> 4 credits. *# |
| 561:457/557 | <u>Clinical Teaching Practicum: Children with Learning Problems.</u> 4 credits. *# |
| 561:201 | <u>Student Participation—Educable Mentally Retarded.</u> 1 credit. |
| 561:402 | <u>Student Teaching (EMR).</u> 12 credits. |
| 561:403 | <u>Student Teaching Seminar.</u> 2 credits. |

2. Learning Disabilities Certification:

- | | |
|-------------|---|
| 561:440/540 | <u>Developmental Characteristics of Exceptional Individuals.</u> 4 credits. * |
| 561:443/543 | <u>Developmental Characteristics of Learning Disabled Individuals.</u> 4 credits. * |
| 561:446/546 | <u>Developmental Characteristics of Behaviorally Disordered Individuals.</u> 4 credits. * |
| 561:450/550 | <u>Educational Adjustment for Preschool and Primary Level Exceptional Individuals.</u> 4 credits. * |
| 561:451/551 | <u>Educational Adjustment for Intermediate Level Exceptional Children.</u> 4 credits. * |
| 561:456/556 | <u>Classroom Behavior Management for Exceptional Children.</u> 4 credits. * |
| 561:457/557 | <u>Clinical Teaching Practicum: Children with Learning Problems.</u> 4 credits. * |
| 770:476/576 | <u>Speech and Language Development.</u> 4 credits. |
| 561:202 | <u>Student Participation—Learning Disorders.</u> 1 credit. |
| 561:402 | <u>Student Teaching (LD).</u> 12 credits. |
| 561:403 | <u>Student Teaching Seminar.</u> 2 credits. |

*Denotes courses common to both programs—EMR and LD.

#Denotes courses common to both programs—EMR and OH.

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

COLLEGE OF EDUCATION, continued

Department of Counseling and Special Education, continued

Retraining in Special Education, continued

Completion of this program (superimposed on a standard teaching certificate) leads to a teaching certificate valid for teaching in special classrooms for children with learning disabilities and/or behavioral disorders.

3. Orthopedically Handicapped Certification:

- 561:440/540 Developmental Characteristics of Exceptional Individuals. 4 credits. #
- 561:441/541 Developmental Characteristics of Educable Mentally Retarded Individuals. 4 credits. #
- 561:443/543 Developmental Characteristics of Learning Disabled Individuals. 4 credits. #
- 561:445/545 Developmental Characteristics of Orthopedically Handicapped Individuals. 4 credits.
- 561:450/550 Educational Adjustment for Preschool and Primary Level Exceptional Individuals. 4 credits. #
- 561:451/551 Educational Adjustment for Intermediate Level Exceptional Children. 4 credits. #
- 561:456/556 Classroom Behavior Management for Exceptional Children. 4 credits. #
- 561:457/557 Clinical Teaching Practicum: Children with Learning Problems. 4 credits. #
- 561:476/576 Speech and Language Development. 4 credits.
- 561:203 Student Participation—Orthopedically Handicapped. 1 credit.
- 561:402 Student Teaching (OH). 12 credits.
- 561:403 Student Teaching Seminar. 2 credits.

#Denotes courses common to both programs—EMR and OH.

Completion of this program (superimposed on a standard teaching certificate) leads to a teaching certificate valid for teaching in special classrooms for Orthopedically Handicapped children.

Department of Secondary Education

[ED-76-3]

Change The foreign language requirement for the Ph.D. in Secondary Education to be changed to:
"Doctoral language requirements or appropriate alternative research skills shall be prescribed by the student's advisory committee depending upon the career goals of the student and upon the academic and/or scientific requirements of his dissertation. All such decisions are subject to review by the department head."

GRADUATE SCHOOL

Changes in Graduate School Regulations

Usage of PI Grade (to replace third paragraph of section entitled "Grades" on page 15 of the current Graduate School Bulletin).

The grade IP (In Progress) is given in Research, Thesis Master's Problems, and other courses where work is on a continuing basis. At the time work is completed the IP is changed to a letter grade. An I (Incomplete) or IP (IN Progress) may, upon application by the student or the instructor, be changed to a PI (Permanent Incomplete) when the

APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/19/76, continued

GRADUATE SCHOOL, continued

Changes in Graduate School Regulations, Usage of PI Grade, continued

instructor is satisfied that for reasons beyond the student's control the course cannot be completed. The change from I or IP to PI must be approved by the department head and the Dean of the College.

Time Limit for Master's Degree Study (to replace the section entitled "Time Limit" on page 16 of the current Graduate School Bulletin).

All requirements must be completed within six years after beginning graduate level course work at The University of Akron or elsewhere. Extension up to one year may be granted in very unusual circumstances. Extension is granted after the student's written request is approved by the advisor, department head and the Graduate Dean.

Policy Statement: Doctoral Study by University Faculty Members in University Programs

The University of Akron encourages faculty members who do not possess the doctorate to pursue doctoral work at this and other universities. Those faculty members possessing the doctorate and wishing to develop further competencies are similarly encouraged to pursue formal courses of study. Full-time faculty members of the University may, subject to certain restrictions, undertake work toward the Ph.D. or Ed.D. at this University. The restrictions given below are not intended to inhibit advanced study by faculty members, but are formulated to protect the legitimate interests of both the faculty member and the institution.

1. No full-time faculty member may become a doctoral degree candidate within his own College with the exception of the Buchtel College of Arts and Sciences where he may not become a doctoral degree candidate within his Division.
2. A faculty member may register for no more than six credits in any quarter in which he or she is teaching a full load. The six credit limitation applies to the total of formal course work, dissertation, independent study, and seminars. In very unusual circumstances, exceptions may be made by the Dean of Graduate Studies and Research on the written recommendation of the head of the department and the Dean of the College of the degree program.
3. If, in the opinion of his or her department head and College Dean, the faculty member's doctoral study involvement is having an adverse effect on his or her contribution to teaching, scholarship, and other departmental and College activities, he or she may be required to reduce course registration below six hours. However, in no case shall the opportunity for doctoral study be denied to a faculty member.
4. Faculty members are subject to the stated University residency requirements without modification and as defined in the Graduate Bulletin. Since no student holding a full-time job can be considered as meeting the residency requirements, leaves of absence must be taken during residency. Every possible consideration will be given in the granting of such leaves. All residency arrangements regarding the faculty member's regular obligations must be approved by his or her department head and College Dean, and the Dean of Graduate Studies and Research. During the period of residency the faculty member must be a full-time student and shall not be allowed to assume obligations in the department of his or her faculty appointment.