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The University of Akron Faculty Senate Chronicle

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## Faculty Senate Chronicle March 1, 1977

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the university of akron  
**Chronicle**

a report to the faculty of  
the university of akron



*File*

1976-77, No. 6 (53 pages)

March 1, 1977

UNIVERSITY DATES

- March 6      Concert by University Glee Clubs, Guzzetta Hall, 3 p.m.  
                Concert by University Symphony Band, Thomas Hall, 8:15 p.m.
- March 8      Tuesday Musical Club presents Andre-Michel Schub, pianist, Thomas Hall, 8:15 p.m.
- March 11-12   University Gold Series presents Murray Louis Dance Company/USA, Thomas Hall, 8:15 p.m.
- March 13      Travel Series presents "Yosemite and the High Sierra", with Bob Roney, John S. Knight Auditorium, 2:30 p.m.
- March 15      Akron Symphony Orchestra and Chorus, Thomas Hall, 8:15 p.m.
- March 17      Regular Meeting of University Council, Leigh Hall 307, 3 p.m.  
                Pennsylvania Ballet, Thomas Hall, 8:15 p.m.
- March 19      Conclusion of winter quarter.
- March 24      Broadway Theatre—Sherlock Holmes, presented at Thomas Hall, 8:15 p.m.
- March 26      Akron Symphony Orchestra with Phyllis Diller, Thomas Hall, 8:15 p.m.
- March 27      University Blue Series presents Osipov Balalaika Orchestra, Singers and Dancers, Thomas Hall, 8:15 p.m.
- March 28      Spring quarter begins.
- April 1-2      Ohio Ballet, Thomas Hall, 8:15 p.m.
- April 3      Travel Series presents "Sea Adventure—by Freighter to the Adriatic", with Bill Sylvester, John S. Knight Auditorium, 2:30 p.m.

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MINUTES OF MEETING OF UNIVERSITY COUNCIL, February 17, 1977

The regular meeting of the University Council was called to order by the Chairman, Vice President Noel L. Leathers, at 3:10 p.m. on Thursday, February 17, 1977, in Leigh Hall Room 307.

Fifty of the 63 members of Council were present. Those absent with notice were Dr. H.K. Barker, Dr. M. d'Amico, Dr. D.J. Guzzetta, Dr. W. Hendon, Dr. C. Poston, Mr. M. Pugliese, and Mr. H.P. Schrank, Jr. Others absent were Mrs. V. Black, Dr. C. Carrino, Mr. C. Head, Mr. B. Meyers, Dr. T. Sumner and Dr. G. Sweeney.

The Chairman called for consideration of the minutes of the January 20, 1977 meeting of University Council as printed in The University of Akron Chronicle of February 1, 1977. Dr. Gerlach asked to correct two items in the minutes: at the bottom of page 3 of that issue he wanted to add to the last sentence, "and argued that it was not designed to be punitive, but asked why there should be hostility to punishment which is a salutary part of discipline"; and on page 5, the fourth paragraph, to add after the word "allocated", "and what, if ELAP was being abandoned, was to be put in its place." It was noted by the Council Secretary that this was already in the minutes in the following paragraph.

The minutes were then approved as printed with the incorporation of the above amendments.

Dr. Leathers informed the Council that President Guzzetta's father passed away Tuesday night, after a long hospitalization in Dunkirk, N. Y., and that the funeral would be Saturday in Silver Creek, N. Y. Dr. Gerlach moved that the Secretary of Council send a note to the President expressing the sympathy of Council in his bereavement. The motion was seconded and passed unanimously.

Proceeding with reports of the Standing Committees, Dr. Schultz stated that the Procedural Committee had met on February 4 to prepare the agenda for today's Council meeting, and that the Committee had agreed to the request of Dr. Philip Stuyvesant, chairman of the Faculty Well-Being Committee, that Mr. John Miller and Mrs. Bonnie Thomas-Moore be permitted to attend and speak at the Council meeting on February 17 as members of the Well-Being Committee.

In Dr. Poston's absence, Dr. Beyer presented the report from the Academic Policies, Curriculum and Calendar Committee which had previously been circulated to Council. He first explained a correction on the summary, indicating that EN-77-2 had last October been approved, and that a change in 460:400 should be added to EN-77-8. [All curricular details will be printed in the Appendix to these minutes.]

Dr. Beyer moved that the change in degree requirements for Chemical Engineering outlined in EN-77-4 (pp. 1-5 of the summary) be approved. The motion was seconded and carried.

He moved that the change in Civil Engineering outlined in EN-77-5 (p. 6 of the summary) be approved. The motion was seconded and carried.

He moved that the change in degree requirements in Electrical Engineering outlined in EN-77-7 (p. 6 of the summary) be approved. The motion was seconded and carried.

Dr. Beyer moved that the change in degree requirements adding 460:400 Design of Energy Systems (4 credits) to original summary in Mechanical Engineering, outlined in EN-77-8 (p. 7 of the summary), be approved. The motion was seconded and carried.

He moved that the change in College of Education ED-76-8 (p. 9 in summary) in Secondary Education be approved. The motion was seconded and carried.



MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/17/77, continued

Dr. Beyer moved that the requirements for the B. A. degree with a major in Social Work in the College of Fine and Applied Arts outlined in FA-76-6 (pp. 9-10 of the summary) be approved in consequence of the transfer of the Social Work program from Buchtel College of Arts and Sciences to the Department of Speech Pathology and Audiology in the College of Fine and Applied Arts last March 29, 1976. The motion was seconded and carried.

Dean Oetjen expressed concern that this transfer might jeopardize the students in Buchtel College who are committed to this program through the Department of Sociology toward a degree from Buchtel College. He therefore moved to amend the statement just approved (details in Appendix to these minutes) to include this addition: "The establishment of this Social Work program in the Department of Speech Pathology and Audiology has no bearing on the existing Sociology/Social Work program in the Department of Sociology." The motion was seconded.

In response to Dr. Clements' impression that the Social Work program had already been transferred a year ago, Dean Oetjen explained that only the faculty had been moved at that time. The program is still in Buchtel College and some of the students now majoring in Sociology will want that degree with some Social Work courses. If in later years there are no Sociology students enrolled in the Social Work classes, they could then be deleted from the Buchtel College curriculum.

Miss Homeier wondered if this proposal by Dean Oetjen would mean two Social Work programs.

Dr. Leathers asserted that the Social Work program could not receive accreditation as structured in Buchtel College, but could be developed appropriately in its new location. Students could still take the courses as adjuncts to Sociology if they wished.

Following a discussion as to parliamentary procedures on Dr. Oetjen's motion to amend, it was determined that his motion could be construed as an original motion, not an amendment to something already completed. Dr. Bee then moved to refer Dr. Oetjen's proposal back to the Academic Policies, Curriculum and Calendar Committee. The motion was seconded and carried.

It was pointed out that the University General Bulletin (Catalog) stated that a student enrolling in a certain program could follow that through graduation despite subsequent changes.

Dr. Bee moved that the University Council vote to rescind its action in approving the Social Work program degree requirements in the College of Fine and Applied Arts (with the intention of then referring the matter for further consideration by the Academic Policies Committee). The motion was seconded. Following discussion of the matter, the motion was put to a vote and failed.

Dr. Beyer moved that the Master of Science degree program in Nursing (jointly with Kent State) outlined in NU-77-6 (pp. 11-40 of the summary) be approved. The motion was seconded.

Dr. Roberts asked about the costs of the new program, and why the faculty do not have the opportunity to be informed on such matters which would help them in evaluating their appraisal of new proposals. He suggested that faculty would be interested in knowing the financial considerations and what alternatives there might be as to budgeting new programs and their possible effect on allocations for existing programs.

The Chair responded that first there was a determination of an established need for new programs under consideration; then a curriculum was developed; costs were ascertained, both from student fees, other sources of income, and the start-up and continuing costs. The administration then decides on the feasibility of proceeding, after consultations at the Deans' level, the administration and the Trustees, and the state's graduate deans, and the Board of Regents.



MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/17/77, continued

Mrs. Sugarman wondered why this information is not available to the Academic Policies Committee. She advocated the submission of budgets for evaluation with the proposed programs.

Dr. Jackson felt that the nursing program should not be held up at this point, but serious consideration of these suggestions should be given in future proposals.

The motion to approve the new master's program in nursing was put to a vote and carried.

Dr. Beyer moved that the technical electives in the Real Estate Option in the Commerce Program in the Community and Technical College outlined in CT-77-4 (pp. 41-42 of the summary) be approved. The motion was seconded and carried.

Dr. Beyer moved that the Certificate Program in Real Estate in the Community and Technical College outlined in CT-77-5 (p. 43 of the summary), to augment the present Commerce associate degree program, be approved. The motion was seconded and carried.

Dr. Beyer moved that the three associate degree programs at Wayne General and Technical College (Business Management Technology, Retail Management Technology and Social Service Technology) outlined in WC-77-1 of the summary be approved. The motion was seconded and carried.

In reply to a comment that too many things today are classified as "Technology", Dr. Makar reminded the Council that courses in the Arts are required in the Technology curriculum and that these students are fortunate to be enrolled with many other Arts students in these classes on campus.

Dr. Bee observed that in several places in the proposed courses it is indicated that students will take 110:108 Effective Speaking which should be replaced by 105 or 106.

The next Committee to report was the Faculty Well-Being Committee. Dr. Stuyvesant circulated to the Council the Recommendations for the Formation of a Faculty Improvement Program, and moved that it be referred to the Academic Policies, Curriculum and Calendar Committee for consideration and return for Council's action at the March meeting, and then forwarding to the Board of Trustees. He requested that the report be included in The University of Akron Chronicle for March, 1977. Dr. Leathers assured him that the report would be so included. The motion was seconded.

Dean Samad asked why the recommendations should not be considered by Council and then if necessary referred back to the Well-Being Committee. Dr. Stuyvesant explained that there were two definitions needed which the Committee felt were beyond their province to determine—"full-time faculty member" and concerning the "academic year of service".

Dr. Gerlach, in supporting Dr. Stuyvesant's motion, opined that the "leave" possibly should be restricted to those with terminal degrees because of the limited resources to distribute for support of leaves, and that such leaves not be used to obtain a terminal degree.

Dr. Stuyvesant said that these aspects were considered, but he noted that H. B. 712 stated that one purpose is to further education. There was a difference of opinion in the interpretation of this, and the committee could not reach consensus.

A discussion ensued relative to questions posed by the law and the suggested policy—the fact that replacement faculty cannot become permanent members; the problems of evaluation by department heads and their possible refusal to recommend for leave if they cannot be adequately replaced, and whether the Provost could or would overrule their decisions, the problems resulting from those getting or not getting leaves, and the determination of amount of salary to be paid.



MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/17/77, continued

Dr. Leathers observed that the policy would have to be implemented within the constraints of the law and the institution's financial resources. There were a number of areas in which interpretations would be necessary since the drafters of the legislation apparently were not familiar with all the aspects peculiar to higher education situations.

Mr. Farrell, realizing that the matter could not be satisfactorily resolved at the meeting, called for the vote.

The motion to refer the Recommendation for the Formation of a Faculty Improvement Program to the Academic Policies Committee was put to a vote and carried.

Dr. Bee read the report from the Committee on Faculty Rights and Responsibilities (recorded in Appendix to these minutes) and moved its adoption. The motion was seconded and carried.

Dr. Leathers complimented the Faculty Committees on their good work.

Dr. Roberts said that the story in yesterday's Beacon Journal about the meeting of the Board of Trustees reported on the plans for construction of a parking deck, but there was no indication that the Campus Facilities Planning Committee had been involved.

Dr. Jackson added that many things are discussed at high administrative levels, and not in Council or its Committees. He suggested that Council could ask for such information before the decisions are publicized. Dr. Focht, as chairman of the current Campus Facilities Planning Committee, thought that his group was not having any role in such planning and if its purpose was not determined, maybe the committee could be deleted.

Dean Samad noted that a Council Committee would have to be empowered as the Board to have any real effectiveness, but the President and the Board have the legal rights to proceed, and the Council is only advisory and it does not have any rights to precede Board action.

Dr. Leathers reminded the Council that a number of years ago the Procedural Committee advocated the outline of duties for its Committees, <sup>and</sup> ~~but the Council voted it down~~ <sup>approved</sup>. The President and the Board of Trustees are recognized by law as the official administrators of the University, but they do not operate in the dark, and do solicit opinions and it is their intention to keep the faculty informed; and some faculty have made studies which are used in making decisions by the administration and Board.

Mr. Farrell recalled that the parking deck has been in the planning stage for years. Dr. Scavuzzo added that last year the Faculty Committee encouraged a parking deck, and the administration at that time opposed it.

Dr. Roberts made it clear that he did not oppose the parking deck, only the fact that the Council and committees were not apprised in advance.

Dr. Jackson thought that the senior members on Council committees should recognize the importance of faculty interest and make a conscious effort for on-going discussions and make the faculty feelings known.

Dr. Dye, the Akron representative on the Faculty Advisory Committee to the Chancellor of the Ohio Board of Regents, reported on the meeting held January 20, 1977 in Columbus. He mentioned that Dr. Harold Oyster, Vice Chancellor, was retiring, and that his position will not be filled. The 1977-79 Budget for Higher Education proposed by the Regents is based on their projections which use the current 1976-77 enrollment of 266,922 and the 1977-78 estimate of 282,200 (a 3 percent increase



MINUTES OF MEETING OF UNIVERSITY COUNCIL, 2/17/77, continued

each year plus 7,000 new students from the University of Cincinnati) and the 1978-79 estimate of 291,000. The Regents prepared an "asking budget" of \$1.44 billion, and a "continuation budget" of \$1.331 billion. The Governor's "recommendation budget" is \$1.299 billion. The difference between the "asking" and the "continuation" budgets is \$113 million, or nine-tenths of one percent of the state budget. The Governor's "recommendation" provides Ohio higher education with an increment of \$285 million. Public education in Ohio is greatly underfunded and the public education sector cannot be adequately funded without the imposition of additional taxes.

Dr. Dye continued his report, announcing that the Master Plan for 1976 has been distributed to the administrative personnel at the state universities, and will be publicly released at the meeting on February 18. A summary of the recommendations which he (Dr. Dye) has excerpted will be included in the Appendix in the March 1977 University of Akron Chronicle. One of the recommendations in the Plan is to provide expansion of the Industrial/University Research Committee to increase appreciation of research done by the universities; to facilitate securing additional federal research funds; and to increase the amount of research undertaken by faculty. The Advisory Committee discussed the question of measuring the success of University research efforts—such as dollars of funded research per F.T.E. faculty member, the quantity of published research, the fact that much unfunded research is regularly conducted by university faculty, the issue of consultative work. The Chancellor has requested specific suggestions as to means for measuring research success, obstacles that might be expected in seeking to increase research efforts, and incentives required to stimulate research. (Dr. Dye would be glad to forward any suggestions to the Chancellor—his office is College of Education 301-G.)

Dr. Dye concluded his report by citing the dilemma recognized in funding capital expenditures at the universities. Thought had been given to funding new building out of operating funds, but presently the Regents cannot cut operating funds to support capital expenditures. Another possibility being considered was the private construction of buildings to be shared with or leased to state universities.

Under "Old Business", Dr. Gerlach moved that the motion to amend the Council Bylaws be taken from the table for final action. This motion was seconded and carried. The amendment would delete the word "Reference;" from Article VI. Section d. in the list of standing committees.

Dr. Gerlach thought that the Reference Committee had not been useful and he thought it would be helpful from time to time to update University documents and regulations. He said that the committee might have been worthwhile if properly utilized. If it was appropriate to refer a matter to such a committee, an ad hoc group could be appointed.

Dr. Roberts considered the Reference a good permanent committee and had performed a useful function when necessary. Mrs. Sugarman suggested that other duties could well be assigned to it also, such as an on-going review of the Faculty Manual. Dean Oetjen felt it filled a definite need and endorsed its retention.

The motion to amend the Council Bylaws by deleting the Reference Committee was put to a vote and failed.

The meeting was adjourned at 4:30 p.m.

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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, February 17, 1977

RECOMMENDATIONS OF THE FACULTY WELL-BEING COMMITTEE FOR THE FORMATION OF A FACULTY IMPROVEMENT PROGRAM (Professional Leaves)

I. General Statement

The University of Akron is committed to the development of an academic community recognized for its achievement in contributing, transmitting and utilizing knowledge and ideas. An essential means for the faculty periodically to enhance its competence and widen its professional activity is a Faculty Improvement Program. The major purpose of the program is to provide an opportunity for professional growth and new or renewed intellectual achievement.

II. Eligibility

II. 01 Any full-time faculty member with at least seven academic years of teaching service\* at The University of Akron and/or the Wayne General and Technical College, may be granted professional leave for a period not to exceed one academic year to engage in further education, research, or any other activity approved by the Board of Trustees.

II. 02 If the faculty member demonstrates that his or her project is better served by dividing the leave over two academic years, the split leave is permissible provided that such an understanding is reached before the leave is approved at the departmental level.

II. 03 A faculty member who has been granted professional leave shall complete another seven years of service at The University of Akron and/or the Wayne General and Technical College before he or she becomes eligible for another grant of professional leave.

II. 04 Professional leave taken as part of the Faculty Improvement Program shall not be deemed to be in lieu of released time or assigned duty in connection with a specific research, scholarly or creative program.

III. Compensation and Other Benefits

III. 01 The University of Akron shall pay the faculty member for or during a period of professional leave a salary not to exceed the amount that would have been paid to such faculty member for performing his or her regular duties during the period of the leave.

III. 02 No faculty member shall, by virtue of being on professional leave, suffer a reduction or termination of his or her regular employee retirement or insurance benefits or of any other benefit or privilege he or she receives as a faculty member at The University of Akron. Whenever such a benefit would be reduced because of a reduction in the faculty member's salary during the period of professional leave, the faculty member shall be given a chance to have the benefit increased to its normal level, in accordance with rules adopted by the Board of Trustees.

III. 03 No professional leave shall be granted that requires a compensating addition to the permanent faculty of the University.

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\*This shall be defined to include Library faculty with academic rank.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

RECOMMENDATIONS OF THE FACULTY WELL-BEING COMMITTEE FOR THE FORMATION OF A FACULTY IMPROVEMENT PROGRAM, continued

IV. Method of Application and Selection

IV. 01 Application for a professional leave shall include a specific plan. This plan shall be submitted to the department head. \*\* If approved, the plan and the department head's written recommendations shall be forwarded to the Dean. If the Dean approves, the plan and the Dean's written recommendations shall be forwarded to the Vice President and Provost for his approval. All leaves granted under this policy shall be submitted to the President for his review and transmission to the Board of Trustees for final approval.

IV. 02 If the faculty member's proposal is not approved, specific reasons for the disapproval shall be given in writing to the applicant.

V. Accountability

At the completion of the professional leave, the faculty member shall submit to the President of the University a report detailing the attainments of the faculty member under this Professional Improvement Program.

VI. Appeals Procedures

If a faculty member believes that there is cause for complaint in the handling of a project and/or the decision not to grant the professional leave, a grievance may be filed with the Faculty Rights and Responsibilities Committee of University Council. The procedures to be followed are specified in the Faculty Manual.

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\*\*Or division chairman, whichever is appropriate.

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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

FINAL REPORT AND RECOMMENDATIONS OF THE FACULTY RIGHTS AND RESPONSIBILITIES COMMITTEE ON THE PROPOSED POLICY GOVERNING FACULTY OUTSIDE ACTIVITIES

Near the beginning of the Fall Quarter, the Faculty Rights and Responsibilities Committee was informed that the Vice President and Provost's office was formulating a statement to set policy for faculty outside activities and that a draft of the document had been circulated to the Deans for their inspection and suggestion. The Faculty Rights and Responsibilities Committee requested that the matter be referred to them for further study, including circulation of the document to each full-time faculty member, solicitation of faculty response through the channels of written communication and open hearings, consultation with the Provost and Assistant Provost and presentation of the Committee's report and recommendations to University Council. Dr. Leathers agreed that a document affecting the faculty as directly as the one proposed should be examined and discussed by the faculty and the committee proceeded.

The proposed document was a response to several different needs. First, there was concern over faculty members causing embarrassment by performing services or carrying out activities on other state university campuses for a fee without giving prior notice to the Department Head or Dean; second, there was concern over the possibility of NOVA, or other similar institutions, drawing upon University facilities and faculty services at the expense of our own programs; finally, there was concern over some specific past instances of faculty members engaging in extensive off-campus activities or holding other jobs, while neglecting their daily, on-campus, full-time responsibilities to the University. Out of these areas, two related questions arise: how serious or extensive is the problem, and what is the best method for solving it?

While it is admittedly difficult to quantify problems and there is much to be said for exercising foresight to prevent their arising, the Committee finds no pressing need for action at this time. With regard to NOVA, the situation seems to call more for vigilance than further preventions; and the other two problems, while real, appear to involve only a few isolated cases of sufficient proportion to cause concern. It may be that the abuses are more widespread and serious than is apparent, but the committee has found and received no evidence indicating this to be the case. While the concerns and cases are real, they do not indicate a problem of great magnitude. We considered the solutions in this light.

The principal solution discussed was the most recent draft of the proposed policy issued from the Vice President and Provost's office. Faculty interest in the document is evident from the more than fifty responses the committee received in writing and in the hearings. In view of these responses and its own deliberations, we do not believe the proposed document would be either effective or desirable. Specifically, it is not clear how this document would prevent acts which may be oversights or evasions, prevent inconsistent and discrepant enforcement by different administrators with different interpretations, cover the various exceptions that may arise or add to the force or scope of the existing wording in Division A, Article III, Section 1, paragraph e., of the Regulations of the Board of Trustees. Further, the Committee believes that such a document could possibly justify encroachment on the individual's time and activities beyond his University responsibilities, which are properly his, and only his, domain—for this reason, it is clear that the document is mistitled. Moreover, it could create unwieldy and unworkable procedures for what ought to be let alone, encourage a more adversarial relationship between faculty and administration, discourage faculty from engaging in outside activities through which they develop and maintain their academic competencies, further dilute the rights and privileges of the faculty in freely structuring their time and activities and, in general, diminish professionalism. We believe that even the potential for such side effects is too dear a price to pay for a document that would not clearly eliminate the problem that generated it.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

FINAL REPORT AND RECOMMENDATIONS OF THE FACULTY RIGHTS AND RESPONSIBILITIES  
COMMITTEE ON THE PROPOSED POLICY GOVERNING FACULTY OUTSIDE ACTIVITIES, continued

Therefore, the Committee suggests that the present wording in Division A, Article III, Section 1, paragraph e., of the Regulations of the Board of Trustees provides sufficient scope and authority for dealing with any problems that may arise regarding faculty members' use of their time for non-University activities. Specifically, the Committee recommends:

1. that the proposed document not be adopted, nor any document attempting to set forth specific regulations on matters contained in the Regulations of the Board of Trustees, Division A, Article III, Section 1, paragraph e. ;\*
  2. that faculty and administration cooperate to enforce the intent of the existing wording in the Regulations to prevent abuses of the kind foreseen;
  3. that a standard form be used for faculty members to inform the appropriate administrative officer of off-campus activities involving remuneration from other state institutions or agencies; and,
  4. that faculty provide memoranda to inform their department head or dean of sustained outside activity.
- \*e. Faculty and administrative appointments, other than as Lecturer or unless specifically indicated in the contract by the President, should be regarded as full-time responsibilities to the University. All outside activities, whether for compensation or otherwise, must not be performed at the expense of the individual's primary responsibilities. Such activities should only be undertaken with the full understanding and approval of the Dean of the College in the case of faculty members, or the individual's administrative superior in the case of staff members.
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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976)—Dr. Charles Dye, Akron Representative on the Faculty Advisory Committee to Chancellor

I. Resources in Higher Education (Ch. 3)

- A. Except for bringing the University of Cincinnati into full state status, the Board sees no need for another state university or four-year college in Ohio, nor any need for additional two-year campuses.

II. Independent Nonprofit Higher Education (Ch. 4)

- A. Service to Ohioans will be the first consideration with a recognition that access to a broad range of quality programs at a reasonable cost is the goal.
- B. The impact on independent higher education of all public programs at all levels will be considered before programs are established. This does not imply, however, that an independent institution will be protected simply because it is there. Independent and state institutions will be involved in all local planning and, as a matter of good faith, the Board of Regents strongly urges independent institutions to confer with state institutions before initiating new programs in competition with established programs. Only honest two-way communications will promote confidence and cooperation.
- C. The Board of Regents will work to make independent and state colleges full partners in planning. To do this will require participating institutions to make information about their operations available, generally. The Chancellor is directed to pursue as rapidly as feasible the beginnings of data exchange to which independent colleges have already given support.
- D. The Board of Regents calls upon the administrations and trustees of state-assisted institutions, when a new service area seems warranted, to consider the possibility of adding to their resources by contracting with nearby independent institutions for facilities, programs, or courses, rather than by expanding their own plant or faculty and staff. Each independent school must decide for itself the degree to which it can offer services to state colleges without undermining its own clientele.
- E. The Board of Regents believes that second only to access to quality services is the issue of freedom for the student to choose among programs. The Regents will continue to consider carefully programs which increase the choice of a student among types of institutions, size of institutions, and programs.
- F. The Board of Regents does not believe that generalized grants should be available to independent colleges. Problems of accountability for public funds and constitutional prohibitions against assistance for purposes related to religion give such proposals dubious value. In some highly restricted areas where public facilities cannot provide services and where local study groups so recommend, there may be special exceptions made by contract.

III. Eliminating Barriers to Access (Ch. 5)

A. Tuition and Fees

The Board of Regents recommends that the student share of the cost of instruction continue to decline, as it has for the past six years, until the student/state shares approximate the national average of 25/75%.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

III. Eliminating Barriers to Access (Ch. 5), continued

B. Student Financial Aid

1. The Board is in full agreement with this and continues to recognize that the singular role for Ohio Instructional Grants should be to assist with instructional and related fee payments.
2. The Board urges the General Assembly and the Governor's office to weigh carefully the importance of providing full funding for these students who are eligible under current program requirements before any changes are made in the program.
3. The Board is committed to seeking an increase in the level of OIG grants for students attending both state-assisted and independent institutions.
4. To further broaden access, the Board of Regents will seek OIG assistance for students not now eligible for the program.
5. The Board of Regents will in the next biennium impanel a special committee on access to develop a method of analyzing these budgetary options.

C. Invisible Barriers

1. The Board is still committed to this concept of information and referral centers as an important means of promoting access and will seek an appropriation for them.
2. The Board urges each college and university to conduct a close examination of its own literature and techniques for recruiting to be sure that full information is provided.
3. The Board of Regents recommends that all institutions, particularly those serving urban areas or large numbers of part-time students, carefully examine their admissions procedures to ensure that no unnecessary procedure or lengthy time period is involved in admissions processing.
4. The Board of Regents will convene a special ad hoc committee in the next biennium to look at the question of admissions policy.

D. Developmental Education

1. The Board of Regents recommends increasing the current state commitment to developmental education where needs for new types of services can be documented. The Board is also committed to seeing that the current line-item appropriation remains at a level which at least helps state colleges and universities deal with twin issues of inflation and increased enrollment.
2. The Board continues to recommend that for the purposes of developmental education, grants be paid to these independent institutions for each student who receives an Ohio Instructional Grant and comes from a family with less than \$10,000 gross income.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

III. Eliminating Barriers to Access (Ch. 5), continued

E. Remedial Education

One of the Board's charges to the special ad hoc committee on admissions will be to explore the question of the state's role in helping campuses finance remedial education. This study will seek to determine whether such financial assistance should be limited to certain types of institutions such as community colleges, university branches, and state general and technical colleges.

F. Affirmative Action

1. Stronger efforts must be made to attract women and minority students to these areas of study and the Board of Regents recommends that all colleges and universities carefully examine their current affirmative recruitment programs, strengthening them where necessary to achieve this objective.
2. The Board of Regents strongly recommends that each college and university take the initiative in assuring equality of employment opportunity in higher education. The Board further recommends that each institution regularly review its internal systems and policies to determine if there are any which have a detrimental effect on the employment of women and minorities.

IV. Developing Quality in Higher Education (Ch. 6)

A. Certificates of Authorization

1. The Ohio Board of Regents will continue active, fair and careful deliberations in the issuance of certificates of authorization under current law and procedure to ensure that quality of academic programming is being maintained. The Board will also cooperate with surrounding states and regional accreditation associations to establish accrediting procedures for off-campus and nontraditional programming.
2. A special review of the current rule related to the development of new institutions will also be conducted by the Board to determine whether that rule is adequate.

B. Program Review

The Board therefore recommends that each state institution of higher education begin a review of its programs on a five-year cycle and report its findings to the Board. The Board has established a process for the collection of these reviews at two-year campuses through approval of new degrees for a five-year period; however, it recognizes that each campus must provide its own internal review for this program to succeed.

C. Comprehensive Two-Year Programming

The Ohio Board of Regents continues to view the establishment of comprehensive programming in every area of the state as a priority for two-year campuses. The Board will continue to call attention to special problem areas and to challenge local initiative to overcome the problems.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

IV. Developing Quality in Higher Education (Ch. 6), continued

D. Improving the Quality of the Teaching-Learning Process

1. The Board of Regents will continue to emphasize the importance of teaching through continuation of and support for The Chancellor's Advisory Committee on Instructional Development for at least two more biennia. The goals of this committee should relate to the development of their own programs of instructional improvement.
2. The Board also recommends that each institution consider the best methods for implementation of a plan for continued faculty improvement, including:
  - a. The establishment of in-service professional development programs.
  - b. The setting aside of funds from the instructional and general budget for the purpose of professional development in teaching.
  - c. The consideration and development of measures or indices of teaching and learning effectiveness related to the institution's own mission.
  - d. The development of personnel policies that effectively reward evidence of quality teaching.
3. The Board of Regents recommends that the legislature also provide funds to renew the Regents' Professorships and to recognize excellence in the university and college system. Funds for the Regents' Professors should be utilized to improve faculty performance through research or technical assistance support and not designed to provide extra compensation.
4. The Board further recommends participation in the faculty exchange program established by the Ohio College Association. Colleges and universities should encourage faculty members to take advantage of this program by assisting with moving expenses or through other plans of support.

E. Equality and Funding

The Board of Regents will continue to press for institutional discretion in the handling of funds. The Board also supports the continuation of private university foundations for the receipt of special gifts and grants and will work with the institutions to maintain continued tax deductible status for donors to universities and colleges.

F. University and State Responsibility

1. The Board of Regents recommends that each institution establish budget procedures which allow for the meeting of unforeseen circumstances, which set aside special money for innovation and new programming and which can provide for special opportunities where they exist.
2. The Ohio Board of Regents will seek a special appropriation to provide money for innovation and system improvement grants. These grants should be available to state-assisted and independent institutions and consortia where the improvement of the system can be demonstrated and where commitments of future institutional funding can be shown.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

IV. Developing Quality in Higher Education (Ch. 6), continued

G. Interstate Reciprocity

The Board of Regents favors action to attract out-of-state students to Ohio and recommends that the General Assembly pass legislation authorizing the Board to negotiate interstate reciprocity agreements with surrounding states. These agreements might include reciprocity in tuition payment or student aid, or the provision of special program opportunities.

V. Lifelong Learning (Ch. 7)

A. Change and Challenge

1. The Board of Regents recommends that all colleges and universities seeking to enlarge their services to older adult students and to part-time students assign this matter a high priority within their established processes for academic planning and administration, and turn careful and systematic attention to the factors which inhibit the growth of services.
2. An Advisory Council on Lifelong Learning should be established to assist colleges and universities in focusing attention on expanded services to adults and to recommend state policies which support the broad development of these expanded services throughout Ohio.
3. But, in addition to the Council's activities, the Board recommends that the state give immediate encouragement to the recognizable work in the adult/postsecondary education area which is already under way at state colleges and universities.

B. Late Afternoon, Evening, and Weekend Credit Courses

The Board recommends that continuing attention be given to lowering barriers to part-time enrollment now posed by the inflexible scheduling of courses and by the disproportionately high fee charges for this type of service.

C. Off-Campus Credit Courses

The Board of Regents recommends that continued encouragement be given to the development of off-campus degree-credit instruction within procedures now in force. Careful and continuing attention should also be given to determining and providing appropriate levels of state support for off-campus instruction within the student-based formula through which state colleges and universities derive subsidy support.

D. Degree-Credit Conferences, Seminars, Workshops, and Institutes

The pattern of such offerings throughout the academic year should be studied by the Advisory Council of Lifelong Learning to determine whether a more satisfactory method of annualizing enrollment counts is needed, or if the present summer-plus-fall counting reasonably represents year-round activity in this area of service.

E. Noncredit Courses, Conferences, Seminars, Workshops, and Institutes

1. The Advisory Council on Lifelong Learning should assist in the development of guidelines by which the Board of Regents could selectively qualify such



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

V. Lifelong Learning (Ch. 7), continued

occupationally oriented course sequences for subsidy earnings without requiring that specific degree credit be granted.

2. As part of its assignment, the Advisory Council will be asked to suggest a procedure through which this funding can be provided, with the state perhaps sharing the cost.

F. Cooperative Extension Service

Continued support of this program is vital. The Advisory Council should examine the operations of the Cooperative Extension Service, drawing from its knowledge and experience valuable information which can benefit the development of other programs in the field of Lifelong Learning.

G. Labor Education Service

Continued support of this program is important and should be provided within the higher education operating budget during such time as separate encouragement is required.

H. Credit Instruction Through Correspondence

Rather than duplicate a service which by its nature is accessible statewide, only the Ohio University program should receive state subsidy support. Ohio University is urged to make its correspondence program responsive to the needs of all colleges and universities in Ohio which are developing services for adults.

I. Educational Television

The Board of Regents recommends continued support for the evening-hour transmitter operations, and the Advisory Council on Lifelong Learning should carefully assess the potential value of television outlets for organized instruction and make recommendations concerning their use.

J. Improved Recordkeeping

The Advisory Council on Lifelong Learning should make recommendations concerning use of the Continuing Education Unit for purposes of institutional recordkeeping in the fields of noncredit instruction. The Council should also make recommendations concerning the need for and the desirable forms of state-level information gathering and reporting in the overall field of Lifelong Learning.

VI. The Future of Graduate Education (Ch. 8)

A. Practice-Oriented Programs

1. The Board strongly supports the development of high-quality, practice-oriented programs, chiefly at the master's level, in each section of the state in order to provide opportunities for professional advancement and lifelong learning. However, a university proposing a new practice-oriented program must be able to demonstrate that sufficient need exists to justify the commitment of faculty and facilities.
2. The Board recommends further study by graduate schools and associations to assure clarification of degree titles and their specific meaning.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VI. The Future of Graduate Education (Ch. 8), continued

B. Research-Oriented Programs

1. Considering the broad range of research-oriented programs now available in all regions of the state, the Board of Regents expects that few new research-oriented graduate programs can be justified over the next several years. Instead, the challenge in the next decade will be to develop the quality of the existing system.
2. The Board of Regents recommends that universities review their graduate programs to see that they include appropriate opportunities for education in effective teaching techniques and teaching-learning processes. The Board also supports current efforts to develop more opportunities outside the teaching profession for graduates of research-oriented programs.

C. Research

The Board of Regents recommends that the state strengthen direct support of that research closely allied to graduate-level instruction in order to assure that Ohio will continually benefit from this vital function of the higher educational system.

D. Program Quality

Each institution will be asked to submit to the Board its formal review procedure within one year. In addition, programs with very small enrollments will be identified and the universities asked to report on these programs on an individual basis. At the Ph.D. level, outside consultants may be called in to assist in review procedures.

E. Access

1. As a first major step toward improving access for these groups, the Board of Regents recommends that universities expand their efforts to develop and utilize procedures for the identification and recruitment of women and minority students.
2. The Board recommends that graduate schools make a more concentrated effort to provide the counseling and other student support services that will assist women, minority, and nontraditional students in becoming oriented to graduate education.
3. The Board of Regents recommends that each institution explore alternate ways of ensuring the competence of their graduates which will preserve the integrity of degrees while at the same time lowering barriers to students seeking a Ph.D.
4. The Board recommends that graduate schools evaluate admission criteria in terms of their appropriateness to program goals so that qualified students are assured of access to graduate programs.
5. Universities should also foster more convenient access to graduate education by expanding the opportunities for part-time study and by putting students in closer proximity to graduate study through off-campus instruction.
6. Recognizing that financial constraints are a major barrier, the Special Committee on Access which the Board intends to empanel during the next biennium will consider financial assistance for graduate students as it analyzes the budgetary priorities involved in promoting improved access.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VI. The Future of Graduate Education (Ch. 8), continued

F. Graduate-Trained Personnel

1. Considering existing factors, the Board of Regents believes that Ohio's current graduate programs are largely adequate to produce the needed graduate-trained personnel at the Ph.D. level over the next several years.
2. However, in considering such programs, the Board of Regents will stress the use of existing graduate resources through regional or interstate consortia arrangements, interinstitutional sharing, or interdisciplinary programs. At the doctoral level, it is not likely the Board will approve a new degree unless it utilizes one or more of these arrangements.
3. The Board of Regents fully supports such changes, but cautions that any new programming proposed to meet the needs of nontraditional students will be expected to utilize existing resources whenever feasible.

G. Financing

1. It is crucial to develop better information about our graduate students and the sources from which they obtain funds.
2. The individual universities must also take a lead role in exploring and cultivating other sources of funding for graduate students and graduate education in general.
3. The state must assume responsibility for exploring the relationship between access and increased costs for graduate students.
4. If a reduction in graduate programs becomes necessary, the Board of Regents strongly urges universities to utilize the review and evaluation procedures discussed earlier in this chapter to identify areas where contraction is appropriate.
5. During the next biennium, the Board will seek the assistance of the institutions in exploring ways in which the state can promote diversity and reward quality in graduate programming, ways in which resources can be shared both within the state and through the use of interstate agreements, and finally, ways in which the total cost of graduate education can be more adequately and accurately determined.

VII. Planning for Health Personnel Education (Ch. 9)

A. Medical Education

1. The Board of Regents recommends there be no further expansion of medical schools beyond what has been planned and that no additional medical graduates be planned above the level of the expected enrollment by 1985.
2. The Ohio Board of Regents recommends that family practice programs continue to be categorically supported for at least the next two biennia and that funds be increased to better reflect the need for family practice physicians.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VII. Planning for Health Personnel Education (Ch. 9), continued

A. Medical Education, continued

3. The Board further recommends that the three new medical schools—Northeastern Ohio Universities, Ohio University, and Wright State University—continue to pursue the goal of medical education in primary medical care.
4. The Board of Regents recommends that medical residency programs in primary care associated with the medical schools be established on a regional basis throughout Ohio and that they be partially supported by state funds.
5. To further address the problem of distribution, the Board recommends that a medical-student loan program be established with a forgiveness provision for practice in underserved areas of the state. Such a program should be established to improve access for students without regard to financial means. The Board also recommends that medical student tuition be increased during the two biennia following creation of the student loan program.
6. The Ohio Board of Regents recommends that specific financial support be provided to medical schools to initiate special recruitment and development programs for minority and rural students. This effort may involve the development of special programs aimed at reaching students in the high schools and at the undergraduate college level.

B. Dental Education

1. The Board of Regents recommends that no additional dental school or college be developed, but instead a program be initiated to increase retention of the state's dental graduates.
2. The Board further recommends that the General Assembly support a pilot post D.D.S. education program in the northwestern area of the state at the Medical College of Ohio at Toledo. If this program is effective in improving the geographic distribution of dentists in northwestern Ohio and the retention of dental graduates, the Board recommends it be expanded and that additional post D.D.S. programs be established in Athens, Cincinnati, Dayton, and the northeastern area.
3. The Board also recommends that a dental-student loan program be initiated with financial incentives for the practice of dentistry in Ohio and with additional incentives to encourage practice in underserved areas of the state.
4. The Board of Regents supports the expanded use of auxiliary personnel and recommends the continued development of educational programs for dentists throughout Ohio to encourage the use of dental hygienists and dental laboratory technicians. It is further recommended that the educational and training programs for dental auxiliary personnel be continued in cooperation with dental societies, dental schools in the state system, and other public higher education. The Board also recognizes the need for an ongoing review of the overall manpower situation and will continue to study the supply and quality of dental personnel at all levels.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VII. Planning for Health Personnel Education (Ch. 9), continued

C. Nursing Education

1. The Board of Regents recommends that upward mobility nursing programs be established or expanded so that qualified licensed associate degree or diploma nurses have the opportunity to obtain a bachelor's degree in nursing in a formalized higher education program. The development of these programs (referred to as "articulated" programs) should be of such quality as to permit national accreditation.
2. In order to provide access for students to baccalaureate programs, the Ohio Board of Regents recommends that each of the six health manpower education regions in Ohio should have at least one program with major emphasis on upward mobility through an articulated curriculum as well as generic baccalaureate programs.
3. Responding to this proposal, the Board of Regents recommends that a master's degree program in nursing be supported or established in each of the six health manpower regions in Ohio. In the development of these programs, all bachelor of science degree nursing program graduates, whether from articulated or generic curriculums, should have access to master's degree programs on the basis of individual capabilities. To implement this proposal, the Ohio Board of Regents further recommends that:
  - a. A master's degree program in nursing be established in northeast Ohio between the University of Akron and Kent State University. It is further recommended that Youngstown State University join this consortium at the appropriate time in the development.
  - b. A master's degree program in nursing be established as a cooperative venture between Miami University and Wright State University.
  - c. The Medical College of Ohio at Toledo develop a master's degree program of nursing as a consortium with Bowling Green State University and the University of Toledo.
4. The Board of Regents will establish an advisory committee to examine the clinical components of academic programs as they relate to future employment responsibilities of their graduates.
5. The Board of Regents recommends continued support for the one-year licensed practical nurse programs in Ohio. In addition, to improve career opportunities for the licensed practical nurse, the Board recommends that articulation be established between these one-year programs and the associate-degree programs of higher education.

D. Allied Health

The Board of Regents recommends establishment of an allied health advisory board to study the allied health field and make recommendations to the Regents concerning program review and public health care needs.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VII. Planning for Health Personnel Education (Ch. 9), continued

E. Pharmacy Education

Ohio's four colleges of pharmacy assure an adequate supply for the future, given the changing role of the pharmacist, and the Board of Regents sees no need for increasing the number of pharmacy graduates in Ohio.

F. Optometry

Ohio holds a strong position in this field of health care and, while some expansion of enrollment at the OSU College of Optometry is desirable, the Board of Regents sees no need for an additional optometry program in the state.

VIII. Financing Higher Education (Ch. 10)

A. Separately Budgeted Research

The Board of Regents will from time to time identify and recommend support for research activities which will make a direct and unique contribution to resolving problems of importance to the state. Otherwise, the present policies for funding research should be continued.

B. Public Services

Except as the state may from time to time identify specific public service activities which will carry out a clear state government purpose, thus justifying direct state support, the Board recommends that present policies for funding these activities should be continued.

C. Student Assistance

Except as the state may from time to time identify specific state objectives which can best be served through direct institutional support, the Board recommends that present policies for funding student assistance programs should be continued.

D. Auxiliary Services

Except as very special problems dictate otherwise, the Board recommends continuation of policies calling for the support of Auxiliary Services from direct student user charges, from generated income, and from the General Fee charged to all students. Increased clarity should be provided in institutional financial practice concerning the income base sustaining Auxiliary Services.

E. Plant Additions and Improvements

1. The Board of Regents recommends that the clear separation of responsibility for the financing of academic plant and of auxiliary plant between the state and the boards of trustees should be continued.
2. Emergency measures such as those undertaken by the state to provide an appropriation supplement for debt service costs of Ohio University residence and dining halls should not alter fundamentally the responsibility of boards of trustees independently to manage those Auxiliary Services intended to be self-sustaining through student user charges, generated income, and the General Fee charged to all students.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VIII. Financing Higher Education (Ch. 10)

F. Debt Structures

1. In order to add emphasis to the urgency of protecting instructional income from the encroachments of debt-service needs, assurances within these procedures should in future instances be made by board of trustee action.
2. The Board of Regents urges all university boards of trustees to examine closely the implications of possible full-time enrollment decline on the debt retirement burdens now borne by their institutions, and to be especially cautious in this regard about the undertaking of new programs of debt.

G. Policy Implications of The Planning Period

1. For Institutions

- a. Strong and determined institutional management during a decade or two of enrollment change and of financial stress may be the key to the survival of institutional independence.
- b. The establishment of internal budgeting mechanisms which assure flexibility to reflect changing program priorities and to provide for new program development and innovations in instructional services and in administration will be critical to institutional stability in changing market for higher education services.
- c. The maintenance of effective mechanisms of cost control which will draw continuing attention to minimizing costs associated with achieving institutional goals should receive a high priority within university and college management.
- d. As a fundamental investment in short-term, year-to-year institutional stability, looking to an extended period of substantial financial stress, individual institutions should carefully study and the General Assembly should consider requiring the accumulating and sustaining of an unbudgeted operating reserve of an appropriate size, but equaling at least five percent of total annual operating expenditures.
- e. Careful attention should be given to defending the revenue base available for instructional purposes against erosion resulting from support of noneducational functions ordinarily expected to be self-sustaining or to rely upon the General Fees paid by students.
- f. New and imaginative thought should be given to devising methods for forecasting longer-term institutional financial crisis, and careful attention given to devising strategies for responding to substantial enrollment change.
- g. Continued emphasis should be placed on preserving institutional freedom to manage various funds independent of external controls, in order that maximum flexibility of administration is possible.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VIII. Financing Higher Education (Ch. 10)

G. Policy Implications of The Planning Period, continued

2. For the State

- a. Institutional flexibility should be strongly supported by continuing the present freedom for institutions to budget internally once the total amount of state support has been determined.
- b. The state should continue to update each year the expenditure models through which state appropriations are determined, to properly reflect cost pressures of inflation, changing patterns of program cost, enrollment growth, and the appropriate sharing of instructional costs between the state and enrolled students.
- c. Care should be taken in relating appropriations to the costs associated with legislative decisions other than those provided for within the expenditure models.
- d. Institutional flexibility should be supported by assuring continued college or university independence in setting general fees, room and board charges, and special fees and charges, and in developing and administering privately generated funds aimed at enhancing institutional quality.
- e. Institutional flexibility should be defended by continued college or university independence in the areas of personnel management, program evaluation, capital facilities planning, and financial and managerial control of institutional operations.

H. Operating Budgets

1. The Board recommends that the current generalized process for determining needed student-based appropriation support be continued, and that stress continue to be placed upon ongoing interinstitutional consultation during successive budget periods.
2. In order that legislative attention might clearly be focused each biennium on the total needs of instructional programs and on the necessity of making decisions concerning both state subsidy support and related student fee levels in fully funding the standard expenditure models, it is strongly urged that the maximum instructional fee be limited by the General Assembly each budget session as an integral part of the appropriation process.
3. It is also recommended that in establishing limitations on the instructional fee, the General Assembly provide the Board of Regents with limited discretionary authority to adjust the ceilings in the event of unavoidable cost increases due to governmental action or the failure of the state to fund fully its support appropriations.
4. Because of the difficulty of precise enrollment forecasting and the unequal proportional impact of incorrect forecasts upon institutions exhibiting different growth rates, some flexibility should be provided by the General Assembly by which the Board of Regents can make equitable redistribution of available unearned appropriations after actual enrollments are known. Additionally, provision should be made for partially delaying the loss of subsidy resulting from enrollment decline, in order to allow time during which affected institutions can reduce spending in an orderly manner.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VIII. Financing Higher Education (Ch. 10)

I. Capital Improvement Budgets

1. With full-time enrollments expected to reach a peak in about 1980 and to stabilize or decline throughout the decade to follow, capital improvements associated with anticipated growth should generally be undertaken with great caution. Only in those circumstances where enrollment growth prospects can be clearly and persuasively defended should such construction be undertaken. Even in such cases of demonstrated need, alternatives looking to cooperative use of existing space available in other public or privately-sponsored institutions or available on a rental basis from commercial sources should be fully explored before new commitments for plant expansions are made.
2. The growing obsolescence of individual buildings should be seen as an opportunity for reducing total plant resources and for consolidating functions within existing plant if enrollment changes will shortly modify an institution's need for particular categories of spaces.
3. The Board of Regents strongly recommends that the increased encroachment of debt service demands upon higher education operating appropriations be halted, and that future capital appropriations from this funding arrangement be limited to a level that can be financed from a particular fraction of new state funding available in a given budget period. It is suggested that a limit of five percent of overall increases provided within the higher education appropriation be an appropriate level for maintenance of a proper improvements program for the existing system of institutions. Careful study of this matter will be required, however, in the context of each biennial budget consideration to assure that a responsible updating of the overall physical plant is achieved within the constraints of available state support.

J. State Financing of Higher Education

In this procedure, every effort should be made to clarify for the Governor and members of the General Assembly the issues which compel higher education to move in new directions during the years just ahead, and to stress the urgency as well of existing programs and service commitments being adequately sustained. Emphasis must also be placed on the need to maintain higher education's percentage share of total available state appropriations, which, over the past several years, has held rather consistently at 14 to 15 percent.

K. Priorities Within Funding Constraints

1. In this regard, the Board of Regents strongly urges that past inclinations in the budgeting review process to reject out of hand all new program proposals in the interest of guaranteeing continued support for all existing program and service commitments be resisted as out of keeping with sound planning for the future.
2. At the same time, in dealing with possible funding constraints, state colleges and universities must also continue to recognize the crucial need to keep students' fees as low as possible to promote access to higher education. This need must rank high on the list of priorities considered in response to any future funding problems.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued

A SUMMARY OF RECOMMENDATIONS BY THE OHIO BOARD OF REGENTS FOUND WITHIN THE MASTER PLAN FOR HIGHER EDUCATION IN OHIO (1976), continued

VIII. Financing Higher Education (Ch. 10)

L. Alternatives of Self-Help

In order that continuing and systematic attention might be focused on the future enrollment characteristics described in Chapter II of this Plan, and upon the very clear relationships between those enrollment characteristics and the fundamental program and institutional management changes required for the planning period ahead, an ongoing Planning Council should be established to serve in an advisory capacity to the Board of Regents and to the colleges and universities in Ohio. This Council, drawn from within the corps of academic and general administrative leaders of Ohio's colleges and universities should have as its charge the continuous focusing of attention upon major planning issues set out in this Plan, as those issues continue to define the general shape of events for the decade or two decades ahead.

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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
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 1977 unless otherwise indicated:

BUCHTEL COLLEGE OF ARTS AND SCIENCES

Department of English

[AS-77-8]

Drop X 330:353 Advanced Script Writing. 3 credits.

Department of Sociology

[AS-77-10]

Drop 387:459/559 Facts and Values in Culture. 4 credits.

Add 387:466/566 Special Topics in Anthropology. 4 credits. Prerequisites, 387:150 and permission. Designed to meet the needs of students with interests in selected topics in Anthropology. Offered irregularly when resources and opportunities permit. May include archaeological field school, laboratory research, or advanced coursework not presently offered by the department on a regular basis. May be repeated.

Effective  
Summer X  
1977

COLLEGE OF ENGINEERING

Department of Chemical Engineering

[EN-77-4]

Drop 420:415 Unit Operations Laboratory I. 2 credits (0-2)

420:416 Unit Operations Laboratory II. 2 credits (0-2)

420:417 Unit Operations Laboratory III. 2 credits (0-2)

Change Title 420:430 Reaction Kinetics. 4 credits (4-0)

to X  
420:430 Chemical Reaction Engineering. 4 credits (4-0)

Change Title, 420:442 Plant Design Laboratory. 2 credits (0-2)

Credits, to X  
Description 420:442 Plant Design. 3 credits (1-2). Prerequisite, 441. Integration of process and equipment design into a total plant design; including economic justification, site selection, and plant layout. Case study or I.A.Ch.E. Student Contest Problem.

Change Title, 420:210 Chemical Process Industries. 3 credits (3-0).

Prerequisite, to X  
Description 420:210 Process Synthesis. 3 credits (3-0). Prerequisite, 201. Application of material and energy balances and cost factors to process selection, alternatives, energy allocation.

420:441 Plant Design. 3 credits (3-0)

to X  
420:441 Process and Equipment Design. 3 credits (3-0). Prerequisites, 440, 353 and 430. Design of chemical process equipment; optimization of process variables and sequence of operations; and consideration of costs, safety requirements, and environmental and energy effects.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF ENGINEERING, continued

Department of Chemical Engineering, continued

Change      Degree Requirements to be changed as follows:

- a) Deletion of 345:118 Pre-Calculus Mathematics as a required course.
- b) Deletion of Plan of Study concept.
- c) Addition of two courses, for seven credits, formerly elective:
  - 420:440 Process Economics. 3 credits (3-0)
  - 420:435 Process Control. 4 credits (3-1)
- d) Addition of six credits of Engineering Design courses from the following:
  - 420:408 Polymer Processing and Applications. 3 credits (2-1)
  - 420:461 Solids Processing. 3 credits (3-0)
  - 420:462 Distillation. 3 credits (3-0)
  - 420:463 Air Pollution Control. 3 credits (3-0)
  - 420:464 Water Pollution Control. 3 credits (3-0)
  - 420:497 Honors Project. 1-4 credits.
  - 420:499 Chemical Engineering Research. 1-4 credits.
- e) Addition of one credit to 420:442 Plant Design, now to be 3 credits.
- f) Addition of 10 credits of advanced chemistry:
  - 315:472 Advanced Inorganic Chemistry. 3 credits (3-0)
  - 315:473 Advanced Inorganic Chemistry. 2 credits (2-0)
  - 315:425 Analytical Chemistry. 3 credits (3-0)
  - 315:428 Analytical Chemistry Laboratory. 2 credits (0-2)

Change      The Chemical Engineering Curriculum (204 credits)

Mathematics

- (24)      345:231, 232,      Analytic Geometry--Calculus I, II, III, IV, V. 4 credits each.
- 233, 234,
- 235
- 345:236      Differential Equations. 4 credits.

Basic Science

- (25)      315:132-133      Principles of Chemistry. 4 credits each.
- 315:134      Principles of Chemistry and Qualitative Analysis. 5 credits.
- 365:291-292-      Elementary Classical Physics I, II and III. 4 credits each.
- 293

Engineering Design

- (28)      420:210      Process Synthesis. 3 credits.
- 420:351      Fluid Flow Systems. 3 credits.
- 420:352      Thermal Transfer Processes. 3 credits.
- 420:353      Mass Transfer Processes. 4 credits.
- 420:440      Process Economics. 3 credits.
- 420:441      Process and Equipment Design. 3 credits.
- 420:442      Plant Design. 3 credits.
- Design Elective. 6 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF ENGINEERING, continued  
Department of Chemical Engineering, continued

The Chemical Engineering Curriculum, continued

Engineering Science

(44)	420:200-201	<u>Material and Energy Balances.</u> 7 credits.
	420:305	<u>Materials Science.</u> 3 credits.
	420:321	<u>Introduction to Transport Properties.</u> 4 credits.
	420:322	<u>Interphase Transport.</u> 3 credits.
	420:323	<u>Multicomponent Transport.</u> 3 credits.
	420:430	<u>Chemical Reaction Engineering.</u> 4 credits.
	420:435	<u>Process Control</u> 4 credits.
	430:201	<u>Statics.</u> 4 credits.
	440:331	<u>Circuit Fundamentals.</u> 3 credits.
	445:206	<u>Fortran Programming for Scientists and Engineers.</u> 3 credits.
	420:325	<u>Chemical Engineering Thermodynamics.</u> 3 credits.
	420:426	<u>Phase and Reaction Equilibria.</u> 3 credits.

Advanced Chemistry

(27)	315:263-264- 265	<u>Organic Chemistry.</u> 3 credits each.
	315:266	<u>Organic Chemistry Laboratory.</u> 2 credits.
	315:314-315	<u>Physical Chemistry.</u> 3 credits each.
	315:425	<u>Analytical Chemistry.</u> 3 credits.
	315:428	<u>Analytical Chemistry Laboratory.</u> 2 credits.
	315:472-473	<u>Advanced Inorganic Chemistry.</u> 5 credits.

Humanities and Social Sciences

(28)	110:205	<u>Types of Literature.</u> 4 credits.
	110:317-318- 319	<u>Western Cultural Traditions.</u> 4 credits each.
	110:33-	<u>Eastern Civilizations.</u> 3 credits.
	325:244	<u>Introduction to Economic Analysis.</u> 4 credits.
		<u>Social Science Elective.</u> 5 credits.

Other Required Non-Technical Courses

(14)	110:111-112	<u>English Composition.</u> 4 credits each.
	110:105 or 106	<u>Speaking.</u> 4 credits.
	110:1--	<u>Physical Education.</u> 2 credits.

Other

(5)	420:120	<u>Engineering Design: Chemical Engineering.</u> 2 credits.
	460:125	<u>Engineering Graphics I.</u> 3 credits.

Electives

(9)		Electives and ROTC. 9 credits. [Electives must be approved by the faculty adviser of the Chemical Engineering Department.]
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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF ENGINEERING, continued

Department of Civil Engineering

[EN-77-5]

Add in Design 347:471      Applied Statistics I. 3 credits (3-0). Prerequisite, 345:235 Analytic  
Option only                      Geometry and Calculus V.

Department of Electrical Engineering

[EN-77-7]

Add                      440:385      Energy Conversion. 3 credits (3-0). Prerequisite, 440:351. Electro-  
mechanical and direct energy conversion techniques. Emphasis will be  
placed on principles of operation of energy conversion devices and their  
integration into practical systems.

Change	440:352	<u>Electromagnetic Fields II.</u> 2 credits (2-0)	to
	X 440:352	<u>Electromagnetic Fields II.</u> 3 credits (3-0)	
	440:421	<u>Physical Electronics I.</u> 3 credits (3-0)	to
	440:321	<u>Physical Electronics I.</u> 3 credits (3-0)	

Degree Requirements to be changed as follows:

a) Addition of 11 credits for B. S. in Electrical Engineering degree as follows:

440:385	<u>Energy Conversion.</u> 3 credits (3-0)
440:321	<u>Physical Electronics I.</u> 3 credits (3-0)
440:461	<u>Computer Circuitry I.</u> 4 credits (3-1)
440:352	<u>Electromagnetic Fields II.</u> [count one additional credit from above add]

b) The Electrical Engineering Elective requirement should be reduced from 27 credits to 22 credits and the Approved Electives requirement (6 credits) should be eliminated to maintain the total requirement for the B. S. in Electrical Engineering at 204 credits.

Department of Mechanical Engineering

[EN-77-8]

Add                      460:401      Thermal System Components. 3 credits (3-0). Prerequisites, 460:315,  
411. Performance analysis and design of basic components of thermal  
energy exchange and conversion systems. Components studied include  
heat exchangers, pumps, compressors, turbines and expansion engines.

X 460:493      Mechanical Engineering Measurements Laboratory. 2 credits (0-2).  
Developments of methods to measure temperature, pressure, flow rate,  
viscosity and motion. The course includes both lecture and laboratory  
experience and emphasizes the calibration and accuracy of the appro-  
priate instruments.

460:498      Experimental Investigations—in Mechanical Engineering. 1-5 credits  
(0-1-5). Individual independent laboratory investigations in areas rele-  
vant to Mechanical Engineering. Students must suggest their own pro-  
jects and make appropriate arrangements with a Mechanical Engineering  
faculty member for supervision.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF ENGINEERING, continued

Department of Mechanical Engineering, continued

Change	460:336	<u>Analysis of Mechanical Components I.</u> 4 credits.	to
	460:336	<u>Analysis of Mechanical Components.</u> 4 credits.	
+	460:337	<u>Analysis of Mechanical Components II.</u> 3 credits.	to
	460:337	<u>Design of Mechanical Components.</u> 4 credits.	
	460:400	<u>Energy Systems.</u> 4 credits.	to
	460:400	<u>Design of Energy Systems.</u> 3 credits.	
	460:494	<u>Mechanical Engineering Laboratory.</u> 1-10 credits.	to
*	460:494	<u>Mechanical Engineering Laboratory.</u> 2 credits. Prerequisite, 460:493.	

Degree Requirements to be changed as follows:

- a) For all students graduating after January 1, 1978:
  - 460:401 Thermal System Components or equivalent.
  - 460:493 Mechanical Engineering Measurements Laboratory.
  - Within his elective package each student must select two of the following courses:  
460:410, 415, 432, 442, 462 or appropriate Design oriented Special Topics, e.g.,  
Nuclear Engineering, Computerized Design.
- b) For all students graduating after January 1, 1979, also:
  - 460:494 Mechanical Engineering Laboratory.
  - Each student must select a Basic Science elective to be approved by his Advisor.
- c) For all students graduating after January 1, 1981, also:
  - 365:297, 298, 299 Physics Computations. 1 credit each.

Change                      The Mechanical Engineering Curriculum (204 credits)

General Studies

(42)	110:1--	<u>Physical Education.</u> 2 credits.
	110:105 or 106	<u>Speaking.</u> 4 credits.
	110:111-112	<u>English Composition.</u> 4 credits each.
	110:205	<u>Types of Literature.</u> 4 credits.
	110:317-318- 319	<u>Western Cultural Traditions.</u> 4 credits each.
	110:33-	<u>Eastern Civilizations.</u> 3 credits.
	325:244	<u>Introduction to Economic Analysis.</u> 4 credits. <u>Social Science Elective.</u> 5 credits.

Mathematics

(24)	345:231, 232, 233, 234, 235	<u>Analytic Geometry—Calculus I, II, III, IV, V.</u> 4 credits each.
	345:236	<u>Differential Equations.</u> 4 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF ENGINEERING, continued

Department of Mechanical Engineering, continued

The Mechanical Engineering Curriculum, continued

Natural Science

(23)	315:132-133	<u>Principles of Chemistry.</u> 4 credits each.
	365:291-292- 293	<u>Elementary Classical Physics I, II and III.</u> 4 credits each.
	365:297-298- 299	<u>Physics Computations I, II, and III.</u> 1 credit each.

Required Engineering

(98)	430:201	<u>Statics.</u> 4 credits
	430:202	<u>Introduction to Mechanics of Solids.</u> 4 credits.
	430:380	<u>Engineering Materials Laboratory.</u> 1 credit.
	440:331	<u>Circuit Fundamentals.</u> 3 credits.
	440:368	<u>Electronic Fundamentals.</u> 3 credits.
	440:381	<u>Electrical Machinery Fundamentals.</u> 3 credits.
	445:206	<u>Fortran Programming for Scientists and Engineers.</u> 3 credits.
	460:125	<u>Engineering Graphics I.</u> 3 credits.
	460:126	<u>Engineering Graphics II.</u> 2 credits.
	460:160	<u>Engineering Design: Mechanical Engineering.</u> 2 credits.
	460:300-301	<u>Thermodynamics I and II.</u> 4 credits each.
	460:310	<u>Fluid Mechanics.</u> 4 credits.
	460:315	<u>Heat Transfer.</u> 4 credits.
	460:320	<u>Kinematic Analysis of Mechanisms.</u> 4 credits.
	460:322	<u>Dynamics.</u> 4 credits.
	460:336	<u>Analysis of Mechanical Components.</u> 4 credits.
	460:337	<u>Design of Mechanical Components.</u> 4 credits.
	460:360-361	<u>Engineering Analysis I and II.</u> 3 credits each.
	460:380	<u>Mechanical Properties of Materials.</u> 3 credits.
	460:400	<u>Design of Energy Systems.</u> 3 credits.
	460:401	<u>Thermal System Components.</u> 3 credits.
	460:411	<u>Compressible Fluid Mechanics.</u> 3 credits.
	460:431	<u>Vibrations.</u> 4 credits.
	460:440-441	<u>Automatic Controls I and II.</u> 3 credits each.
	460:460-461	<u>Mechanical Design I and II.</u> 3 credits each.
	460:493	<u>Mechanical Engineering Measurements Laboratory.</u> 2 credits.
	460:494	<u>Mechanical Engineering Laboratory.</u> 2 credits.

Approved Electives

(17)	Must include two of 460:410, 415, 432, 442, 462 or appropriate design-oriented Special Topics, e.g., Nuclear Engineering, Computerized Design, and 3 credit hours of Basic Science Elective.
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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF EDUCATION

Department of Secondary Education

[ED-76-8]

- ✕ Change 530:310 Principles of Secondary Education, 3 credits. to  
530:310 Principles of Secondary Education, 4 credits. Prerequisites, 510:156,  
510:157.

[ED-77-10]

- ✕ Change 530:200 Exploratory Experiences in Secondary Schools, 1-3 credits.  
[Change from a graded evaluation to a credit/noncredit evaluation.]

COLLEGE OF BUSINESS ADMINISTRATION

Department of Accounting

[BA-77-4]

- ✕ Add 620:640 Advanced Auditing, 5 credits. Prerequisite, 440/550 or equivalent.  
Conceptual foundations, government regulation and litigation, statistical  
methods, computer systems, current and prospective developments,  
and current research apropos of professional auditing.

COLLEGE OF FINE AND APPLIED ARTS

Department of Home Economics and Family Ecology

[FA-76-10]

- ✕ Change 740:312 Introduction to Food Systems Management, 6 credits. to  
740:314 Introduction to Food Systems Management, 6 credits.  
740:326 Introduction to Nutrition in Medical Science, 5 credits. to  
740:328 Introduction to Nutrition in Medical Science, 5 credits.

Department of Speech Pathology and Audiology

✕ [FA-76-6]

- Add Requirements for Bachelor of Arts Degree with a Major in Social Work (66 or 67 credits)

- I. Completion of all the General College and College of Fine and Applied Arts requirements.  
In meeting the General Studies requirements the student must complete 110:221 or some  
other human biology course as part of the Natural Science requirement, and 385:100 as  
part of the Social Science requirement.

- II. Completion of the following courses:

Social Work

- (45) 775:276 Introduction to Social Welfare, 5 credits.  
775:270 Poverty in the United States, 4 credits.  
775:401-402 Social Work Practice I and II, 4 credits each.  
775:403 Community Organization, 4 credits.  
775:421 Field Experience in a Social Agency, 10 credits.  
775:422 Field Experience Seminar, 6 credits.  
775:--- Elective in Social Work, 4 credits.  
775:--- Elective in Social Work, 4 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF FINE AND APPLIED ARTS, continued  
Department of Speech Pathology and Audiology, continued

Requirements for B.A. with a Major in Social Work, continued

Courses in Other Departments

(21/22) Research/statistics requirement may be met by completing one of following or sets:

- |         |   |
|---------|---|
| 385:304 | <u>Methods of Social Research.</u> 4 credits.         |
| 375:145 | <u>Quantitative Methods in Psychology.</u> 4 credits. |
| 347:--- | [Three of the modular courses] 3 credits.             |

Racial and Intergroup Relations requirement may be met by completing one of following or sets:

- |         |   |
|---------|---|
| 485:427 | <u>Racial and Cultural Intergroup Relations.</u> 4 credits.           |
| 202:253 | <u>Intergroup Relations.</u> 2 credits. <u>and</u>                    |
| 202:254 | <u>The Black American.</u> 2 credits.                                 |
| 340:413 | <u>A History of Black Social and Intellectual Thought.</u> 4 credits. |
| 370:342 | <u>Minority Group Politics.</u> 4 credits.                            |

And the following:

- |         |   |
|---------|---|
| 385:415 | <u>Contemporary Sociological Theories.</u> 4 credits. |
| 375:151 | <u>Developmental Psychology.</u> 5 credits.           |
| 375:400 | <u>Abnormal Psychology.</u> 5 credits.                |

COLLEGE OF NURSING

[NU-77-4]

Add	820:493/593	<u>Workshops.</u> 1-5 credits. Group studies of special topics in Nursing. May not be used to meet college undergraduate or graduate major requirements. May be used for elective credit only. May be repeated as new topics are presented.	x
<u>Effective</u>			
Spring 1977			

[NU-77-5]

Add	820:494/594	<u>Special Readings.</u> 3-5 credits. Special Readings in an area of concentration may be taken to satisfy elective credit. Special Readings may not be used to satisfy the requirements of the major. Permission to be granted by the student's advisor or Dean.	x
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APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program

[NU-77-6]

Add

A. Summary of Program Characteristics

1. Objectives and Philosophy

The goal of this master's degree program will be to prepare nurses in a clinical major, e.g., Nursing of the Adult, Psychiatric Mental Health Nursing, or Family Health Nursing. The graduate will be prepared either for a teaching, administrative or advanced clinical specialist nursing position.

The focus of the program will be on the advancement of nursing theories by defining the parameters of nursing at the graduate level and by the generation, application, and testing of knowledge to promote improved health care through the practices and research of faculty and students within the framework of current and emerging health care systems.

a. Objectives

- 1) Expertise in a concentrated area of clinical nursing practice. Clinical majors will be available in: Nursing of the Adult, Psychiatric Mental Health Nursing, Family Health Nursing, Nursing of Children, Nursing of the Elderly, Community Health, and Maternity Nursing.
- 2) Competence in the practice of family and community health nursing within the context of a clinical major.
- 3) Competence in a functional area: teaching, administration, or advanced clinical specialization.
- 4) Competence in the use of scientific methods and/or scientific nursing theory to study problems relevant to nursing.
- 5) Ability to collaborate with consumers and health care providers in planning and implementing care.
- 6) Ability to be innovative, flexible and individualized in the pursuit of knowledge.
- 7) Ability to value social consciousness, inquisitiveness, diversity, and the examination of existing norms.

b. Philosophy

The faculty believe that graduate education is predicated on baccalaureate preparation in nursing. Although the primary emphasis of the program is to prepare a practitioner in nursing, it will also provide a basis for doctoral study for those who wish to pursue further graduate work.

The faculty also believe that advanced study in nursing should be designed to promote the capabilities of individuals, families, and populations and to encourage their knowledgeable participation in the management of their own health problems.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

A. Summary of Program Characteristics, continued

b. Philosophy, continued

The perspective of health care settings are eclectic, pluralistic and complex, and acknowledge the individual, the family, and the community as the focus of care and study. They embrace the ecological approach toward achieving a high level of health for community members whereby each individual must be studied in terms of his total environment to assist him in sustaining that quality of life which enables him to survive and prevail.

The faculty believe that the highest quality of graduate nursing education is that which enables individuals, families, and communities to become self-sustaining through the development of human potential and human environmental resources. This requires that the unit and its individual members maintain a dynamic balance and purposeful direction within the environment wherein they function.

The core content of graduate education would then include theoretical and clinical constructs about man's physiological, psychological, cultural and social responses to life processes, life experiences, and aspirations toward optimal health. Graduate study in nursing would prepare a scholarly, specialized nurse capable of assessing and implementing leadership responsibilities in current and emerging health care systems.

2. Major Components of the Curriculum

The program will be two academic years in length and provide instruction in five major areas: (a) clinical concentration in a specialty area, (b) research, (c) the functional areas of teaching, administration and advanced clinical specialization, (d) cognate courses, and (e) the theoretical basis for nursing practice. (See Nursing Appendix A for Curriculum Design and Nursing Appendix B for Course Descriptions.)

a. Clinical Concentrations

The program will provide opportunities for students to develop competence in specialized areas of nursing practice. Students admitted for the fall of 1977 will select their specialization within the framework of one of the following areas: Nursing of the Adult (Part-time), Psychiatric Mental Health Nursing, or Family Health Nursing. Specialization in Nursing of Children, Nursing of the Elderly, Community Health and Maternity Nursing will become available in subsequent years. A limiting consideration for the development and implementation of such specialty area concentrations will be the availability of faculty.

Each clinical major will be implemented through four courses (20 credits), which span both years of the curriculum. Theoretical content and intensive related and supervised clinical experiences will be provided.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

A. Summary of Program Characteristics, continued

Leadership of each specialty concentration will be negotiated by the institutions. Based on current faculty interest and strength it is reasonable to expect, therefore, that primary coordination of the Psychiatric Mental Health Nursing concentration will occur at Kent State University and primary coordination of the Family Health Nursing concentration will take place at The University of Akron. The clinical concentration of Nursing of the Adult (medical-surgical nursing) will be offered by both universities.

b. Research

The research component fosters inquiry directed toward the solution of clinical nursing problems. This component will be comprised of two courses in Clinical Inquiry taught by the nursing faculty and taken by all students regardless of clinical major and one Statistics course (Cognate) provided by other selected university departments. Additionally, each student will elect a thesis or non-thesis option in the second year. (15-16 credits.)

c. Functional Area

Options will be provided for study of a functional area, either teaching, administration or advanced clinical specialization. The schools of nursing will develop the applied component of the functional area, and these courses will include supervised clinical opportunities through which students will gain expertise. There will be ten credits allocated to the functional option which includes the equivalent of two courses and one practicum in the second year. The clinical specialist functional option will be developed to include clinical practice in each of these three courses. In addition, six-eight credits in related cognates will support this area.

A student may choose to use the ten-credit (or more) allocation in the second year to pursue a special area of interest, for example, advanced study in a science related to nursing, further preparation in research or independent clinical study.

d. Cognates

Students will select courses (totaling 19-21 credits) from natural, behavioral, or medical science areas. One of these courses will be Statistics, two courses will be related to the clinical major, two related to the functional area, and one will be elective.

e. Theoretical Basis for Nursing Practice

Two courses (eight credits) will be offered by the nursing faculty in the first year of the curriculum that are taken by all students regardless of clinical major. These courses will reflect such widely applicable theoretical constructs as: appraisal of physical, emotional, social, and cultural needs;



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

A. Summary of Program Characteristics, continued

nursing diagnosis and the decision-making process; growth and development; man's adaptation to life crises and environmental forces; family and group dynamics; therapeutic communication; cultural needs; nursing diagnosis; health care education through problem-solving for families and individuals to encourage self help; continuity and coordination of nursing care to clients and families; and application of research in clinical practice and use of epidemiologic methods in identifying researchable problems having implications for nursing. These courses will provide the framework for the integration of physiological, psychosocial, economic, political and cultural theoretical concepts applicable to clinical practice.

A student will be required to take the minimum credits in each major component area.

Additionally, electives in nursing will provide opportunities to individuals and strengthen the clinical nursing major. Examples of electives in nursing might be such topics as: Economics of Nursing Care, History of Nursing, Staffing Health Facilities, Legal Aspects of Nursing, Advanced Health Appraisal, Advanced Intensive Care Nursing, Trauma Nursing, and The Problem of Substance Abuse.

B. Admission Criteria

The joint graduate committee delineated the following admissions requirements for graduate program candidates:

1. Eligible for licensure by the State of Ohio Board of Nursing Education and Nurse Registration. (Licensure in the State of Ohio is required before a student begins the clinical practicum in the first quarter.)
2. Baccalaureate degree in upper division nursing from an N.L.N. accredited school of nursing.
3. A grade point average of 3.0 on a four-point scale from the undergraduate program.
4. Satisfactory completion of an undergraduate statistics course and an elementary course in research methodology or equivalent. Individuals who do not meet the above criteria will be considered by an admissions committee, which may recommend evaluation by examination, further undergraduate study, or direct admission by waiver of criteria.

C. Student Advisement

An advisor will assist students in selection of courses and evaluate undergraduate and/or transfer credits. A student will be assigned an advisor at the university to which he is admitted.

A student will be expected to select an advisor for the thesis or nonthesis option. Students who elect thesis are required to select a review committee. The thesis committee will be composed of three faculty, two (including the chairperson) from the university in which the student is enrolled and the third from the other university.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

Nursing Appendix A

Master of Science in Nursing Curriculum Design  
For Implementation in the Fall of 1977

Quarters	Clinical Concentration	Clinical Major Clinical Core	Research	Cognate	Functional Area or Independent Study	Total
<u>YEAR I</u>						
Fall Quarter I		Theoretical Basis for Nursing Prac- tice I 5	Clinical Inquiry I 3	Theoretical Sys- tems of Personal- ity Development and Disordered Behavior 4		12 cr. hrs.
Winter Quarter I	Psychiatric Mental Health Nursing I or Family Health Nursing I 5	Theoretical Basis for Nursing Prac- tice II 3	Statistics 3-4	Dependent on Spec- ialty-Biochemistry- Psychopathology- Pathophysiology, etc. 3-4		14-16 cr. hrs.
Spring Quarter I	Psychiatric Mental Health Nursing II or Family Health Nursing II 5		Clinical Inquiry II 3	Elective (Cognate in support of functional area) 3-4		11-12 cr. hrs.
<u>YEAR II</u>						
Fall Quarter II	Psychiatric Mental Health Nursing III or Family Health Nursing III 5	Nursing Elec- tive I 3	Thesis/Non- thesis option 2		Functional Area or Independent Study 3	13 cr. hrs.
Winter Quarter II	Psychiatric Mental Health Nursing IV or Family Health Nursing IV 5		Thesis/Non- thesis 2	Elective (Cognate in support of functional area) 3-4	Functional Area or Independent Study 3	13-14 cr. hrs.
Spring Quarter II		Nursing Elec- tive II 3	Thesis/Non- thesis option 2	Elective (Cognate) 3	Functional Practicum or Independent Study 4	12 cr. hrs.
Totals	20	14	15-16	16-19	10	75-79 cr. hrs.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

Nursing Appendix B

- |                        |   |
|------------------------|---|
| Add Courses    820:600 | <u>Theoretical Basis for Nursing Practice I.</u> 5 credits. Prerequisite, departmental approval. This course will be presented to first quarter students enrolled in the graduate nursing program. The student will be able to synthesize, analyze, and transfer learnings of concepts, processes, and theories derived from interdisciplinary subject areas of the natural and behavioral sciences, so as to assess, interview, and evaluate family systems within the community. This course provides a firm basis for advanced clinical practice in the nursing concentration of the student's choice. The student will be expected to select and follow a family through at least three consecutive quarters of the graduate program. |
| 820:601                | <u>Theoretical Basis for Nursing Practice II.</u> 3 credits. Prerequisite, <u>Theoretical Basis for Nursing Practice I.</u> This course will provide a forum for students from each of their selected areas of nursing concentration to come together to explore cognitive and affective concepts (e.g., social interaction, nursing theory in relation to nursing practice, sociocultural dimensions, developmental norms, etc.) and the inter-relatedness of the needs of individuals, groups, families, and communities for health care.   |
| 820:000-000            | <u>Nursing Electives I and II.</u> 3 credits each, 6 credits total. Prerequisite, completion of all required first-year courses. Selected topics and areas of interest to faculty and students will be available as electives. Examples are: <u>Legal Aspects of Nursing</u> , <u>Advanced Health Appraisal</u> , and <u>The Problem of Substance Abuse</u> .   |
| 820:640                | <u>Pathophysiology and Pharmacodynamics.</u> 4 credits. Investigation and discussion of common alterations in physiologic processes. Their clinical manifestations, and appropriate pharmacotherapeutic measures. Nursing and medical interventions based on pathophysiology and modern advances in nursing, biological, and medical sciences.  |
| 820:641                | <u>Nursing of the Adult I.</u> 5 credits. Prerequisite, <u>Theoretical Basis for Nursing Practice I.</u> Clinical and theoretical investigations of complex nursing problems with focus on recent advances in nursing, biological, and medical sciences. Common paradigm conditions involving cardiovascular, metabolic, hematological, neuromuscular, respiratory, and renal systems will be studied. A foundation will be provided for the development of health appraisal and clinical judgment skills.  |
| 820:642                | <u>Nursing of the Adult II.</u> 5 credits. Prerequisite, <u>Theoretical Basis for Nursing Practice II.</u> Depth analyses of common paradigm conditions involving the above body systems in terms of their implications for nursing. Interrelationships with associated conditions will be considered. Acquisition of health appraisal skills and development of clinical proficiency will be emphasized.   |



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

Add courses	820:643	<u>Nursing of the Adult III.</u> 5 credits. Prerequisite, <u>Nursing of the Adult I and II.</u> Acute aspects of common paradigm conditions, and techniques and technology utilized in solving nursing care problems. Emphasis on the development of expertise in health appraisal and clinical judgment skills in acute care settings. Application of current nursing, biological, and medical research and indications for clinical nursing research.
	820:644	<u>Nursing of the Adult IV.</u> 5 credits. Prerequisites, first-year course requirements and <u>Adult Nursing III.</u> Long-term aspects of common paradigm conditions, and techniques and technologies utilized in solving complex nursing care problems. Emphasis on the development of expertise in health appraisal and clinical judgment skills, patient education, continuity of care, and collaboration in a variety of settings. Application of nursing, biological, and medical research and indications for clinical nursing research.
	820:619	<u>Theoretical Systems of Personality Development and Disordered Behavior.</u> 4 credits. This seminar will be used to study the major theoretical personality systems of historical importance to nursing. Explanations provided by each system for normal personality development and for the cause and maintenance of disordered behavior will be examined and compared.
	820:620	<u>Psychiatric Mental Health Nursing I.</u> 5 credits. Prerequisite, <u>Theoretical Basis for Nursing I.</u> A combination of seminar and clinical practicum will be used to study theoretical approaches to intervention with individual clients in psychiatric mental health settings including both long-term and crisis intervention.
	820:621	<u>Psychiatric Mental Health Nursing II.</u> 5 credits. Prerequisite, <u>Theoretical Basis for Nursing II.</u> This course is focused on theory and intervention with formal and informal groups with emphasis upon differentiation between content and process in group interaction and normal and pathological responses in groups. Practicum requires experience in leading and co-leading formal groups and management of informal groups with concomitant review of clinical data by faculty and classmates.
	820:622	<u>Psychiatric Mental Health Nursing III.</u> 5 credits. Prerequisite, <u>Psychiatric Mental Health Nursing I and II.</u> A course on theory and practice in relation to intervention with rural and urban families who are clients of mental health and other community health facilities. Practicum requires intervention with a family with review of clinical experience by faculty and seminar groups.
	820:623	<u>Psychiatric Mental Health Nursing IV.</u> 5 credits. Prerequisites, first-year course requirements and <u>Psychiatric Mental Health Nursing III.</u> A course on theory and practice in community systems including institutions, neighborhoods, and political and economic systems. Field experience in communication in large systems and evaluation of programs of intervention.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

- |             |         |  |
|-------------|---------|--|
| Add Courses | 820:630 | <u>Family Health Nursing I.</u> 5 credits. Prerequisite, <u>Theoretical Basis for Nursing I.</u> A combination of seminar and clinical practicum will be used to study theoretical approaches to direct nursing intervention while developing basic competencies in the major primary nursing process methodologies employed by family health nurse clinicians in preventive and promotive health care maintenance settings.   |
|             | 820:631 | <u>Family Health Nursing II.</u> 5 credits. Prerequisite, <u>Theoretical Basis of Nursing Practice II.</u> A combination of seminar and clinical practicum focusing on the nursing process through which consistent use is made of identifiable skills and cognitions. Emphasis will be placed on nursing roles in multidisciplinary health teams within the framework of primary, secondary and tertiary care systems which promote continuity of care within the health-illness continuum. The student will select one clinical area of focus as well as the point of entry into the health care system.   |
|             | 820:632 | <u>Family Health Nursing III.</u> 5 credits. Prerequisites, <u>Family Health Nursing I and II.</u> A focus on theory and practice in relation to family health nurse clinician intervention with families who are clients in a selected health care delivery system within an urban or rural setting. In the practice area, the student will be encouraged toward self-direction in the assessment, planning and implementation of health services to individuals and families. Opportunities will be made available for focusing course work and clinical experience on particular populations and settings of the student's choice.  |
|             | 820:633 | <u>Family Health Nursing.</u> 5 credits. Prerequisites, first-year course requirements and <u>Family Health Nursing III.</u> Theory and practice focusing on community systems of health care delivery involving institutions, neighborhoods, social systems and the political and economic systems that support them. Learning opportunities will emphasize independent study methods and individualized program planning. The experience will include direct intervention with individuals, groups and families in interdisciplinary practice and indirect care opportunities through consultation, program planning, group teaching and evaluation of programs of intervention. |

Research Sequence

- |         |  |
|---------|--|
| 820:610 | <u>Clinical Inquiry I.</u> 3 credits. An examination of the relationship between selected theories, quasi theories and concepts in nursing practice and empirical verification. Emphasis will be placed on the discovery of knowledge and verification of theory within a context of clinical practice including an introduction to the logic of scientific inquiry.   |
| 820:611 | <u>Clinical Inquiry II.</u> 3 credits. Prerequisites, <u>Statistics</u> and <u>Clinical Inquiry I.</u> Techniques and methods of clinical research including problem formulation, design alternatives, methods of data collection and analysis. Focus on adaptation or research methods to the clinical setting and application of findings to innovation in practice. |



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

Research Sequence, continued

- 820:699      Thesis. 6 credits. Prerequisite, completion of first year of the program. Students must register for a total of 6 credits. The thesis is a report of a faculty supervisor, clinical or nonclinical research investigation, that is suitable for publication and which meets the approval of a thesis committee.
- 820:698      Nonthesis Option Project. 6 credits. Students must register for a total of 6 credits and carry out an applied clinical project which meets the approval of a project committee. A project is a report of the application of research findings in a clinical setting, a critical analysis of the literature directed toward a significant nursing problem or individualized projects which meet the approval of a faculty committee.

Functional Area (10 credits)

- 820:680, 681, 682      Clinical Specialization I (3), II (3), and III (4). Prerequisite, first-year requirements. Individually planned practicum in which the student performs in the role of a clinical specialist in a setting selected by the student and his preceptor. Ongoing seminar focused on the role, position, and function of the clinical specialist as well as current trends and issues regarding specialization in nursing.
- 820:691      Curriculum and Teaching in Nursing. 3 credits. Prerequisite, first-year requirements. Concepts in curriculum development with a focus on philosophical commitments, theoretical frameworks, and educational goals.
- 820:692      Teaching and Evaluation of Nursing. 3 credits. Prerequisite, Curriculum and Teaching in Nursing. Concepts of evaluation of educational goals with a focus on student learning opportunities and appraisal of student achievement.
- 820:693      Practicum in Teaching Nursing. 4 credits. Prerequisite, Teaching and Evaluation of Nursing. Guided study and practice in the roles and functions of a teacher in a selected clinical nursing field.

Administration

- 820:694      Nursing Administration I. 3 credits. A seminar course emphasizing concepts and inquiries as they relate to principles of administrative process and behavior. Use of role theory will be emphasized.
- 820:695      Nursing Administration II. 3 credits. A seminar course emphasizing theory in teaching, learning, and the roles of the administration in a variety of health care settings.
- 820:696      Practicum in Nursing Administration. 4 credits. Prerequisite, first-year course requirements. Guided study and practice in the roles and functions of a nursing administrator in a selected clinical nursing field.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

Cognates from other Departments

At each of the universities, certain cognates are available and will be useful to students in nursing. The departments involved have been apprised of the proposal and those specific cognates devised. From the initial contact, there does not appear to be a problem for student enrollment.

Statistics

Students will select one of the following courses or equivalent:

Kent:	Psychology	61651/71651	<u>Statistic Inference in Psychology.</u> 3 credits.
	Sociology	62210/72210	<u>Quantitative Techniques.</u> 4 credits.
	Business Admin.	64005/74005	<u>Statistical Analysis II.</u> 3 credits.
		64013/74013	<u>Nonparametric Statistics.</u> 4 credits.
Akron:	Statistics	347:671-672- 673	<u>Advanced Behavioral Statistics I, II, or III.</u> 3 credits each.
	Sociology	385:600	<u>Sociological Research Methods.</u> 4 credits.
	Education	510:711	<u>Statistics in Education.</u> 4 credits.
		510:713	<u>Advanced Educational Statistics.</u> 4 credits.

Cognates in Support of Clinical Area

Students will select a total of 4 or 5 courses from those suggested below or equivalents:

Kent:	Psychology	61260/71260	<u>Theories of Personality.</u> 3 credits.
		61065/71065	<u>Learning Theory.</u> 3 credits.
		60170/70170	<u>Behavior Disorders.</u> 3 credits.
		60661/70661	<u>Introduction to Development Psychology.</u> 3 credits.
		61350/71350	<u>Physiological Psychology.</u> 3 credits.
	Sociology	52563	<u>Medical Sociology.</u> 4 credits.
		52564	<u>Complex Organizations.</u> 4 credits.
		52320	<u>Collective Behavior.</u> 4 credits.
		62433/72433	<u>Seminar in Personality and Social Systems.</u> 4 credits.
	Biological Sciences	50174/70174	<u>Immunology.</u> 5 credits.
		50432/70432	<u>Endocrinology.</u> 3 credits.
		50433/70433	<u>Mammalian Physiology I.</u> 5 credits.
		50434/70434	<u>Mammalian Physiology II.</u> 5 credits.
		50519/70519	<u>Neuroanatomy.</u> 5 credits.
	Chemistry	50247/70247	<u>Principles of Chemistry.</u> 3 credits.
		50248/70248	<u>Biochemistry.</u> 3 credits.
		50551/70551	<u>Elementary Chemistry.</u> 3 credits.
		50552/70552	<u>Physical Chemistry.</u> 3 credits.
		50553/70553	<u>Chemistry.</u> 3 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COLLEGE OF NURSING, continued

The Master of Science in Nursing Degree Program, continued

Cognates in Support of Clinical Area, continued

Akron:	Psychology	375:602	<u>Personality and Social Psychology.</u> 4 credits.
		375:620	<u>Experimental Developmental Psychology.</u> 1-4 credits.
		375:701	<u>Theories of Personality.</u> 4 credits.
		375:604	<u>Methods and Theories of Human Development.</u> 4 credits.
		375:740-741	<u>Physiological Psychology I and II.</u> 4 credits.
	Sociology	385:609	<u>Seminar in Small Group Theory.</u> 4 credits.
		385:624	<u>Family Structure and Theory.</u> 4 credits.
		385:638	<u>Seminar in the Sociology of Deviance.</u> 4 credits.
		385:646	<u>Family Interaction.</u> 4 credits.
	Biology	to be determined	
	Chemistry	to be determined	

Cognates in Support of Teaching and Administration Area - (In addition to courses which can be selected from Psychology and Sociology Departments)

Students will select a total of 3 courses from those suggested below or equivalents:

Kent:	Business Admin.	8411	<u>Administrative Behavior I.</u> 4 credits.
		84112	<u>Administrative Behavior II.</u> 4 credits.
		84271	<u>Management of Human Resources.</u> 4 credits.
		64275/74275	<u>Theory of Organization.</u> 4 credits.
	Education	67000/77000	<u>Fundamentals of Curriculum.</u> 5 credits.
		77091	<u>Seminar in Curriculum Instruction.</u> 2-5 credits.
Akron:	Business Admin.	650:600	<u>Management Concepts, Practices and Theory.</u> 4 credits.
		650:658	<u>Organizational Behavior.</u> 4 credits.
		650:669	<u>The Leadership Role in Organization.</u> 3 credits.
		650:663	<u>Industrial Relations.</u> 3 credits.
	Educ. Psychology	510:602	<u>Behavioral Bases of Education.</u> 4 credits.
		510:600	<u>Philosophies of Education.</u> 3 credits.
		385:647	<u>Seminar in the Sociology of Education.</u> 4 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COMMUNITY AND TECHNICAL COLLEGE

Division of Business and Office Technology

[CT-77-4]

- |     |         |  |
|-----|---------|--|
| Add | 242:115 | <u>Elements of Housing Design and Construction.</u> 3 credits. Prerequisites, 105 and 185, or permission. To help real estate professionals discharge their responsibility through an understanding of the single family residence. Discussion of communities, neighborhoods and sites, detail of interior and exterior house design and styles, house construction and materials, and mechanical systems that make a house "live".  |
|     | 242:125 | <u>Elements of Land and Real Estate Development.</u> 3 credits. Prerequisites, 105 and 185, or permission. Presents step-by-step processes needed by the real estate professional in developing income producing real estate. Topics include site selection and analysis, feasibility studies, zoning and the development decision, and other practical and professional problem-solving techniques.   |
|     | 242:205 | <u>Introduction to Real Estate Management.</u> 4 credits. Prerequisites, 105 and 185, or permission. Survey course focusing on the application of the management process to the specialized or particularized field of real estate. Provides background in property analysis, relationship between operation and value, scope and history of property management, marketing, operation and administration.   |
|     | 242:215 | <u>Essentials of Real Estate Economics.</u> 3 credits. Prerequisites, 105 and 185, or permission. Elements and application of techniques of analysis found in economics are applied to the real estate situation on the local level. The student will learn about and apply the inputs required to analyze the local real estate market and real estate parcels found within the market.   |
|     | 242:225 | <u>Industrial Real Estate.</u> 3 credits. Prerequisites, 105, 185 and 245; or permission. Basic course focusing on function of the industrial real estate broker. Topics include site selection and space requirements of industry, development, marketing, and financing the transfer of industrial real estate and industrial parks.   |
|     | 242:235 | <u>Commercial Real Estate.</u> 3 credits. Prerequisites, 105, 185 and 245; or permission. Survey course focusing on the specialized brokerage process involving the development, financing and transfer of commercial and retail property. Provides background in marketing and feasibility studies, site selection and space requirements of commercial and retail tenants, financing and development of commercial and retail facilities and the functions and administration of the commercial real estate broker's office. |
|     | 242:295 | <u>Applied Real Estate Mathematics.</u> 3 credits. Prerequisites, 105 and 185, or permission. A basic survey of the mathematics used in the profession or real estate. Topics include proration of taxes and insurance, area and volume calculations, appraising mathematics, mortgage mathematics, and closing statements.  |



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

COMMUNITY AND TECHNICAL COLLEGE, continued

Division of Business and Office Technology, continued

[CT-77-5]

Add

Certificate Program in Real Estate

To augment the present Commerce (Real Estate) associate degree program.

The certificate program is open to persons actively engaged in some aspects of the real estate industry or profession as well as to graduates and undergraduates at The University of Akron or other accredited institutions.

To satisfy the requirements for a Certificate in Real Estate, a regularly enrolled student at The University of Akron must complete the following requirements:

Core Courses

242:105	<u>Real Estate Principles.</u> 3 credits.
242:185	<u>Real Estate Law.</u> 3 credits.
242:245	<u>Real Estate Financing.</u> 3 credits.
242:255	<u>Valuation of Residential Property.</u> 3 credits.
242:265	<u>Real Estate Brokerage.</u> 3 credits.
252:212	<u>Principles of Salesmanship.</u> 3 credits.

Electives (at least 5 must be taken)

242:215	<u>Essentials of Real Estate Economics.</u> 3 credits.
242:125	<u>Elements of Land and Real Estate Development.</u> 3 credits.
242:115	<u>Elements of Housing Design and Construction.</u> 3 credits.
242:205	<u>Introduction to Real Estate Management.</u> 4 credits.
242:225	<u>Industrial Real Estate.</u> 3 credits.
242:235	<u>Commercial Real Estate.</u> 3 credits.
242:295	<u>Applied Real Estate Mathematics.</u> 3 credits.
242:299	<u>Special Topics in Commerce: Real Estate.</u> 3 credits (may be repeated for a total of 6 credits)
252:213	<u>Sales Motivation.</u> 3 credits.

A grade of "C" or better is required in all courses undertaken as part of the certificate program.

The certificate will be awarded by The University of Akron upon successful completion of the program's requirements.

Division of Associate Studies

[CT-77-6]

Change

202:122	<u>Technical Report Writing.</u> 3 credits.
202:222	<u>Technical Report Writing.</u> 3 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

WAYNE GENERAL AND TECHNICAL COLLEGE

[WC-77-1]

Add Associate degree programs (courses already being offered) as follows (96 credits each):

Business Management Technology

This program provides training in varied business activities in preparation for a beginning management or supervisory career with a company or as a self-employed manager. The broad program includes study of finance, marketing, personnel practices, and office management. An option is available for a speciality in Real Estate.

General Option

First Year

First Quarter

254:119	<u>Business English.</u> 3 credits.
254:150	<u>Beginning Typewriting.</u> 4 credits.
242:104	<u>Introduction to Business.</u> 4 credits.
202:240	<u>Human Relations.</u> 4 credits.
110:---	<u>Physical Education.</u> 1 credit.

Second Quarter

242:170	<u>Business Mathematics.</u> 3 credits.
202:120	<u>English.</u> 3 credits.
242:101	<u>Elements of Distribution.</u> 4 credits.
242:211	<u>Basic Accounting I.</u> 3 credits.
110:---	<u>Physical Education.</u> 1 credit.
	Elective. 2 credits.

Third Quarter

242:212	<u>Basic Accounting II.</u> 3 credits.
254:293	<u>Business Communications.</u> 3 credits.
110:105 or 106	<u>Speaking.</u> 4 credits.
252:210	<u>Consumer Service Fundamentals.</u> 3 credits.
	Elective. 3 credits.

Second Year

First Quarter

202:247	<u>Survey of Basic Economics.</u> 5 credits.
244:120	<u>Introduction to Information Processing.</u> 4 credits.
256:110	<u>Transportation Economic Policy I.</u> 3 credits.
242:102	<u>Personnel Practices.</u> 4 credits.

Second Quarter

242:180	<u>Essentials of Law.</u> 4 credits.
288:232	<u>Labor-Management Relations.</u> 4 credits.
254:125	<u>Business Machines.</u> 2 credits.
	Elective. 6 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

WAYNE GENERAL AND TECHNICAL COLLEGE, continued  
Business Management Technology, continued

General Option  
Second Year, continued

Third Quarter

242:243	<u>Survey in Finance.</u> 4 credits.
242:121	<u>Administrative Office Supervision.</u> 4 credits.
202:242	<u>American Urban Society.</u> 4 credits.
	<u>Elective.</u> 4 credits.

Recommended Electives

244:121	<u>Introduction to Programming.</u> 3 credits.
252:202	<u>Retailing and Franchising.</u> 3 credits.
254:121	<u>Office Problems.</u> 4 credits.
252:103	<u>Principles of Advertising.</u> 3 credits.
254:151	<u>Intermediate Typewriting I.</u> 4 credits.
254:152	<u>Intermediate Typewriting II.</u> 4 credits.
254:253	<u>Advanced Typewriting.</u> 3 credits.
252:212	<u>Principles of Salesmanship.</u> 3 credits.
202:251	<u>Work Relationships.</u> 2 credits.
202:254	<u>The Black American.</u> 2 credits.
256:221	<u>Transportation Traffic Principles.</u> 3 credits.
202:253	<u>Intergroup Relations.</u> 2 credits.
202:241	<u>Man and Technology.</u> 4 credits.

Real Estate Option

First Year

First Quarter

254:119	<u>Business English.</u> 3 credits.
242:104	<u>Introduction to Business.</u> 4 credits.
242:180	<u>Essentials of Law.</u> 4 credits.
242:105	<u>Real Estate Principles.</u> 3 credits.
110:---	<u>Physical Education.</u> 1 credit.

Second Quarter

242:170	<u>Business Mathematics.</u> 3 credits.
202:120	<u>English.</u> 3 credits.
242:211	<u>Basic Accounting I.</u> 3 credits.
242:185	<u>Real Estate Law.</u> 3 credits.
	<u>Electives.</u> 4 credits.

Third Quarter

242:212	<u>Basic Accounting II.</u> 3 credits.
254:293	<u>Business Communications.</u> 3 credits.
110:105 or 106	<u>Speaking.</u> 4 credits.
242:245	<u>Real Estate Financing.</u> 3 credits.
110:---	<u>Physical Education.</u> 1 credit.
	<u>Electives.</u> 3 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

WAYNE GENERAL AND TECHNICAL COLLEGE, continued  
Business Management Technology, continued

Real Estate Option

Second Year

First Quarter

202:247	<u>Survey of Basic Economics.</u> 5 credits.
244:120	<u>Introduction to Information Processing.</u> 4 credits.
242:265	<u>Real Estate Brokerage.</u> 3 credits.
242:102	<u>Personnel Practices.</u> 4 credits.

Second Quarter

202:242	<u>American Urban Society.</u> 4 credits.
242:255	<u>Valuation of Residential Property.</u> 3 credits.
252:212	<u>Principles of Salesmanship.</u> 3 credits.
242:121	<u>Administrative Office Supervision.</u> 4 credits.
	<u>Elective.</u> 2 credits.

Third Quarter

242:243	<u>Survey in Finance.</u> 4 credits.
242:111	<u>Public Relations.</u> 3 credits.
202:240	<u>Human Relations.</u> 4 credits.
242:275	<u>Real Estate Project.</u> 3 credits.
	<u>Elective.</u> 2 credits.

Recommended Electives

Technical Electives

244:121	<u>Introduction to Programming.</u> 3 credits.
252:202	<u>Retailing and Franchising.</u> 3 credits.
254:121	<u>Office Problems.</u> 4 credits.
252:103	<u>Principles of Advertising.</u> 3 credits.
254:151	<u>Intermediate Typing I.</u> 4 credits.
254:152	<u>Intermediate Typing II.</u> 4 credits.
254:253	<u>Advanced Typing.</u> 3 credits.
252:212	<u>Principles of Salesmanship.</u> 3 credits.
256:221	<u>Transportation Traffic Principles.</u> 3 credits.

General Electives (minimum 3 credits required)

202:251	<u>Work Relationships.</u> 2 credits.
202:254	<u>The Black American.</u> 2 credits.
202:253	<u>Intergroup Relations.</u> 2 credits.
202:241	<u>Man and Technology.</u> 4 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

WAYNE GENERAL AND TECHNICAL COLLEGE, continued

Retail Management Technology

This program equips graduates to fill entry level positions in distributive business fields including retailing, wholesaling, and related services. The core curriculum includes courses in advertising, marketing, sales, and visual merchandising. The program provides emphases in Retailing, Visual Merchandising, Industrial Distribution, and Fashion.

First Year

First Quarter

242:104	<u>Introduction to Business.</u> 4 credits.
242:111	<u>Public Relations.</u> 3 credits.
242:170	<u>Business Mathematics.</u> 3 credits.
110:---	<u>Physical Education.</u> 1 credit.
254:119	<u>Business English.</u> 4 credits (or 202:118)

Second Quarter

242:101	<u>Elements of Distribution.</u> 4 credits.
242:102	<u>Personnel Practices.</u> 4 credits.
242:211	<u>Basic Accounting I.</u> 3 credits.
252:104	<u>Visual Merchandising.</u> 3 credits.
110:---	<u>Physical Education.</u> 1 credit.
	General Elective. 2 credits.

Third Quarter

242:212	<u>Basic Accounting II.</u> 3 credits.
252:103	<u>Principles of Advertising.</u> 3 credits.
252:105	<u>Sales Promotion.</u> 3 credits.
202:120	<u>English.</u> 3 credits.
202:240	<u>Human Relations.</u> 4 credits.

Second Year

First Quarter

252:210	<u>Consumer Service Fundamentals.</u> 3 credits.
252:211	<u>Mathematics of Retail Distribution.</u> 3 credits.
202:247	<u>Survey of Basic Economics.</u> 5 credits.
	Technical Electives. 5 credits.

Second Quarter

244:120	<u>Introduction to Information Processing.</u> 4 credits.
252:202	<u>Retailing and Franchising.</u> 3 credits.
252:202	<u>Principles of Salesmanship.</u> 3 credits.
	Technical Electives. 6 credits.

Third Quarter

242:180	<u>Essentials of Law.</u> 4 credits.
252:203	<u>Techniques of Retail Merchandising.</u> 3 credits.
252:290	<u>Field Study in Retailing.</u> 1 credit.
110:105	<u>Introduction to Public Speaking.</u> 4 credits. <u>or</u>
110:106	<u>Effective Oral Communication.</u> 4 credits.
	Technical Elective. 4 credits.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

WAYNE GENERAL AND TECHNICAL COLLEGE, continued

Retail Management Technology, continued

Technical Electives

Retailing Emphasis

242:243	<u>Survey of Finance.</u> 4 credits.
252:213	<u>Sales Motivation.</u> 3 credits.
	Electives. 8 credits.

Visual Merchandising Emphasis

242:243	<u>Survey of Finance.</u> 4 credits.
252:206	<u>Introduction to Advertising Media.</u> 3 credits.
	Electives. 8 credits.

Industrial Distribution Emphasis

252:201	<u>Principles of Wholesaling.</u> 3 credits.
252:213	<u>Sales Motivation.</u> 3 credits.
242:243	<u>Survey of Finance.</u> 4 credits.
	Electives. 5 credits.

Fashion Emphasis

740:121	<u>Textiles.</u> 3 credits.
740:158	<u>House Furnishings.</u> 3 credits.
740:317	<u>Historic Costume.</u> 3 credits.
740:419	<u>Clothing Communication.</u> 3 credits.
740:439	<u>Fashion.</u> 3 credits.

Social Services Technology

This program prepares individuals for general employment in support of social workers or other professional community services personnel. It includes courses in sociology, psychology, and various aspects of community services work. In addition, courses are available for specializing in Alcoholism Services.

First Year

First Quarter

202:118	<u>English.</u> 4 credits.
385:100	<u>Introduction to Sociology.</u> 5 credits.
254:150	<u>Beginning Typewriting.</u> 4 credits.
202:240	<u>Human Relations.</u> 4 credits.

Second Quarter

202:120	<u>English.</u> 3 credits.
385:104	<u>Social Problems.</u> 4 credits.
375:141	<u>Introduction to Psychology.</u> 5 credits.
202:253	<u>Intergroup Relations.</u> 2 credits.
110:---	<u>Physical Education.</u> 1 credit.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

WAYNE GENERAL AND TECHNICAL COLLEGE, continued  
Social Services Technology, continued

First Year, continued

Third Quarter

775:276	<u>Introduction to Social Welfare.</u> 5 credits.
222:100	<u>Introduction to Criminal Justice.</u> 3 credits.
740:200	<u>Marriage and Family Relations.</u> 2 credits.
110:105 or 106	<u>Speaking.</u> 4 credits.
110:---	<u>Physical Education.</u> 1 credit.
	Elective. 1 credit.

Second Year

First Quarter

775:270	<u>Poverty in the United States.</u> 4 credits.
202:122	<u>Technical Report Writing.</u> 3 credits.
242:102	<u>Personnel Practices.</u> 4 credits.
	Electives. 5 credits.

Second Quarter

202:242	<u>American Urban Society.</u> 4 credits.
226:278	<u>Techniques of Community Work.</u> 5 credits.
202:254	<u>The Black American.</u> 2 credits.
510:157	<u>Human Development and Learning.</u> 4 credits.
	Electives. 2 credits.

Third Quarter

226:279	<u>Technical Experience in Community and Social Services.</u> 6 credits.
242:121	<u>Administrative Office Supervision.</u> 4 credits.
	Electives. 5 credits.

Suggested Electives

205:251	<u>Work Relationships.</u> 2 credits.
242:111	<u>Public Relations.</u> 3 credits.
254:151	<u>Intermediate Typewriting I.</u> 4 credits.
254:152	<u>Intermediate Typewriting II.</u> 4 credits.
254:257	<u>Secretarial Machines.</u> 4 credits.
335:230	<u>Rural and Urban Settlement.</u> 3 credits.
375:151	<u>Developmental Psychology.</u> 5 credits.
520:141	<u>Handicrafts in Elementary School.</u> 3 credits.
555:311	<u>Red Cross First Aid.</u> 2 credits.
740:133	<u>Nutrition Fundamentals.</u> 3 credits.
740:265	<u>Child Development.</u> 5 credits.

Alcoholism Services Option

226:260	<u>Alcohol Use and Abuse.</u> 4 credits.
226:261	<u>Alcoholism Prevention and Treatment.</u> 4 credits.
226:299	<u>Community Services Seminar.</u> 2-4 credits (total 5)
226:279	<u>Technical Experience in Community and Social Services.</u> 6 credits.

Students interested in emphasis in Alcoholism Services will enroll in courses in Alcohol Use and Abuse, Alcoholism Prevention and Treatment, and special topic seminars such as Industrial Alcoholism.



APPENDIX TO MINUTES OF UNIVERSITY COUNCIL, 2/17/77, continued  
CURRICULUM CHANGES, continued

## INTERDISCIPLINARY PROGRAMS

## Honors Program

[VP-77-2]

Add

1070:260

(360, 460)

**Honors Colloquium—Social Sciences.** 2 credits. Prerequisite, admission to University Honors Program. An interdisciplinary colloquium on important issues in the Social Sciences.

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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.

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MR. JOHN S. WATT  
ASSISTANT PROVOST

**RECEIVED**

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**VICE PRESIDENT  
AND PROVOST**