

UNIVERSITY SENATE MINUTES--APRIL 27 AND MAY 4, 1971

The fourth and final regular meeting of the University Senate for the 1970-71 school year was called to order by the Vice Chairman, Lawrence A. Ianni, at 4:00 p.m. in Cogswell Auditorium. A quorum was present. The minutes of the regular meetings of November 17, 1970, and February 2, 1971, were approved as published. Representatives of the Student Government Association were present.

Norman W. Sargent reported for Committee A (Nominating). Two names, Olive Fornear, and Elwood Sheeder, were submitted for election by the Senate to be sent to The Foundation for Indiana University of Pennsylvania for their consideration and election to the Board of Directors. There were no additional nominations and Lorrie J. Bright moved with Isadore R. Lenglet seconding to close nominations. The motion carried. The ballots were distributed, marked, collected, and counted with Elwood Sheeder being elected.

Ronald Marks, Chairman, reported for Committee B (Steering), and moved to accept the report. It was seconded by Gary L. Buckwalter. A question was called and the motion carried to approve:

"1. Upon a motion duly seconded and carried by unanimous vote on February 19, 1971, the actions taken by the University Senate at its meeting held on February 2, 1971, were approved by the Board of Trustees with the exception of the following item which was tabled with the understanding that it would be reviewed after a year's experience and the recommendation of the Senate at the time: 'We therefore recommend that in the summer of 1972 the University enroll all students selected for the program for the disadvantaged as summer-September students with continuous full-time enrollment.'

"2. Election of membership to the University Senate for 1971-72 will not be held until the Fall Semester of 1971. The rationale for this delay is that the new Rules and Regulations must be approved by the Board of Trustees, and the earliest this can take place will be May 14, 1971. Thus, if the Board were to approve the new Rules and Regulations, the Nominating Committee simply would not have sufficient time to draft its slate of faculty and administration at-large nominees and call a special meeting before the end of the semester."

Harold S. Orendorff, Chairman, reported for Committee C (Curriculum). He said one point needed clarification. For item A-3 the intent of the committee was the concern of the class credit and class meeting time until such a time as the present students complete their English sequence. He then moved and Gary L. Buckwalter seconded to accept the report. Ianni said there would be separate sections for C-3 for two credits and three credits as needed to fulfill the English requirement. There would be no lesser availability of the course. A question was called and the motion carried to approve:

"A. Proposal on certain changes: 1. Number changes. It is recommended that number changes are not the proper business of Committee C since there is no curriculum content involved; therefore, number changes should be initiated by the department and approved by the Dean of the School and the Registrar. Approval should be based on logical sequence, former usage, and prerequisite factors. 2. Non-substantive and stylistic title changes. It is suggested that such changes be handled in the same manner as number changes with an additional condition that to avoid confusion, old titles should be included in parentheses for a reasonable length of time. 3. Even though the effective date of the change in the structure of the General Education English courses to English I, II, and III, was set at September 1, 1971, Committee C assumed this program would be phased in over a period of several semesters. Therefore Committee C recommends that the current offerings in Literature I and II be made available to those students who have completed the former English I and II for 8 s.h.

"B. Course changes: 1. Chem 341 Physical Chem I, 4 cr., 3 hour lecture and 4 hour laboratory - to Chem 341 Physical Chemistry I, 4 cr., 4 hour lecture. 2. Chem 342 Physical Chemistry II, 4 cr., 3 hour lecture and 4 hour laboratory - to Chem 342 Physical Chemistry II, 3 cr., 3 hour lecture. 3. Chem 103 Chemistry for Nurses (Phys. Ed.) - to Chem 103 Principles of Chemistry. 4. Chem 101-102 Home Ec. Chemistry - to Chem 101-102 Chemistry for Home Economics and Health Professions I-II. 5. Bus 221 Introduction to Accounting, from 5 clock hours and 3 cr., to 4 clock hours and 4 cr. 6. Bus 251 Intermediate Accounting, from 5 clock hours and 3 cr., to 3 clock hours and 3 cr. 7. HE 453 Mat. & Meth. in Teaching Home Economics, 2 cr. to 3 cr. 8. HE 452 Vocational Home Economics 2 cr. to 3 cr. 9. HE 454 Adult Home Economics Education, 2 cr. to 3 cr. 10. HE 456 Evaluation in Home Economics, 2 cr. to 3 cr. 11. HE 421 Pre-School Education, ages 2-5 yrs., Pre-R. Psy 201, Psy 353, HE 218, and HE 412, 4 cr. - to HE Ed 347 Pre-School Education, ages 2-5 yrs., Pre-R. Psy 201 and HE Ed 218, 3 cr. 12. HE 422 Early Childhood Education - Equipment and Materials, Pre.-R. Psy 201, Psy 353, HE 218 and HE 412, 2 cr. - to HE Ed 458 Early Childhood Education - Equipment and Materials, Pre.-R. Psy 201, and HE 218, 3 cr.

"C. New Courses. 1. Chem 343 Physical Chemistry I Laboratory, 1 cr., 3 hour laboratory. 2. Chem 344 Physical Chemistry II Laboratory, 1 cr., 3 hour laboratory. 3. Soc 471-472 Field Work Pre-seminar in Sociology, 2-3 cr. 4. Anthro 233 Cultural Symbolism I: Language and Culture, 3 cr. 5. Hist 345 History of the U. S., 1876-1900, 3 cr. 6. SpE 455 Directed Activities 1-3 cr. (18 clock hours of work with children per credit hour). 7. SpE 460 Selected Problems in Special Ed. 1-3 cr. (15 clock hours per credit). 8. SpE 465 Education for Children with Learning Disabilities, 3 cr. 9. SpE 466 Teaching the Trainable Mentally Retarded, 3 cr. 10. HE Ed 250 Introduction to Teaching Vocational Home Economics Education, 3 cr. 11. HE Ed 350 Methods of Teaching and School Law in Vocational Home Economics Education, 3 cr. 12. Math 377 Abstract Algebra II, 3 sh. 13. Math 421 Intro. to Topology, 3 s.h. 14. Math 371 Linear Algebra, 3 s.h. 15. Math 365 Mathematical Statistics II, 3 s.h. 16. Math (No. to be designated later) Complex Variable Theory I, 3 s.h. 17. Math (No. to be designated later) Complex Variable Theory II, 3 s.h. 18. Chem 323 Analytical Method, 4 s.h. 19. Phil 420 Metaphysics, 3 s.h. 20. Phil 421 Epistemology, 3 s.h. 21. Span 363-4 Development of Spanish-American Culture and Literature I and II, 3 s.h. each. 22. E1 330 Problems in Elementary Education, 3 s.h. (Summer)

"D. Course Deletions. 1. Chinese I & II, effective 1971-72. 2. Chinese III & IV, effective 1972-1973. 3. Math 253 Theory of Equations, 3 s.h.

"E. Major Sequences. 1. It is recommended that a major requirement in Political Science be changed from 27 to 30 s.h. 2. Marketing Sequence in Business Management Department a. Course currently required - Bus 233 Marketing, 3 cr. b. Courses currently offered as electives (1) BM 434 Principles in Advertising, 3 cr. (2) BM 438 Marketing Research, 3 cr. (3) Bus 332 Retail Management, 3 cr. c. New courses proposed to complete a Marketing major (1) BM 331 Consumer Behavior, 3 cr. (2) BM 332 Marketing Management, 3 cr. (3) BM 433 International Marketing, 3 cr. (4) Seminar in Current Marketing Problems, 3 cr. d. The student will take 9 s.h. of electives in addition to the 24 s.h. listed above to complete the requirements of a Marketing major.

"3. Finance Sequence. a. Courses currently required of all BM students: (1) BM 241 Finance, 3 cr. (2) Econ 325 Monetary Economics, 3 cr. b. Courses currently offered as electives: (1) BM 380 Principles in Investment, 3 cr. (2) BM 382 Principles of Real Estate, 3 cr. c. Course currently offered, but deleted by this sequence - BM 381 Principles of Insurance, 3 cr. d. New courses proposed to complete a Finance major: (1) BM 381 Insurance I, 3 cr. (2) BM 383 Insurance II, 3 cr. (3) BM 385 Securities and Commodities Markets, 3 cr. (4) BM 480 Investment Analysis, 3 cr. (5) BM 485 Financial Institutions and Markets, 3 cr. e. The student will take 6 s.h. of electives in addition to the 27 s.h. listed above to complete the requirements of a Finance major.

"4. Personnel Management Sequence. a. Courses currently required: (1) Soc 151 Intro to Sociology, 3 cr. (2) Psy 201 Gen Psych, 3 cr. (3) BM 201 Personnel Management, 3 cr. (4) Econ 330 Industrial and Labor Relations, 3 cr. b. Courses currently offered: (1) Psy 481 Industrial Psychology, 3 cr. (2) Soc 340 Industrial Sociology, 3 cr. c. New courses proposed: (1) BM 301 Training Management, 3 cr. (2) BM 401 Case Studies in Personnel Management, 3 cr. d. The student will take 18 s.h. of electives in addition to the 24 listed above to complete the requirements for a Personnel Management major.

"5. Mathematics Arts and Sciences Proposal. A major in mathematics in the School of Arts and Sciences requires a minimum of 36 credits in addition to Computer Science 110. I. Core Program. Math 111, 113, 115 Calculus I, II, and III - 12 credits; Math 231 Introduction to Algebraic Structures - 3 credits; \*Math 233 Introduction to Linear Algebra - 3 credits. II. Six credits in the following: Math 381 Advanced Calculus I - 3 credits; Math 376 Abstract Algebra I - 3 credits. III. At least 3 credits in one of the following: Math 382 Advanced Calculus II - 3 credits; \*Math 377 Abstract Algebra II - 3 credits; \*Math 421 Introduction to Topology - 3 credits. IV. At least sufficient credits in the following courses to meet the minimum requirement of 36 credits: Math 371 Linear Algebra - 3 credits; Math 355 Geometry I - 3 credits; Math 356 Geometry II - 3 credits; Math 361 Differential Equations (Ordinary) - 3 credits; Math 363 Probability (formerly Math. Stat. I) - 3 credits; Math 364 Mathematical Statistics I (formerly Math Stat I) - 3 credits; \*Math 365 Mathematical Statistics II - 3 credits; \*Complex Variable Theory I - 3 credits; \*Complex Variable Theory II - 3 credits; Math 341 Elementary Number Theory - 3 credits. It is strongly recommended that each mathematics major take two of the three courses in III, one of the two being Topology. It is further recommended that students who intend to take graduate courses in mathematics check the requirements for entrance to their intended school of graduate study where this is possible or for guidance in choosing courses from IV. \*Numbers to be assigned."

Francis McGovern, Chairman, reported for Committee D (Academic Standards). He said the committee had met five times in preparation of the items mainly through subcommittees and felt the items were worthwhile of approval. He moved and Dorothy F. Lucker seconded to adopt 1 and Inclosure #1. It was asked what "WP" and "WF" would accomplish. McGovern said the registrar was a member of the committee and was to take care of the matter of how the computer center would handle "WP" and "WF." There is a period of up to six weeks during which a student can withdraw. For the remainder of the semester there are three reasons

why students can withdraw. The Dean of Students said he had difficulty in making necessary decisions. This is designed to establish a more flexible system for the student to withdraw with those closer to the students making the decision.

Woodard said what if a student in the fourth week has mononucleosis and then has to withdraw a few weeks later when the "WP" and "WF" come into effect. Ianni said he can get a "WP" or "WF." If he hasn't taken any test he could be considered to be a "WP." McGovern said this gives the instructor the choice, as the committee thought it should be. Harold S. Orendorff said the Dean of Students had difficulty making the decisions and this assists him by having the instructor making the decision. A question was called and the motion carried to approve:

"1. The accompanying document 'Policy on Withdrawals from the University' (see Enclosure #1, to become effective with the opening of the Fall Semester 1971.

"Policy on Withdrawals from the University. (To be distinguished from discrete course withdrawals) 1. Students officially withdrawing from the University during the first six weeks of any semester should be assigned a "W" grade for all courses being taken at the time of withdrawal. 2. Students withdrawing from the University -- for any reason -- from the seventh week up to the last two weeks of regularly scheduled classes should be given a WP or WF in each course being taken; the evaluations to be made by each of the student's instructors. Computer facilities will now permit the recording of WP's and WF's. WP's and WF's will be recorded but will not be used in quality point average computation. 3. Students withdrawing from the University -- for any reason -- within the last two weeks of regularly scheduled classes should be given either a WP or an F in each course as evaluated by the instructor. The grade of F obtained in this manner would be used in the computation of a quality point average as is an F earned by a student who does not withdraw from the University. 4. Students withdrawing from the University during any but the last week of a summer session should be entitled to the considerations given in Step 2. 5. Students withdrawing from the University during the last week of any summer session should be entitled to the consideration given in Step 3. Note: It is recognized by this committee that the 'last week of a summer session' is not equitable in time to 'the last 2 weeks of regularly scheduled classes.' We suggest this arbitrary cut off for summer school on these grounds: 1. Dr. Hadley has assured us that the number of students who withdraw from the University while taking a summer program is very small. 2. Since the University has 3, 4, and 6 week programs in the summer, cut-off dates would vary depending upon the length of the program in which the student is enrolled. To establish such dates would be very complex and, in our opinion, very impractical."

McGovern moved and Gary L. Buckwälder seconded to accept item 2 and Inclosure #2. McGovern said this was published in the Faculty News and then was revised according to the reaction of the faculty. A question was called and the motion carried to approve:

"2. The accompanying document 'Guidelines for Examinations for Credit and/or Exemption (see Enclosure #2), to become effective upon approval by the Board of Trustees: All departments that wish to grant credit and/or exemption should use, whenever possible, tests for which national norms are available; e.g.: (1) The College Level Examination Program (CLEP) of the College Entrance Examination Board. (2) The Advanced Placement Program of the College Entrance Examination Board. (3) Testing Programs of Professional Societies. On the basis of established norms and with the concurrence of the Dean of the School in which the student is enrolled and the Dean of Academic Affairs, each department may determine minimum scores necessary to permit the granting of credit and/or exemption. If no suitable test with national norms is available for a course, the department may offer credit and/or exemption based on departmentally-constructed tests subject to the approval of the Dean of the School in which the student is enrolled and the Dean of Academic Affairs. When a student receives credit for a course by examination, the credit will be applied to his graduation requirements just as though the course had been taken. If a student is just granted exemption from a course, he will be permitted to take a free elective in place of that course. Courses for which credit and/or exemption are awarded by examination will not be used in the determination of quality point averages."

McGovern said item 3 was an attempt to close a gap in the present policy of pass-fail. There is no present reference to the summer session and this would give the opportunity of taking a pass-fail course in the summer. He moved and Dorothy F. Lucker second to accept item 3. James W. Laughlin asked about adjunct students who come to summer school. McGovern said this would be available to adjunct students and they would have to determine how their parent institution would accept the course. A question was called and the motion carried to approve:

"Re Pass-Fail during Summer Sessions: That the Summer Sessions consisting of Pre, Main, and Post Sessions, collectively or in any combination, be considered a unit similar to a regular semester for Pass-Fail purposes, and that a student be permitted to take only one course during the summer on a Pass-Fail basis. This policy will become effective as soon as practicable."



McGovern said item 4 was discussed in the Penn. This item was looked upon as an item of considerable change in policy and was tabled at the meeting where it was presented so it might be carefully studied. Thirty institutions in the area and the thirteen sister institutions (72%) are shown to have a lower academic requirement for freshmen than Indiana--1.6. Items a-b-c were to help to show how the item is to be implemented. He then moved and Dale E. Landon seconded to accept item 4 a-b-c. James W. Laughlin then requested permission to read a statement concerning the item. It was granted and after the statement was read he moved to table the item. James L. Gray seconded. Ianni said the motion to table was non-debatable and a question was called. The motion was defeated.

Bernard T. Gillis said he was not against the many ideal situations Laughlin gave but there are many other situations that must be handled. Dale E. Landon moved to the previous question and Myron H. Levenson seconded. Ianni said this requires a two-thirds majority in order to pass. James L. Gray said he did not think a response was made to the main points Laughlin made with regard to freshmen. McGovern said the 1.6 to 1.8 has no reference with regard to transfer of department and thus it has no reference to the items of 1.6 versus 1.8. A student observer said he has been following the activities of the committee with regard to this item. The deans did not determine why the students did not achieve the required grade average needed. A trend analysis should be made and the matter studied further. The students might be considered to be denied an academic due proces. He felt that the item should be rejected in due consideration of the students.

Wallace F. Morrell said that something that has not been mentioned yet is that coming up for the Senate's decision is the matter of taking a subject over and getting the credit for the higher grade and not the lower grade. This item of 1.8 could be accepted when this matter is considered. S. Trevor Hadley said he was not opposed to 1.8, but as it is given in the report. When a freshman come in and has a physics and math major and does poorly he needs a break. Woodard said he knew some students who did poorly and then were out of school. They came back later and were successful. He said there should be some provision to give the student some time to bring up his average.

Smith said he found it difficult to tell a student who is a junior that he is not going to make it. He wondered how they got so far. He thought the place to tell the students they are not going to make it well before their junior year. Laughlin said he was not saying that they should keep a student with a low average. A student at the end of the second semester who does not have a required average should leave. This does not have to be permanent, but would give the student some time off. Gary L. Buckwalter asked if the deans with the recommendation of the department chairmen would have the authority to make exceptions in individual cases. McGovern said this was not discussed and the policy does not refer to the item of exceptions.

Marshall G. Flamm asked what are cut-off standards, under what conditions does a student deserve to be an exception to the cut-off standards, and how can we tell the students soon enough about this area. He thought there should be a change in the advisory system. Jack L. Thompson said he was not in favor of a determination being made more often. The Computer Center, of course, was capable of doing the work to compute the student's status more often. Hadley said they were originally told by the Computer Center (pre-Thompson) that the Computer Center could not do the work of determining cumulative grade-point averages after each semester.

John Chellman said he wanted to read a prepared statement. He said he was chairman of the subcommittee that considered the matter. He suggested 1.6 after the first semester, 1.8 after the third semester, and 2.0 at the end of the fourth. There was a call for a question on item 4. The motion carried to approve:

"4. Effective in the summer of 1971, for incoming freshmen only, a cumulative grade point average of 1.80 will be required at the completion of the first full-time academic year in attendance. A cumulative grade point average of 2.0 will be required for the remaining years in attendance as an undergraduate student. To achieve the stipulated grade point average, the immediately subsequent Pre and Main Summer sessions may be used. Accompanying recommendations to ensure equitable implementation: (a) that a letter be sent to all incoming students informing them of the new policy; (b) that a statement be inserted in the latest University Undergraduate Bulletin announcing the new policy; (c) that announcement of the new policy be given the highest priority during Freshman Orientation Week.

Richard Hazley moved to recess and meet within a week's time. It was seconded by Gary L. Buckwalter and the motion carried.

McGovern added a remark that at 2:00 p.m. the committee received a report from the subcommittee concerning a modification of the policy statement with regard to enclosure #3. There was no change in the thinking of the subcommittee. Adjustments were being made in the phrasing for clarification. The meeting was then recessed.

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The meeting of April 27, 1971, that had been recessed was called back to order by the Vice Chairman, Lawrence A. Ianni, at 4:00 p.m. on Tuesday, May 4, 1971, in Pratt Auditorium. A quorum was present. Student Government representatives were present.

Francis G. McGovern, Chairman of Committee D (Academic Standards) continued with the committee report. He moved to the last item on the report, unnumbered, and moved to accept. Edward Hauck seconded the motion, a question was called, and the item was approved:

"The committee made extensive analysis of conversion of the present course grading system to a decimal system, i.e., 4.0, 3.5, 3.0, 2.5, 2.0, etc. in place of the existing 4.0, 3.0, 2.0, etc. On the basis of its findings the committee recommends that such decimal grading not be adopted."

Items 8 and 9 were presented as a unit as they are closely related. The item is related to residency which necessitated a statement. It was anticipated that there would be additional transfers from the two-year and community campuses. After a careful and detailed analysis of the matter of a second degree the committee felt that there should be a statement with regard to this matter. However, the committee also realized that there should be a provision for exceptions in some very special cases. The policy statement was as clear as the committee could state it. McGovern moved and Bernard T. Gillis seconded to adopt items 8 and 9. Goodrich asked why couldn't the statement say "any" academic degree. What was the difference between 8 and 9? McGovern said 9 refers to a second degree for persons who got a degree from another institution or got his first degree from Indiana and wanted to get a second degree here. A question was called and the vote approved:

"8. Rē Residence Requirement: In order to qualify for a first baccalaureate degree a student shall be required to earn the last 30 credits in his curriculum by enrollment in courses at Indiana University of Pennsylvania. (Effective upon approval by the Board of Trustees.)

"9. Rē Requirements for a Second Baccalaureate Degree: In order to receive a subsequent baccalaureate degree, a graduate of Indiana University of Pennsylvania or another accredited college or university must earn at least 30 additional credits by enrollment in courses at Indiana University of Pennsylvania which are approved by the Department and the School in which the subsequent degree is earned. In addition, the student must meet all degree requirements of the Department and the School in which the degree is earned. (Effective upon approval by the Board of Trustees.)"

McGovern made two comments with regard to item 7. The committee was aware of the concern of many people with regard to optional attendance. The second part of the statement is to describe optional attendance to freshmen. He moved and Edward Hauck seconded to accept item 7. John W. Reid said he would like to enter a word of demurrer. Attendance seems to be currently a dirty word about campus. He felt that there is a definite relationship between attendance and class achievement. Lorrie J. Bright said he felt there should be additional public discussion of the matter before there is an extension of the privilege. McGovern said there was a lot of concern by both faculty and students this first year with regard to this matter of optional attendance. The subcommittee felt that there was no real concern about optional attendance. By far and large class attendance has stayed about the same. There was fear of a mass exodus from classes which did not develop.

Ivo Omrcanin said he would like to know what was meant by "mass exodus" and whether the subcommittee had checked Saturday classes. He said he felt he was inordinately penalized with Saturday classes and had the problem of attendance on Saturdays. Bernard T. Gillis said he hoped that the large majority of the faculty do not look at their teaching as a penalty in any way. The policy of Committee D is that the faculty member sets his objectives clearly and it is the responsibility of the students to meet these objectives.

James W. Laughlin said he felt that the institution had an obligation to let the entering freshmen know what the obligations are during the first year. Many of these students are under 17 years of age and it is the responsibility of the institution to give relevancy to its programs. McGovern said the subcommittee considered the views of all persons who made recommendations to the committee and considered the philosophy of the matter. Dale E. Landon asked what the opinion of the subcommittee was with regard to attendance just before and just after vacations. McGovern said there could have been double cuts both before and after vacations but the committee felt that this would not accomplish much. Edward Hauck said he had some concern with this area. He felt that the assumption that students were using the library when not attending classes is not what is happening.

Don-Chean Chu said he did not think the word "fear" should be used when discussing something in the area of education. Lorrie J. Bright said he would like to comment that everything we want students to get from a course can be written on paper. Optional attendance drives a further wedge between the professor and the students. He felt there should be further discussion. Ianni asked what effect the rejection of the item would have. McGovern said the item merely extended optional attendance to freshmen and clarified a few details.

... said the remarks should thus be kept with regard to extending optional attendance to freshmen and not on the merits of the policy. Lewis H. Shaffer said there are about five persons wishing they were sitting in the chairs of each freshman we have. The University was now at the stage where we can easily compute anything we want. We should try to find a way of bringing in twice as many freshmen or cut the faculty in half. Irwin M. Marcus said there has been no proof of the merit of optional attendance policy nor has there been any proof of the opposite. The policy of optional attendance puts the obligation on the students. High-quality performance is compatible with optional attendance. Thomas D. Goodrich said he felt optional or compulsory attendance should be at the discretion of the instructor. Perhaps there should be compulsory attendance with regard to theater or band. There should be more flexibility in the hands of the instructor.

Gillis said there is provision for this in the statement in 1 c. Ralph M. Glott asked if this meant that each department can set its own policy. McGovern said it could under the provisions of the policy. Merle E. Stillwell said he felt freshmen were immature enough to benefit from compulsory attendance. Charles D. Cashdollar said he did not think optional class attendance invites non-attendance. Laughlin asked what reason caused the matter to be brought up--administrative expediency. Bright said it is a matter of what benefit the University would gain from optional attendance for freshmen. McGovern said this would extend the policy to all students. Some professors do not know which students are freshmen.

John E. Merryman said he was not in favor of the policy if departments can make their own decisions. He felt a study should be done to investigate the matter. In Abington about one-fourth of the class week for seniors is given to them to do as they wish. Frank Ross said he would like to know how requiring attendance will make a freshman more mature. Merryman asked if it were possible to separate the extension to freshmen from the clarification section. Ianni said it is possible to subdivide the motion. Donald J. Ballas asked what happens if a professor goes to a class and finds no students. Does he teach the class? Does he need a quorum? What is his pay status. Gillis said if one student who paid his tuition is present, the instructor should teach the course. A question was called on item 7, inclosure #4. The motion carried and approved:

"7. The accompanying document 'Class Attendance' (see Enclosure #4), to become effective September 1, 1971.

"Class Attendance. 1. Following are statements of policy regarding class attendance:  
A. Course offerings shall be presented in a manner consonant with the purposes of the University as set forth in the University Bulletin. Within such school and departmental guidelines as may be announced, the instructor is expected to establish those requirements which he deems necessary and appropriate for student accomplishment in attainment of course objectives; to develop a system for continuous evaluation of student performance toward achievement of the objectives of each course, to include such factors as class preparation, class participation, skill development, effectiveness of oral presentations and/or written reports, quiz grades, and test and final examination scores; and, for the benefit of the student, to place class attendance in perspective with attainment of overall course and program objectives. Under no circumstances shall class attendance, per se, be used as a basis for awarding or altering a grade in a course. It is the prerogative of the instructor to administer unannounced quizzes as part of the student evaluation process, and to pass judgment on the merits of all cases involving late class submissions and class requirements missed by the student. Questions arising in all matters of grades shall be dealt with through departmental channels.

"B. Class attendance and class participation beyond mere physical presence are essential for maximum educational advantage and are strongly encouraged. Responsibility for all course material rests entirely with the student whether or not he attends each class. The student is expected to know and remain informed of requirements for successful completion of the courses in which he is enrolled, and to meet these requirements to the best of his ability in accordance with the schedule of instruction of each of his particular courses. Under no circumstances shall class attendance, per se, be used as a basis for awarding or altering a grade in a course. Course grades will be based on such factors as class preparation, class participation, skill development, effectiveness of oral presentations and/or written reports, quiz grades, and test and final examination scores.

"C. The foregoing statements shall not modify the prerogative of each school to establish policy for attendance at and make-up of tests and examinations, and for deadlines for reports and specific school or course requirements, nor shall they alter the prerogative of the University to establish periods of mandatory class attendance for the purpose of stabilizing course enrollments.

"2. Committee D recommends that: A. The position enunciated in the above paragraphs be adopted as University policy; B. Optional class attendance be extended to all classifications of students; and that, C. Contingent upon the approval of recommendations 2A and 2B: (1) The policy become effective September 1, 1971; (2) The statement of policy, paragraphs 1A, 1B, and 1C, be included in the Adviser's Handbook and the Administrative Manual, and be published in the Faculty News; (3) The statements in paragraph 1A be sent to the deans of the

undergraduate schools for guidance and implementation; (4) The statements in paragraphs 1B and 1C be included in the University Bulletin, and be published in The Penn and the Daily Bulletin; (5) The entry 'Irregular Attendance - Number of Absences', now listed on the D and F report form as a factor contributing to grade, be ignored, and that (6) The use of excuse blanks in connection with make-up procedures be the prerogative of each school."

McGovern said the subcommittee found much support for item 6. The students wanted some type of notification of their academic status and wished some type of a notification system continued. The committee felt a policy should be formulated with regard to this matter. McGovern moved and Richard D. Magee seconded to accept item 6. James L. Gray thought it interesting that freshmen should be mature enough to know whether or not they should attend classes but they were not mature with regard to knowing their progress in the course. He did not like the additional administrative work of looking up the adviser of the student to send him an academic report at the middle of the term. McGovern said the committee recognized that there was a administrative burden on the instructor and considered this as the main problem. The present advisory system, unfortunately, was not working. There is a problem in trying to find addresses of certain students. The committee felt there was a basic deficiency in using the adviser in getting the report notices to the students. The committee felt the instructor could give these reports out in class.

Miller asked what happens if the student is not present in the class. McGovern said the professor would have the obligation of mailing the report for the students who were absent. Miller said the Computer Center could adopt a procedure of preparing a preliminary grade report at the middle of the semester in about a year. George T. Wiley asked what happens if a professor forgets to give a D & F report or the student is not in attendance to get the report. If the student gets an F at the end of the course, what effect does this have with regard to due process? McGovern said the only answer he could give is that the student is responsible to keep informed of his status in the course. Lorrie J. Bright said he did not think he should have to track down someone who does not attend classes to notify him of his status in the class. He thought it should be satisfactory to just issue the reports in class to those who are in attendance.

William R. Smith said D & F reports should be passed out on a specific date and it should be the responsibility of the students to attend on that date. Ronald L. Marks asked whether a person has to give a D & F report to fail a student. Ianni said the answer was negative. However, some students who failed at the end of the semester said they were not aware of their status during the semester. Thomas D. Goodrich said he did not favor D & F reports. He felt the students should consult the instructor. The only valid reason for the reports was for the administration to defend the bad grades to parents. McGovern said there was some administrative convenience to the policy but this was not the overriding factor. The students want the D & F reports. Miller said the more he heard of the debate the more he was dissatisfied with the wording of the statement. He then moved to separate the phrase "or mailed to him by the instructor" in 6B after the word "student." John E. Merryman seconded. William Smith asked if this wouldn't in effect be an amendment. Ianni said he would rule that this was a proper subdivision. A vote was taken on the subdivision and it was defeated. Robert M. Hofmann moved to subdivide the entire item B and it was seconded by Douglas A. Ross. A vote was taken and the motion failed. A question was then called on the main motion (entire paragraph 6) and it was defeated by 23 for and 27 against.

McGovern said for item 5 a revised copy of Enclosure #3 was mailed to faculty and the items that were revised are in italics. He moved and Bernard T. Gillis seconded to accept the item. S. Trevor Hadley spoke against the motion. He did not feel that it was educationally sound to encourage students to repeat courses. It was also unfair to give a C to a person who took the course for the second time around the same as a person who took it once. William E. Dietrich, Jr. said he promised the committee that he would make a clear statement that could be placed in the catalog. This was not possible in time for the entire committee to consider it. He then read the revised statement.

Douglas A. Ross said even though the item was difficult to read it was a step in the right direction. Some students benefit from being slowed down by repeating a course. Some students can finish in three years and some need five years instead of the traditional four years. Students should be evaluated at the highest level of their achievement and the earlier and lower achievement should be obliterated from the transcript. Someone asked what happens if a person attempts a course twice and gets two F's? Are both groups of credit counted? Dietrich said all records would be evaluated under this policy, if it is approved, as of September 1, 1971. He felt this was the intent of the committee. Ianni said this should be specific--is this or is this not the intent of the committee? McGovern said he would like the record to show that the document as presented in the agenda is exactly the statement presented to him as chairman of Committee D by the chairman of the subcommittee.

Wiley asked why the repeat is allowed only for D's and F's. Why not permit other grades to be repeated for academic reasons? George A. W. Stouffer, Jr. said no grades would be removed from the academic record. Gillis said he realized that there was difficulty in understanding the wording of the item. This is a reversion to a policy that was formerly the policy of the University. He did not know of any institution which removes former grades.



Carl P. Oakes said that prior to September 1968 we had the system presented here. In September 1968 he thought it was the Academic Council which initiated the policy under which the University now operated. Nothing about the transcript is mentioned in the item. Thompson said he felt the intent of the committee should be documented so that there will be no question in the future of what the intention exactly was. Irwin M. Marcus moved to close debate and Dale E. Landon seconded. The motion carried. A vote was then taken to adopt item 5, Enclosure #3 (revised). It was defeated with 8 for and 34 against. McGovern said he wanted the record to show that he commended the members of Committee D for their work.

Bernard T. Gillis, Chairman, reported for Committee E (Faculty Tenure, Etc.) and moved the acceptance of the report. Dale E. Landon Seconded. A question was called and the following was accepted:

"Meeting of Jan 29, 1971: 1. 81 nominations for merit increases received and considered. 2. 53 merit increases awarded. 3. 19 nominees not recommended by the Committee. 4. 4 nominees ineligible. 5. 110 individuals advanced from Step E to F. 6. 49 individuals advanced from Step F to G. 7. 30 individuals not recommended for salary scale increments for reasons including on leave without pay, unsatisfactory reports, leaving, temporary appointments, full-time to part-time, contract withheld, released, retired, or part-time. Meeting of Jan 12, 1971: 1. 15 applications for Out-Service Grants were reviewed. Six nominees were placed in rank order with grants to be awarded as funds are available. 2. 38 applications for sabbatical leaves were received. 32 nominees were placed in rank order with leaves to be awarded as funds are available."

George T. Wiley reported for Committee F (Graduate Council). He moved and Woodard seconded to approve the report. A question was called and the motion carried:

"At its regular meeting in February, March and April the Graduate Council took the following action: (1) Received the final report of the Middle States Association evaluation team which had studied the two doctoral programs presently in operation. (2) Approved conditionally a new graduate program leading to the Master of Arts degree in Psychology with concentrations in General Experimental Psychology and Clinical Psychology. (3) Approved under the programs of the Department of Counselor Education four new graduate courses in Student Personnel Services in Higher Education. (4) Approved a new graduate course in Geography, Geog 514 Quantitative Techniques in Geography (two credits). (5) Approved a new course Ed 514 Comparative Foundations of Education as an elective offering in the service area of graduate education. (6) Approved the document officially governing Graduate Student Rights and Responsibilities. (Copies of this document are available to all interested parties in the Graduate School offices.)

"(7) Approved the transfer from the Department of Mathematics to the newly formed Department of Computer Science the following courses:

Old Course (to be deleted)	New Course (to be added)
Math 501 Digital Computer Programming	CSci 501 Computer Programming for Research
Math 502 Digital Computers and Compiler Systems	CSci 502 Computers in Education
Math 503 Seminar: Computer Applications for Research	CSci 510 Numerical Analysis I
Math 507 Numerical Analysis	CSci 511 Numerical Analysis II

"Approved the following changes in the graduate offerings of the Department of Educational Psychology: 1. delete Ed Psy 515 Individual Psychometrics and Clinical Evaluation IV; 2. change Ed Psy 506 Advanced Educational Tests and Measurements and Ed Psy 518 Interpretation of Psy. Tests for Reading Specialists to Ed Psy 518 Interpretation of Educational and Psychological Tests. 3. change Ed Psy 550 Clinical Practicum to Ed Psy 550 Internship I; change Ed Psy 551 Advanced Practicum to Ed Psy 551 Internship II; change Ed Psy 561 Seminar in Inter-Disciplinary Coordination and Communication to Ed Psy 561 Group Dynamics in Education. (9) Approved the request of the Department of Elementary Education to delete #1 549 Methods and Materials in Pre-School Education and add El 560 Early Childhood Techniques and Resources, El 561 Early Childhood Philosophy and Principles, El 562 Early Childhood Curriculum and Principles, El 563 Early Childhood Assessment Tools and Evaluative Techniques, and El 564 Early Childhood Field Study Experiences."

There was no report from Committee G (Research). S. Trevor Hadley, Chairman, reported for Committee H (Student Affairs and Athletics) and moved approval of the entire report. Isadore R. Lenglet seconded. William B. Dietrich, Jr. began the discussion on intervisitation rules and regulations and gave a minority report. Marshall G. Flamm moved, Robert M. Holmann seconded, and it carried to recess until Thursday as a class was scheduled for the auditorium at 6:00 p.m. (NOTE: The continuing meeting did not develop because of a lack of a quorum on the next Thursday.)

Respectfully submitted,

*John A. Pollock*  
Secretary

Upon a motion duly seconded and carried by unanimous vote, the actions of the University Senate taken at its meetings on April 21, 1971, and May 4, 1971, were approved by the Board of Trustees at its meeting held on May 21, 1971.