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## **Fort Hays State University Faculty Senate Minutes, February 3, 1960**

FHSU Faculty Senate

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RECOMMENDED: Students who are deficient in English required to enroll in English 1, 3 cr. hrs, meet five class periods per week.  
English Proficiency Testing. Letter from Dr. Coder.

Minutes of the meeting of the Faculty Senate, Wednesday, February 3, 1960  
at 4:00 p.m. in the Dean's Office.

Members present: Mr. Dalton, Dr. Coder, Mrs. Bogart, Dr. Craine, Mr. Friesner,  
Dr. Garwood, Dr. Herren, Dr. Parish, Mr. Toalson, and Dr.  
McCartney, Chairman

Members absent: Dr. Martin, Dr. Moreland.

The meeting was called to order by the chairman, Dr. McCartney.

Faculty Meetings: The following report on the questionnaire concerning general  
faculty meetings was presented: (Statements and replies are given.)

- I. We need to recall that the faculty itself insisted, a few years ago,  
that policy-setting measures approved by the Faculty Senate should be  
reviewed and given final disposition by the total faculty. Do you now  
feel that these matters could safely be trusted to the considered judgment  
of your elected representatives only:

Yes - 66  
No - 47

1. Do you think that the Faculty Bulletin furnishes adequate communication  
between the administration and the faculty?

Yes - 71  
No - 40

2. How often should general faculty meetings be held:

A. Nine times per school year.	
B. Seven (7) times per school year	Replies:
C. Four (4) times per school year	C - 22
D. Two (2) times per school year	D - 11
E. When necessary	E - 84
F. Never	

3. If you favor occasional faculty meetings, what procedure do you suggest  
that we follow

- a. In the matter of requiring attendance?  
b. In the planning of programs and the presentation of  
matters which necessitate general consideration?

Replies:

If meetings are called for specific problems, attendance  
should be required.  
If meetings are of a general nature, attendance should not  
be required.  
Attendance at faculty meetings should not be checked.

## Faculty Senate Minutes

Feb. 3, 1960

- 2 -

**English Deficiency:** The method of handling the problem of students deficient in English was presented for consideration. This problem was discussed at the last two meetings of the Senate. Probably the best solution is that these students should be enrolled in English 1 for three credit hours and meet in class five times a week. The basic English material could be covered in the two additional class meetings which this gives. This plan would seem to be better for the athlete. It was asked if these sections would be scheduled for five days a week at the same hour or would the two additional class meetings be at some other hour. The details of the scheduling and planning for this should be worked out by the English staff. The instructors who teach these courses should be given credit for five credit hours of teaching in their teaching load reports.

**RECOMMENDATION:** It was recommended that those students who are deficient in English are to be required to enroll in English 1, three credit hours, and meet for five class periods per week. Plans of scheduling, etc., to be developed by the English Department. Seconded and carried.

It was the consensus of the Senate that the Basic Mathematics course would not be changed at this time. It was stated again that those students who are deficient in both English and mathematics should not be enrolled in both courses in the first semester. The mathematics should be deferred until the second semester if the student is required to take the English course.

**English Proficiency Testing:** The following letter regarding the English Proficiency Test was read:

"To: Faculty Senate

"From: Dr. Coder

"In view of the recent discussion of the English Proficiency Test, the English Department has discussed the problem and has the following to say about it.

"The Proficiency Test has become a burden to the college and to the department because of the large numbers taking it at one time (346 is the largest group so far), requiring six or seven rooms, an equal number of supervisors, and many more graders. There are some in the department who feel that a high percentage of the students don't need testing, either because they know composition very well, or because they don't know it well enough to pass. The former should be passed and the latter placed in remedial sections. There are others who feel that a grade index should be set above which students would be excused from the test. Some feel that the test is a college requirement and should not be a part of the English Department's problems.

"From these considerations, the department wishes to make the following proposal for the disposition of the Proficiency Test:

- "1. That the Proficiency Test be made an all-college function under the direction of a committee of representatives from each division. This committee will be a policy-making group.

Faculty Senate Minutes

Feb. 3, 1960

- 3 -

- "2. That the Proficiency Test be administered from a testing center, by numbers instead of names, so as to relieve any one department of final responsibility.
- "3. That the tests be graded by faculty members from all departments and results collected and published from the testing center.
- "4. That the names of the students passing the test be sent to the registrar for placing on the transcript and to such other places as necessary, such as to the committee in charge of selecting candidates for the teaching block.
- "5. That the names of the students failing be sent to all advisers so that they will be enrolled in Expository Writing 51 at the next enrollment period.

Furthermore, the committee for implementing the Proficiency Test will need to decide at what grade index students will be excused and under what conditions they will need to be placed in a remedial course. In addition, any plan for operating a testing center will require personnel and room, a place for giving the test, and equipment for keeping records of the tests; and, finally, the committee must adopt a philosophy for the test that will be wholesome for the whole college.

"This proposal is made for the Faculty Senate's use in discussion of the problem."

This plan was discussed. Mrs. Bogart stated that probably the most valuable thing which students learn from the Expository Writing course is whether they are equipped to do graduate work, particularly whether they would be able to write the thesis.

It was suggested that this should be discussed at the next meeting, and that at that time the Lawrence College plan should be presented.

The meeting adjourned at 5:20 p.m.

E. R. McCartney, Chairman

S. V. Dalton, Secretary.