

Youngstown State University—an urban research university—emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

**ACADEMIC SENATE
MINUTES**

Wednesday, February 14, 2018 at 4:00 P.M. · Room 132 · DeBartolo Hall

- 1. [4:05 PM] Call to Order**
- 2. Minutes from December 6, 2017 meeting approved**– The minutes can be downloaded at the following URL: http://academicssenate.yosu.edu/?page_id=61
- 3. Senate Executive Committee Report** – Chet Cooper, Senate Chair
 - Reminder of Inner Circle Social Hour will occur after Senate meeting
 - Items received after agenda deadline will no longer be accepted
 - March Senate meeting will be March 14 to observe Spring Break
- 4. Ohio Faculty Council Report** – Chet Cooper, Senate Chair
 - There is a proposal on the State House floor to overhaul of Ohio’s educational government structure — transferring powers from the State Board of Education and state superintendent to a new cabinet-level position. The Department of Education, Department of Higher Education, and the Office of Workforce Transformation would all be combined into one new agency. It would effectively have a single system that integrated/oversaw pre-K through PhD studies (instead of K-12 and post-secondary)
 -
- 5. Charter and Bylaws Committee**- Amy Flick, Chair- No Report
 - Elections for next year have begun. Please respond to emails from college representatives.
- 6. Report of the Elections and Balloting Committee** (Ken Learman, Chair)- No Report
- 7. Reports from Other Senate Committees**
 - Academic Events Committee– Attachment [1](#)
 - Potential commencement speakers approved
 - Academic Programs Committee – No report
 - Academic Research Committee – No Report
 - Academic Standards Committee– No Report
 - General Education Committee (Joe Palardy, Chair) – Attachment [2](#)
 - Financial Literacy and Title 9 materials will be included in orientation, not FYE moving forward
 - FYE/Orientation courses from other institutions may be equated to the YSU FYE Gen Ed courses. This includes one-hour FYE courses, especially if

there is a career/major focus. Transfer students, returning students, or other students who have completed 45 credit hours may take a Gen Ed elective, a traditional 2-4 hour FYE course, or a 1 hour transfer YSU specific orientation (course to be developed)

- It was asked what the YSU specific course might look like. At this time, there is no specific plan in place yet.
 - It was asked whether the Gen Ed committee had thought of waiving the FYE requirement for students who have completed a certain number of hours. It was explained that in part there was a concern about making sure students have the same number of hours.
 - It was suggested that the Gen Ed committee reconsider that requirements for transfer students.
 - This part will be revisited by the Gen Ed Committee
 - A new presentation will be given on March 14
 - Senate considered the portion about transferring an FYE from another institution.
 - This portion passed
- Honors Committee – No Report
 - Library Committee – No Report
 - Professional Conduct Committee– No Report
 - Student Academic Affairs Committee – No Report
 - Student Academic Grievance Committee– No Report
 - Undergraduate Curriculum Committee– Attachment [3](#)
 - Program Review (Amy Flick, Chair)- No Report

8. Unfinished Business

9. New Business

- HEI (Tom Wakefield)- Attachment [4](#) & [5](#)
 - UCG will consider deleting courses in mass until March 2.
- Conflict of Interest Policy- Martin Abraham
 - Sal Sanders raised concerns about the way the word “value” is being defined in Section C 3 A. This will be addressed with Cindy Kravitz.
- HLC Faculty Accreditation Update (Kevin Ball)
 - Hillary Fuhrman announced the NESSE. This will begin next week.
 - Kevin Ball reviewed results from a student survey
 - The top four categories revealed that students felt that faculty were knowledgeable in their fields, that they are satisfied with progress toward degree, that they were happy with course

content, and that they were placed correctly.

- Lowest: Financial Aid; Availability of Courses
 - This is also reflected in the NESSE data
 - There will be open forums for all of the HLC content areas and the HLC reviewers can ask for 2,3, or 4 meetings if they have questions about any part of the assurance argument.
 - The curriculum management system has gone live. Anyone who will interact with this system will receive an email about dates for user training.
- Research Bias in Research Professorship Vetting Process (Mustansir Mir)
 - There is a concern that the research professorship vetting process is biased in favor of quantitative research. Mike Hripko explained that a rubric is used and proposals are reviewed independently.
 - AJ Sumell said that he has been in discussions about this rubric to make sure it is more considerate of qualitative research. He also recommended a committee comprised of researchers in qualitative and quantitative fields to revise the rubric.
- SGA (Rayann Atway)- Change to Academic Calendar Fall 2019
 - Proposed Changes:
 - Start Date: Aug. 19
 - Labor Day: September 2
 - Fall Break: October 14 and 15
 - Veteran's Day: November 11
 - Thanksgiving: November 27-29
 - Finals: December 9
 - Commencement: December 15
 - It was asked about the shorter winter break. Provost Abraham explained that this change will simplify that issue making us have either 3 or 4 weeks.
 - It was asked how this might impact 8 week courses
 - Motion passed
 - One opposition

10. [5:05 PM] Adjournment

Attachment 1

2017-2018 NOMINATIONS FOR COMMENCEMENT SPEAKERS

1. Marc Malandro

Vice President of Operations, Science at Chan Zuckerberg Initiative

Chan Zuckerberg Initiative

Palo Alto, California

Marc Malandro serves as the Vice President of Operations for Science at the Chan Zuckerberg Initiative, serving as part of the team to partner and support novel advances in scientific research. Researchers around the world are dramatically expanding our understanding of the science behind medicine. To accelerate this progress, we will bring scientists and engineers together in new ways, create computational and experimental tools to empower the scientific community and build a movement to support basic scientific research.

Previously, Dr. Malandro was the Vice Chancellor for Technology Management and Commercialization and the Founding Director of the Innovation Institute at the University of Pittsburgh. The Innovation Institute leverages the University's campus-wide expertise in teaching and supporting entrepreneurship, assisting entrepreneurs, and transforming world-changing Pitt research into innovations with great commercial potential. Under Dr. Malandro's leadership, the University filed over 1,100 new US patent applications, had been granted 609 US issued patents, entered into over 1,203 license agreements and formed 86 companies based on University research. Dr. Malandro still serves as an Adjunct Professor of Bioengineering and Medicine.

Prior to joining the University, Dr. Malandro co-founded Sagres Discovery, a systems biology company focused on the understanding of the molecular basis of cancer, where he served as Vice President of Technology and Strategic Alliances and was involved in all aspects of intellectual property, licensing and alliance management. Marc completed a PhD from Case-Western in 1996, and earned a BS and MS in Biological Sciences from YSU.

Dr. Malandro's expertise is at the interface of science, business and law including technology transfer, commercialization of technologies based on academic research, intellectual property, industry-academia

relations, innovation and entrepreneurship, licensing, new company formation and partnership–alliance management.

2. Sam Grooms:

Chief Executive Officer (CEO) Sam Grooms is responsible for measuring risk, managing growth, and maintaining relationships with Hy-Tek Material Handling’s vendors, bankers, and other valuable business partners.

Based in Columbus, Ohio, Sam Grooms has spent his entire professional career, more than 33 years, at Hy-Tek. Working his way through the ranks from Aftermarket Sales Representative and Capital Sales Representative to Vice President of Integrated Systems, Sam was named CEO in 1997.

Under Sam Grooms’ leadership, Hy-Tek’s revenues have grown nearly seven-fold over the past decade, with sales of \$72 million recorded in 2013. Recognized for his business acumen, Sam has twice been a finalist for Ernst & Young’s Entrepreneur of the Year Award.

As an Employee Stock Ownership Plan (ESOP), Hy-Tek is owned by its associates. CEO Sam Grooms retains one-quarter ownership of the company, with the remaining three-fourths divided among Hy-Tek’s employee-owners.

Active professionally, Sam served on the board of directors of the Material Handling Equipment Distributors Association (MHEDA) from 1994-2002. In addition, he was a member of MHEDA’s executive board, 1995-2002, and served as the association’s youngest ever president in 1999. Grooms served on Key Bank’s Advisory Council as well as NACCO Material Handling Group and Unarco’s Client Advisory Councils.

Sam Grooms holds a Bachelor of Science degree in Business Administration from Youngstown State University.

3. Jameal Tito Brown:

JAMAEL TITO BROWN is a lifelong resident of Youngstown, Ohio. He is the Director of Operations for the Mahoning County Treasurer’s Office, where he manages the day to day operations. Tito is married to Lynette C. Brown, formerly Lynette Frost. They have 5 children, Aaron, Kimberly, Camille & Clarisa, and Quentin. In August, 2011, Tito was appointed to

Youngstown City Council as President of Council. Prior to the appointment, he served as 3rd Ward City Councilman for 3 ½ years. Tito was also a Member of the Youngstown City School Board for 4 years. Tito won the 2017 Democratic primary election for Mayor of the City of Youngstown.

Educational Background

Master Degree in Clinical Counseling, Youngstown State University

Bachelor Degree in Criminal Justice, Youngstown State University

High School Diploma, The Rayen School

Work Experience

Chief Deputy Treasurer, Mahoning County Treasurer Office

Human Relations Director, City of Youngstown (appointed by former Mayor Jay Williams)

Community Organizer, Youngstown State University

Case Worker, Mahoning County Children Services

Political Experience

President, Youngstown City Council

Third Ward Councilman, Youngstown City Council

Campaign Manager, Jay Williams for Mayor

Member, Youngstown Board of Education

Volunteer Service

Board Member, Mahoning Valley Sanitary District

Board Secretary, Wick Neighbors Inc.

Board Chair, Mahoning-Youngstown Community Action Partnership

4. Gary Wagner

Gary Wagner has been named vice president and senior regional officer of the Cincinnati Branch of the Federal Reserve Bank of Cleveland effective October 1, 2016.

Wagner will serve as the Bank's senior official in the Cincinnati region, with responsibility for managing relationships with regional stakeholders, monitoring the region's economic environment, and conducting economic research and analysis.

“Gary brings with him significant expertise on issues such as regional economics, state tax structures, and municipal pension systems, expertise gained through his work at the Federal Reserve Bank of Philadelphia and in academia,” says Mark Schweitzer, senior vice president of the Bank’s Outreach and Regional Analytics Department. “Gary’s appointment is part of our ongoing commitment to outreach and engagement in the region, allowing the Bank to gather information regarding economic developments in the Cincinnati region and to better inform our decision making.”

Since 2015, Wagner has served as the Philadelphia Fed’s regional economic advisor, conducting applied research on regional and public finance issues. Prior to his work at the Philadelphia Fed, Wagner was a professor of economics for 15 years, most recently at Old Dominion University in Norfolk, Virginia. During his tenure there, he served as associate director of the Old Dominion University’s Economic Forecasting Project and as co-editor of the State of the Region Report (2013–2014), and he also participated as a respondent in the quarterly *Survey of Professional Forecasters* produced by the Philadelphia Fed.

Wagner is an active economic researcher, publishing in peer-reviewed journals on a variety of economics and finance topics including revenue cycles, state budget funds, and public-sector savings. He has been a visiting scholar in the Research Department of the Federal Reserve Bank of St. Louis, as well as a member of the Governor’s Council of Economic Advisors in Arkansas from 2008 to 2011 while serving as professor of economics at the University of Arkansas.

Wagner holds a PhD and an MA in economics from West Virginia University and a BA in economics and political science from Youngstown State University.

<https://www.clevelandfed.org/newsroom-and-events/press-releases/2016/pr-20160906-wagner.aspx>

Attachment 2

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date January 31, 2018 **Report Number (For Senate Use Only) _____**

Name of Committee Submitting Report
General Education Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)
Elected/Appointed

Names of Committee Members

Elected Members

Cynthia Vigliotti: CLASS, Peter Reday: WCBA, Mary LaVine: EDUC, Alina Lazar: STEM, Stacie Mickens: FPA, Kelly Colwell: HHS

Appointed Members

Dragana Crnjak: AH, Mark Vopat: SPA, W. Johanna Krontiris-Litowitz: NS, Guy Shebat: Skills, David Simonelli SS, Hillary Fuhrman: Assessment, Molly Burdette: Advisors, Cristopher Anderson: Student, Jeffrey Wiltrout: Student

Please write a brief summary of the report the Committee is submitting to the Senate:

See attached document for adjustments to the First Year Experience Curriculum.

Do you anticipate making a formal motion relative to the report? Yes

If substantive changes in your committee recommendation are made from the floor, would the committee prefer that the matter be sent back to committee for further consideration?
Yes

Joseph Palardy, Chair General Education Committee (2017-2018)

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General Education First-year Experience Course Revision Proposal

Background:

Proposal:

1. In October 2015, tThe General Education Committee will added a new category – First Year Experience (FYE)
 - a. The GEC is will be responsible for creating and setting criteria for FYE courses.
 - b. The GEC is will be responsible for approving FYE courses.
 - c. FYE courses must be from 2-4 hours.
 - d. FYE courses must meet the FYE Learning Outcomes and contain required material.
 - e. Preexisting courses could be approved as FYE courses so long as they meet the FYE Learning Outcomes and contain required material.
 - f. FYE courses for online-only programs will be given flexibility (but not exemptions) for the required material.
2. The General Education Elective was ill be removed and replaced with the FYE course.
3. Students will be required to take a FYE course as part of their General Education Program requirements.

FYE/Orientation courses from other universities may be equated to the YSU FYE Gen Ed courses. This includes one-hour FYE courses, especially if there is a career/major focus. Transfer students, returning students, or other students who have completed approximately 45 credit hours may take a Gen Ed elective, a traditional 2-4 hour FYE course, or a 1 hour transfer YSU-specific orientation course (to be developed).

Long-term recommendation: change FYE course titles to “Gen Ed seminar” – at minimum create a title for courses that is similar and include a larger incoming audience. During the transition year, 2016-2017 incoming undeclared students will be required to take a FYE course.

During the transition year, 2016-2017 students that have already declared a major may also fulfill their Gen. Ed. requirement by taking a Gen. Ed. elective. However, colleges will need to ensure that students not taking a FYE course complete Campus SaVE training and a Career Assessment.

Transfer students that have already completed similar required content will not have to take the course.

Motivation

This course serves two major functions:

1. This course would serve as a cornerstone for new student success initiatives with goals of improving completion and retention of students at YSU, and
2. —this course would allow YSU to fulfill potential mandates for including:
3. —Federal Campus Sexual Violence Elimination Act (Campus SaVE) student training
4. 2. Career Assessments.

According to a survey by Barefoot, Griffen, and Koch (2012) approximately 96% of institutions offer and 80% of students nationwide participate in a first-year experience. Of those institutions that offer first-year experiences 85% view the first-year experience as having a medium or high perceived cost-effectiveness. Research from Griffin and Romm (2008) shows a correlation between students taking first-year seminar courses and student retention rates for schools similar to YSU.

Proposal:

Required Components

Requirements will be implemented as follows for all First Year and incoming students and transfers:

1. Each FYE course will integrate into the syllabus a common intellectual experience, **PenguinThink**. The program for each semester will be designed annually and administered through Office of First Year Experience and the First Year Experience Advisory Committee. Specific topics, dates and times of the activities and assignments will be made available before each semester.
 - a. Each semester, FYE students may participate in the PenguinThink contest, securing a mentor to help prepare the submission and participate in Quest. The winners in each college will receive a textbook scholarship awarded for sophomore year at YSU.
 - b. The topics will rotate every three years. Currently the broad topics are to be 1) innovation, 2) difference, and 3) sustainability. The three-year rotation allows the topic of a students' first year to be repeated their senior year, encouraging long-term investigations, internships, and capstones. Perhaps, seniors could be involved in the FYE courses as mentors by college as possible.

2. All FYE course syllabi should require student to **participate in 3-4 campus activities**. These can be tracked by the Office of FYE for instructors throughout the semester using the YSU app. This could include in-class discussion of *The Student Code of Conduct* and *Student Handbook*. Students should be encouraged to participate in a variety of campus activities and services: tutorial, athletics, art, music, theater, intramurals, Greek life, college-specific student organizations, etc.

3. **Career Planning** will be provided through Career Services and/or college-specific career advisors as prescribed by ODHE with appropriate follow-up within the FYE course at any time during the semester.

4. **Writing and critical thinking activities** will be the responsibility of the instructor as applied to the course.

a. Minimum required writing of approximately 2500 words (about 10 pages) over multiple assignments, which may include reflection pieces or work related to the other FYE required components. One assignment must require at least one draft and be approximately 1000 words (3-4 pages.)

b. A short rubric will assist FYE instructors in identifying students with basic writing needs for assistance at The Writing Center

c. Students should be encouraged to visit The Writing Center for specific writing assignments.

5. Instructors will reserve time in the class for university announcements and potential assessments and surveys.

7. Instructors are encouraged to integrate discussions of campus and community activities, career planning into PenguinThink and/or college- and career-related topics.

8. Optional topics and activities include:

A.L.I.C.E. training/Active Shooter Training,

academic advising and registration,

college student success strategies,

academic conduct and integrity – of *The Student Code of Conduct* and *Student Handbook*,

community- and team-building activities (YSU ropes course),

information literacy,

cross-cultural awareness,

growth mindset and other non-cognitive/soft skills

As part of the 2013 federal reauthorization of the Violence Against Women Act (VAWA) colleges and universities are to provide new students with training for sexual violence prevention and awareness and administer on-going prevention and awareness campaigns. Ohio's "A Safer Campus Guidebook", (available at ohiohighered.org) provides recommendations and guidance for Ohio's colleges and universities and lists an extensive set of learning objectives for potential training programs.

Learning Goals and Outcomes (All FYE Courses):

Goal 1: Students will participate in a culture of community

Outcomes:

1. Students will identify and participate in student organizations, [campus resources](#) and co-curricular activities that fit their interests and goals
2. ~~Students will establish working relationships with faculty, advisors, and student support services~~
3. Students will evaluate issues of living in a diverse society
4. [Students will learn to articulate varying points of view regarding the common intellectual experience \[FYE Assessment LO\]](#) ~~Students will engage in and reflect on a common, University-wide experience~~

Required Activities:

1. Students ~~are~~will be required to participate in a minimum of [three to](#) four student activities. At least one must be outside of the college. Activities can include (but are not limited to) presentations from guest lecturers, college events (STEM day), student organization activities, [campus academic services \(tutoring\)](#) and fine and performing arts events (Outcome 1.)
2. Students will [gain a greater awareness of their own cultural backgrounds, as well as acquire tools to interact appropriately and effectively with people from a variety of cultures.](#) ~~(-be required to engage in sexual violence prevention training as part of the University's requirements for the Campus SaVE act. (Outcome 3/Outcome 3))~~
3. Students ~~are~~will be required to participate in a [PenguinThink, a](#) common intellectual experience, [to mutually investigate a common topic as it relates to their career and academic goals as developed by the First Year Experience Committee.](#) (Outcome 4)

Goal 2: Students will learn skills that will promote academic and professional growth

Outcomes:

1. Students will conduct an exploration and development of their academic interests and career pathways
1. ~~Students will establish working relationships with faculty, advisors, and student support services~~
- 2.
3. ~~Students will practice skills needed to manage their financial resources and situation~~
3. Students will practice skills need to improve written communication and develop critical thinking
4. [Students will explore non-cognitive skills necessary for success in college and career-life](#)

Required Activities:

1. Student will undergo a career assessment (Outcome 1-)
- 1-2. [Students are required to engage in discussion and activities regarding the advisement, registration and degree audit process. \(Outcome 2\)](#)
2. ~~Students will attend a session on financial aid and student debt (Outcome 2.)~~

3. Students will engage in activities that involve writing and critical thinking (Outcome 3-)

Required Activities

Required activities will be conducted as follows:

1. Student activities will be tracked through Student Success and Peer Mentors or by instructors
2. Sexual Violence Prevention Training (Campus Save) will be developed and administered through Title IX, Student Success, and Student Life with assistance from faculty advisors
3. Career Assessment will be developed and administered through Student Success
4. Common Intellectual Experience will be designed by Gen. Ed. and the First Year Experience Committee and administered through Student Success and the First Year Experience Committee
5. Financial Aid and Student Debt Session will be designed and administered by Financial Aid, Student Success, and faculty advisors
6. Writing and critical thinking activities will be the responsibility of the instructor.
 - a. Minimum required writing of approximately 2500 words (about 10 pages) over multiple assignments. One assignment must require multiple drafts and be approximately 1000 words (3-4 pages.)
7. Instructors should reserve time in the class for university announcements and potential assessments
 - a. Courses defined as occupational are not subject to the HLC's 18-hour rule.
 - b. Courses that have more specialized content, such as a financial literacy course, may require additional credentials.

Administering the FYE Course

The GEC only approves courses as FYE courses, and the staffing of the courses will be up to the college/department that offers the course. There ~~are~~ could be a variety of FYE courses with some being 2-hour University 101 courses and some being 3-hour Seminar style courses. Therefore, each college/department offering a FYE course will ~~need to~~ determine appropriate staffing. Courses should be capped at approximately 25 students. For seminars, colleges may wish to create a special topics—freshman seminar course.

Those teaching FYE courses, however, will need to receive training on particular issues related to the first year experience. For instance, ~~staff or faculty address~~ teaching PenguinThink, the common intellectual experience, will ~~likely~~ need training on its expectations and goals for the annual topic. While specific content, such as advising and registration, ~~such as sexual violence prevention~~, may ~~will~~ not be the direct responsibility of the instructor, it is recommended that course instructors receive supplemental training instruction in order to direct questions through to appropriate channels. Training would be provided by content experts on campus and the FYE Director.

With the consent of the instructor, courses will be assigned a Peer Mentor. Assessment and quality assurance of the required content of the FYE course, along with tracking of participation in campus-wide

FYE events would be the responsibility of Student Success. It is recommended that content be aligned with SOAR and Orientation.

References

Griffin, A. M., & Romm, J. (Eds.). (2008) Exploring the evidence, vol. IV: Reporting research on first-year seminars. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. Retrieved 11/20/2015, from <http://www.sc.edu/fye/resources/fyr/index.html>

Supporting Material

[October 2015 Presentation to Senate](#)

[October 2015 Focus Group Presentation](#)

[Focus Group Minutes](#)

[Seminar Example Syllabus](#)

[Hybrid Example Syllabus](#)

[University 101 Example Syllabus](#)

Attachment 3

**Youngstown State University Curriculum Proposal for
Undergraduate Curriculum Committee**

UCC #	Date Rcvd:	IR Code:
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College: _____ Change (Complete
A,B,C,D,E,F) Add (Complete
B,C,D,E,F)
Department: _____ Delete (Complete
A,D,E,F)
Ed Course Is already a certified Gen
Course Prefix and Number: _____ To be submitted for Gen
Ed (Complete and attach
GER Form)

Course Title: _____
Title less than 30 characters, **or** suggested abbreviation: _____

A. To delete or change an existing course, put a clear **photocopy** of its description in the current Bulletin here. List the page number and Bulletin year.

B. To add or change a course, provide its description (≤ 50 words) **precisely** as it is to appear in the Bulletin. Attach course syllabus.

C. Course Workload (WH): _____ CIP Code: _____ Course Type: _____

D. Cross List? Yes No Cross-listing with: _____
 Course-origin dept. is responsible Independent dept. responsibility
(Department and Course)
Cross-listed courses must be identified as such in the descriptions of each cross-listed course.
All departments cross listing this course must submit the course from their departments simultaneously.

E. Banner Prerequisites:

F. Justify the course proposal, using additional sheets if necessary.
Qualified faculty must be listed.
Assurances must be provided that library resources and/or physical plant facilities will be available.

G. This proposal will affect another Department in the University: Yes ___ No ___
If yes, explain and attach a memo from the Department assuring notification of the change.

<u>Proposal Approval by:</u>	<u>Names (Type or Print)</u>	<u>Signatures</u>	<u>Dates</u>
Department Chair	_____	_____	_____
Honors Chair (if applicable)	_____	_____	_____
College Curriculum Chair	_____	_____	_____
College Dean	_____	_____	_____
Undergrad Cur. Com. Chair	_____	_____	_____
Academic Senate Chair	_____	_____	_____

Attachment 4

**Memo for Course Reclassification/Delete for
Undergraduate Curriculum Committee**

UCC #	Date Rcvd:	IR Code:
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College: _____

Department: _____

This memo must reach the UCC Chair, Tom Wakefield, by Friday, March 2 to be considered by the UCC.

The Course Classification spreadsheet available at:

<https://www.dropbox.com/sh/fymbx3kgkue69st/AAAmEhqtQNGPu3Y9z7Muo7Kia?dl=0>

has been reviewed and we recommend:

Deleting the courses no longer offered, as indicated in red. Please list courses that you do NOT wish deleted here:

<u>Proposal Approval by:</u>	<u>Names (Type or Print)</u>	<u>Signatures</u>	<u>Dates</u>
Department Chair	_____	_____	_____
College Dean	_____	_____	_____
Undergrad Cur. Com. Chair	_____	_____	_____
Academic Senate Chair	_____	_____	_____

Attachment 5

HEI Course Classification

Course Section Type: Multiple descriptors may be used.

- **Lecture (LE):** A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
- **Discussion (DI):** Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. This may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
- **Seminar (SE):** A seminar is an educational experience which is less formal than a classroom/lecture/discussion class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
- **Recitation (RE):** Use this category to describe small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction that occurs in the larger lecture.
- **Lab (LB):** A laboratory is an educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
- **Clinical (CL):** A clinical laboratory applies only to health technology programs. A clinical is a laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical laboratory session, a regular faculty member directly supervises the class. The instructor assigned to teach clinical laboratory sessions will be a full- or part-time faculty member.
- **Practicum (PR):** A practicum is an on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
- **Field Experience (FE):** Field experience is planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his or her supervisor at least once during the quarter or semester, and assigns the course grade to the student after the appropriate consultation with the employer or supervisor.
- **Cooperative Education (CO) Program:** A cooperative education program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work experience in cooperating employer organizations and that meets all of the following conditions:
 1. Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of student education;
 2. Provides students with compensation from the cooperative employer in the form of wages or salaries for work performed;

3. Evaluates each participating student's performance in the cooperative position, both from the perspective of the student's institution of higher education and the student's cooperative employer;
4. Provides participating students with academic credit from the institution of higher education upon successful completion of their cooperative education;
5. Is part of an overall degree or certificate program for which a percentage of the total program acceptable to the chancellor of the Ohio board of regents involves cooperative education.

(Reporting Note: Coops must be paid and must be for credit; they are integrated into the program and usually required; often alternating with academic work)

- **Internship Program (IN):** An internship program is a partnership between students, institutions of higher education, and employers that formally integrates students' academic study with work or community service experience and that does both of the following:
 1. Offers internships of specified and definite duration;
 2. Evaluates each participating student's performance in the internship position, both from the perspective of the student's institution of higher education and the student's internship employer.

An internship program may provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries, stipends, or scholarships.

(Reporting Note: Internships may be paid and may be for credit; they are usually one off activities rather than alternating as with coops)

- **Studio (ST):** Studio is used to describe music, performance art, and theater courses.
- **Individual Studies (IS):** Use this category to describe course sections in which a faculty member works with a student or small group of students. Individual Studies may be associated with coursework or with Master's and Doctoral level requirements.
- **Tutorial (TU):** Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
- **Self-paced (SP):** Use this category if individuals in a course may progress at their own pace. Include independent learning.
- **Other (OT):** Use this category to indicate types of course sections that are not described by the above categories.
- **CCP on-campus (OC):** This College Credit Plus course is being taught at a campus of the offering institution. *Effective AU2015.*
- **CCP on-line (OL):** This College Credit Plus course is being taught online. *Effective AU2015.*
- **CCP off-campus with college instructor (CI):** This College Credit Plus course is being taught off-campus and the instructor is a college faculty member. *Effective AU2015.*
- **CCP off-campus with HS instructor as adjunct (HI):** This College Credit Plus course is being taught off-campus and the instructor a high school faculty member who has been trained to teach the course as an adjunct. *Effective AU2015.*

Attachment 6

3356-7-01 Conflicts of interest and conflicts of commitment.

Responsible Division/Office: Human Resources

Responsible Officer: Vice President for Legal Affairs and Human Resources

Revision History: August 1997; December 2010; September 2012;
March 2018

Board Committee: University Affairs

Effective Date: **March 15, 2018** Next Review: 2023

- (A) Policy statement. All employees have a fundamental responsibility to act in the best interests of Youngstown state university (university) and are to avoid conflicts of interest and conflicts of commitment in the conduct of university business. As part of this responsibility, the university expects all employees to apply their time and effort appropriately and to avoid any situation which conflicts with, or gives the appearance of conflict in objectivity or job performance.
- (B) Purpose. To educate university employees about conflicts of interest and conflicts of commitment and to provide guidance on addressing and managing such conflict.
- (C) Guidelines.
- (1) A conflict of interest typically exists when financial, professional or other personal considerations directly or indirectly affect or benefit, or have the appearance of affecting or benefiting, an employee or the employee's family or business associates. Employees are expected to avoid participating in decisions or actions on behalf of the university which may result in or appear to result in such benefit.

- (2) A conflict of commitment typically exists when an employee engages in outside activities, either paid or unpaid, that interfere with the performance of university job duties and responsibilities. Employees are expected to avoid any situation which compromises, or appears to compromise, their loyalty to the university and commitment to their university responsibilities.
 - (3) State ethics laws.
 - (a) Section 102.03 of the Revised Code prohibits employees from soliciting or accepting or influencing one to give anything of value when it comes from a party who is interested in a pending matter or doing or seeking to do business with the university.
 - (b) Sections 2921.42 and 2921.43 of the Revised Code prohibit public employees from having an interest in a public contract.
 - (c) These statutes also prohibit a public employee's family and business associates from having an interest in a public contract. The Revised Code provides certain exceptions to these prohibitions; however, all exceptions must be approved in advance through the office of contract compliance.
 - (d) An employee must report the conflict on the "Conflict of Interest Certification Form." The following procedures are designed to ensure integrity in the conduct of university business.
- (D) Use of self-authored material in a course taught by the author/co-author. In order to avoid even the appearance of a conflict of interest, no university employee is to receive private gain arising from the sale of textbooks or other materials used in a course in which the employee is an instructor. The employee must arrange either to:
- (1) Waive royalties or other type of personal gain or

- (2) Designate the university or a recognized professional organization or honorary to receive such royalties or gain. This option must ensure that there will be no potential for future personal gain by the employee from this classroom use and must be submitted to and approved by the appropriate dean and the provost/vice-president for academic affairs.
- (E) Annual reporting requirement..
- (1) All employees authorized to sign for expenditures or involved in making purchasing decisions on behalf of the university are required to complete a “Conflict of Interest Certification Form” annually.
 - (2) The contract compliance officer and the controller will review these forms and make any determinations necessary. The forms are retained in the office of contract compliance
 - (3) Employees are under a continuing obligation to update information on the form as circumstances change.
- (F) Use of university resources. University resources are to be used only in the interest of the university. Employees may not use university resources, facilities, personnel, equipment or confidential information, as part of their outside consulting activities or for any other non-university purpose.
- (G) Disclosure requirements.
- (1) Employees are required, as soon as possible, to disclose to their department head any of the following:
 - (a) Any employment at the university in addition to primary employment (i.e., part-time teaching position, etc.).
 - (b) Outside employment.
 - (c) Other interests or activities that require commitments of time that may interfere with meeting university obligations.
 - (d) Use of supplies, equipment, or university resources for non-university purposes.
 - (e) Receipt of gifts or entertainment of more than nominal value from suppliers of goods or services.

(f) Receipt of gifts or entertainment of more than nominal value from persons associated or seeking association with the university.

(g) Use of confidential or privileged information acquired in the course of employment at the university for non-university purposes.

(2) The appropriate department head will review the disclosed information to determine whether a conflict of interest or commitment, the appearance of a conflict, or the potential for a conflict exists. If the department head is uncertain as to whether a specific situation constitutes a conflict of interest, they will consult with their supervisor.

(3) If it is determined that a conflict of interest, the appearance of a conflict of interest, or the potential for a conflict of interest does exist, the department head and employee will together develop a written statement of action to protect the university by managing, reducing, or eliminating the conflict situation. If the statement is mutually agreed upon, a copy will be submitted to the next highest level of authority for approval.

(4) If the department head and employee cannot mutually agree upon a statement of action, or if the statement of action is not approved by the next highest level of authority, the situation will be referred to the appropriate dean/executive director or vice president for final determination.

(5) An employee unsure of the applicability of this policy should consult with the office of the controller or the office of contract compliance.

(H) Policy violations. Violations of this policy, including failure to disclose required information or the knowing submission of an incomplete, erroneous or misleading "Conflict of Interest Certification Form" may result in discipline up to and including termination in accordance with applicable disciplinary policies and collective bargaining agreements.