

RECEIVED

MAY 3 1976

Edgar, Earl E.  
Vice President, Academic

DR. EARL E. EDGAR  
VICE PRESIDENT  
FOR ACADEMIC AFFAIRS

TO : Full-Service Faculty, Administrators, and Student  
Government

FROM: Virginia Phillips, Secretary of the Senate

RE : SENATE MEETING  
May 7, 1976, Schwebel Auditorium  
4:00 p.m.

April 30, 1976

AGENDA

1. Call to Order
2. Approval of Minutes of previous meeting, April 2, 1976
3. Report of the Charter and Bylaws Committee
4. Report of the Executive Committee
5. Report of the Elections and Balloting Committee
6. Reports of other Senate Committees
  - Academic Affairs Committee — *BS in Psych*
  - Continuing Education Committee
  - Curriculum Committee
  - Library Committee
7. Unfinished Business
8. New Business
9. Adjournment

ATTACHMENTS:

Charter and Bylaws Committee Report  
Academic Affairs Committee Report  
Continuing Education Committee Report  
Curriculum Committee Report  
Library Committee Report

1) Academic or Administrative  
Committee?

April 27, 1976

~~X~~ The Charter and Bylaws Committee recommends adoption of the following changes in the Articles and Bylaws of the Academic Senate.

1) Present language; Article IV

SENATE COMMITTEES - The Senate shall have two classifications of committees, Chartered and those created by the Executive Committee.

Section 1. The Chartered committees of the Senate shall be divided into two categories;

Proposed language:

Section 1. The Chartered committees of the Senate are its standing committees and shall be divided into two categories;

Reason:

The language of the Charter under Article IV clearly implies that the only standing committees of the Senate are to be the Chartered committees. Further, the Charter and Bylaws Committee felt that if the purpose and work of any proposed committee were sufficiently important to warrant a standing committee, it should stand as a Chartered committee.

The language being proposed by the Charter and Bylaws Committee is intended to avoid future disputes about the status of standing committees.

2)a) Article IV, section 1 (b)

Presently nine Appointed Chartered committees are named, and defined in the Bylaws.

Proposal: to add a tenth committee

(10) The Individualized Curriculum Program Committee

b) Bylaw 6 - Appointed Chartered Committees

Section 2 (j) The Individualized Curriculum Program Committee

(1) To recommend to the Senate the rules, policies and procedures by which the Individualized Curriculum Program operates, to advise the Director, to review his actions, and to report annually to the Senate.

(2) The membership shall consist of:

a) at least one faculty from each school/college, including one from each of the three areas (Humanities,

Social Science, and Science/Mathematics) of Arts and Science College,

b) two students enrolled in the I.C.P., and

c) in an advisory capacity, representatives of the administrative offices concerned.

Explanation:

This proposal is consistent with the one presented by the Academic Affairs Committee at the April, 1976, meeting of the Senate, and subsequently approved by the Senate. The procedures and policies are unchanged; the committee will function as has been approved by the Senate.

The only substantive change is that the I.C.P. Committee is being changed from an ad hoc to a Chartered (standing) committee.

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Charter and Bylaws Committee

Frederick Blue

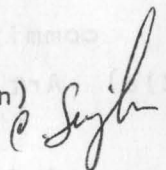
Irwin Cohen

Philip Hahn

Daniel O'Neill

Edwin Pejack

Charles Singler (Chairman)





YOUNGSTOWN STATE UNIVERSITY

INTER-OFFICE CORRESPONDENCE

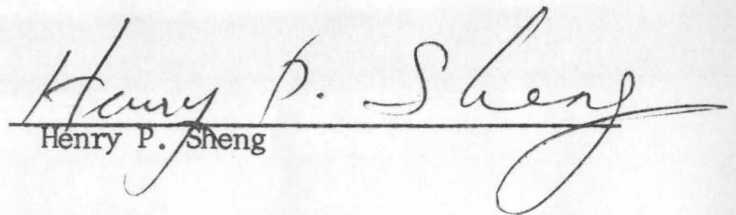
TO Mrs. Virginia Phillips, Secretary, Academic Senate

DATE April 21, 1976

FROM Henry P. Sheng, Chairman, Academic Affairs

SUBJECT B.S. Degree in Psychology

The Academic Affairs Committee has on April 16, 1976 approved the proposed "B.S. Degree in Psychology" as submitted by the Dean of Arts and Science. A list showing the specific requirements for the proposed B.S. degree in comparison with that of B.A. degree is attached herewith. It is recommended that this program be approved by the Senate.

  
Henry P. Sheng

HPS/dc

Attachment



YOUNGSTOWN STATE UNIVERSITY

INTER-OFFICE CORRESPONDENCE

TO Virginia Phillips, Secretary of the Senate

DATE \_\_\_\_\_

FROM Josephine Beckett, Chairperson, Senate Committee on Continuing Education

SUBJECT Awarding of the CEU <sup>(continuing education unit)</sup> effective the Fall Quarter.

The Continuing Education Committee unanimously approved the following: That the Department of Continuing Education be authorized to begin the awarding of the CEU effective the Fall Quarter, 1976. Further, the Department is to develop criteria for the award of the CEU consistent with the positions stated in this document, (see attachment) as well as, to develop an interim and long-range record keeping system consistent with the University's policy in student records. The Department is further charged with developing a standard procedures manual and forms for implementing the CEU at Youngstown State University.

## RATIONALE AND PURPOSE OF CEU

The pattern in continuing education throughout the country has been to offer degree credit work with admissions requirements, student records and transcripts. Adult continuing education also provides continuing education or informal instruction but, unlike degree credit, often with no record of student accomplishment or even of attendance except on program rosters typically filed neatly away in the departmental archives. These two categories of work are often-times referred to as degree credit and non-credit. From the standpoint of outside looking in, the term non-credit is quite inappropriate for this type of work. Both industry and government rely very heavily upon informal instruction for upgrading and advancement of their employees. Education, the health sciences, and many other fields are also finding the extreme value that continuing education work carries in helping people remain professionally sound.

Continuing education is considered non-credit only because of the way this part of the institutions program is administered. An individual registers for a three-day comprehensive workshop, completes it, goes home, and is summarily forgotten within the institution where he has done his work. From the standpoint of continued interest in a student by an institution, continuing education has too often concentrated on "one-shot" experiences which go unrecorded and unrelated to the continuing needs of the individual.

To assist institutions in the creation of a better image for continuing education and to give students due recognition for work accomplished, a national task force under the joint sponsorship of the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the U.S. Civil Service Commission, and the U.S. Office of Education set out to identify a measure of achievement for non-credit work. After two years of deliberation, this task force concluded that such a measure was necessary and feasible, and even allowing for some local modification could be made universal. The unit of measure indicated by this task force is referred to as the Continuing Education Unit, and is a measure of individual participation in continuing education programs.

Utilization of the Continuing Education Unit (CEU) at Youngstown State University will allow this institution to properly recognize all student participation and effort regardless of program format and help it to facilitate the educational needs of all prospective students who can gain from involvement in educational programs.

In addition to helping the Youngstown State University Department of Continuing Education develop on-going and meaningful relationships with continuing education students, the CEU will assist in doing the following:

1. Develop a system of analysis and evaluation for the purpose of determining the value of individual accomplishment in continuing education work.
2. Draw comparisons between the values of various continuing education opportunities regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.



3. Provide comprehensive records of student accomplishment to students, advisors, employers, and others through a system of uniform student records and transcripts.
4. Provide a summary of participation in continuing education programs for statistical reporting, program planning, and budget presentation.
5. Permit the accumulation, updating, and transfer of the continuing education record of an individual from institution to institution. This is particularly important in articulating Youngstown State University Department of Continuing Education efforts with the national attention being given to the increased mobility of the prospective student body.
6. Encourage adult students to capitalize on a host of continuing education resources in serving their particular needs.
7. Develop long-term as well as short-term programs through integration of subject matter and formats; thus, meeting needs of individual participants.
8. Put all continuing education on a comparable basis regardless of purpose including professional continuing education, vocational retraining, and adult liberal education and whether a refresher or an advanced program.

The Continuing Education Unit has been proposed as the standard of measure for awarding State subsidy for non-credit programs in Ohio. The Chancellor of the Board of Regents acknowledged the need for a standard for measuring the institutional output in continuing education which would be similar to the credit/quarter hour used in the credit classes for reimbursement purposes. Of the State universities a majority already award the CEU and the remaining are considering the adoption of the CEU as the measure for reporting non-credit continuing education programs.

In order that the Youngstown State University Department of Continuing Education might be able to add to and become a part of the national movement toward uniform measurement of continuing education opportunities and that it be able to fulfill the foregoing objectives, it is recommended that the faculty and administration endorse and promote the implementation of the following:

#### Youngstown State University Use of the CEU

The CEU is designed to give recognition on a nationally recognized basis to persons continuing their education and keeping current in their chosen field by participating in Youngstown State University sponsored non-credit programs.

The CEU is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental or societal.

The Continuing Education Unit (CEU) will be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in a systematic way or with any sense of permanence, signifi-



cance or transferability. The unit will be applied with equal facility to professional continuing education, vocational retraining, and adult liberal education as well as all other programs in adult and continuing education.

#### Definition of the Continuing Education Unit

ONE CONTINUING EDUCATION UNIT IS DEFINED AS TEN CONTACT HOURS OF PARTICIPATION IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE UNDER RESPONSIBLE SPONSORSHIP, CAPABLE DIRECTION AND QUALIFIED INSTRUCTION.

This unit represents a sufficiently small amount of participation in continuing education so that it will be possible for an individual to accumulate a substantial number of such units over limited periods of time. The CEU has the further advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Partial units may be recorded as called for by taking advantage of the decimal nature of the system of measurement. Example: a 35 hour activity would provide 3.5 CEU's.

#### Awarding and Granting of Units

1. The recommendation as to whether a non-credit activity will carry CEU credit and the number of units, will be made by the academic department, college or other university office sponsoring the programs.
2. Based upon this recommendation, the determination of the number of CEU's to be granted and awarded for a specific educational experience will be the responsibility of the Department of Continuing Education.

The number of units will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.

The following criteria must be satisfied in the affirmative before consideration can be given to awarding units.

#### Administrative Criteria

Organization. The sponsoring organization must have an identifiable educational arm with designated professional staff empowered to administer and coordinate an organized schedule of continuing education programs.

Responsibility and Control. The sponsoring organization, through its educational arm, must maintain administrative control of all program elements to assure that both the immediate educational objectives and these criteria are met.

For programs jointly sponsored by more than one organization, a decision must be made in the planning stage concerning which organization will record and report CEU. In no instance should there be a duplication in recording or reporting CEU.

Facilities. The sponsoring organization must provide or arrange for appropriate educational facilities, library and reference materials and all necessary instructional aids and equipment consistent with the educational content, format and objectives of each learning experience.

Maintenance and Availability of Records. A permanent individual record of participation must be maintained by the sponsoring organization and made readily available to each participant upon request.

### Program Criteria

The following criteria are to be met for each non-credit continuing education activity before CEU may be awarded to participants and recorded on individual records:

Definition. The educational activity fulfills these elements in the definition of the CEU: an organized continuing experience...responsible sponsorship...capable direction...qualified instruction.

Planning. The program or activity is planned in response to the educational needs of a target population or clientele group. This planning includes the opportunity for input by representatives of the immediate clientele group, as well as by other knowledgeable individuals having content expertise and an appreciation of the educational objectives to be met.

Purpose. A clear statement of rationale, purposes and goals is prepared for each educational activity prior to the initiation of the program.

Instruction. Qualified instructional personnel are directly involved in conducting the educational activity.

Performance. Specific performance requirements for the award of CEU to participants are established prior to the offering of the program.

Registration. Participant registration includes sufficient detail to provide the necessary information for a permanent record of individual participation.

Program Evaluation. Evaluation procedures determined during the planning process are used to measure the effectiveness of the program design and operation.

Records. Program administration will include a system for verification of satisfactory completion of the activity by each participant and for providing an approved list of those awarded CEU to the office responsible for preparing and maintaining records for individual participants.

### Administration of the CEU

1. Record Keeping. The administration and maintenance of all records pertaining to the Continuing Education Unit will be done by the Youngstown State University Department of Continuing Education. The records for the use of the CEU by any college, school, department, division, or unit will be by the Department of Continuing Education in its offices.

The Department of Continuing Education is the University department authorized to award the CEU at Youngstown State University.

2. Evaluation audit. The Senate Committee on Continuing Education will serve as auditor for evaluations. Periodically they will take a random sampling of a cross section of the Departments offerings checking them against the guidelines in an effort to encourage uniformity and comparability. Although it is expected that this function will be carried out quite extensively during the implementation stage of this system, as departments become more accustomed to making these evaluations, the audit function will be occasional only.
3. Publicity. To the extent possible, brochures and other forms of publicity pertaining to continuing education programs should contain a brief explanation of the continuing education unit along with a statement of the number of units that can be earned through successful completion of the activity being described.
4. Student records and transcripts. A system for inputting, storing and retrieving comprehensive student records will be explored with the Registrar's Office and Computer Center. In the meantime the records for the CEU will be created and maintained in the Department of Continuing Education.

The Department of Continuing Education is to be authorized to begin the awarding of the CEU effective the Fall Quarter, 1976. Further, the Department is to develop criteria for the award of the CEU consistent with the positions stated in this document, as well as, to develop an interim and long-range record keeping system consistent with the University's policy in student records. The Department is further charged with developing a standard procedures manual and forms for implementing the CEU at Youngstown State University.



**CURRICULUM CHANGES FOR SENATE CONSIDERATION**

(These courses have been circulated according to the procedures outlined in the Constitution & By-Laws--objections were received and a recommendation has been made by the Curriculum Committee to the University Senate.)

<u>Department and Catalog Number</u>	<u>Course</u>	<u>Description</u>
Criminal Justice 875 (A)	The Juvenile Justice System	Analysis of the specialized agencies and procedures developed to deal with problems of juveniles from an historical and philosophical perspective. Consideration is given to the juvenile court, community based programs, and institutionalization. Prereq: Soc: 735 or permission of instructor. 4 q.
Allied Health 501 (A)	Medical Terminology	Structure, pronunciation, and meaning of medical terms. Prereq: None. 4 q.h. Vote: 3 for, 2 against, 2 abstentions.
Marketing 848 (A)	Social Responsibility of Marketing to the Consumer	Present marketing practices and their impact on the values of society and the impact of social and ethical trends upon marketing. Search for the consumers' interest, the social audits, marketing responsibilities, product safety, ecological considerations, legal restraints and pricing and sales practices. Prereq: Mktg. 624 3 q.h.
Psychology 720 (A)	Workshop in Application of Psychological Theory	Selected Psychosocial problems and the application of psychological principles and theories to their solution. May be repeated for a maximum of 12 hours with different course content. Only 4 q.h.'s can be applied to the Social Studies requirement. 4 q.h.'s can be applied to the Psychology major without permission of the department chairman. Prereq.: Psychology 501 or 601 1-4 q.h.
B.E.S.S. 506 (A)	Word Processing Skills	Extensive practice and applications in correct word usage, spelling, and punctuation. Transcription from tapes, belts, hardcopy, and rough drafts. Prereq.: BE & SS 521 3 q.h.

B.E.S.S. 640  
(A)

Concepts of Word  
Processing

Fundamentals of word processing:  
feasibility study, equipment selection  
center design, employee selection  
training and motivation, inter-  
departmental relationships of work  
flow, and forms design and control.  
Prereq.: BE & SS 510 or equivalent.  
4 q.h.

Sociology &  
Anthropology 692  
(A)

Human Sexuality

An interdisciplinary approach to the  
study of human sexuality. Holistic  
approach dealing with questions that  
concern the college student of today.  
Includes problems in sex education,  
the nature of sexuality, the relation-  
ship of sex to personal identity, and  
sexual mobility. Factual information  
will be given in the areas of physio-  
logical reproduction, contraception,  
venereal disease, sexual dysfunctions,  
techniques, and response. Listed  
also as Biology 692, Health Education  
692, and Psychology 692. Prereq.:  
H & PE 590. 4 q.h. Does not count  
toward General University require-  
ments.

Analysis of the specialized agencies  
and procedures developed to deal with  
problems of juveniles from an his-  
torical and philosophical perspective.  
Consideration is given to the juvenile  
court, community based programs, and  
institutionalization. Prereq: Soc 101,  
122 or permission of instructor. 4 q.h.

The Juvenile Justice  
System

Present marketing practices and their  
impact on the values of society and  
the impact of social and ethical  
trends upon marketing. Search for  
the consumer's interest, the social  
audits, marketing responsibilities,  
product safety, ecological consider-  
ations, legal restrictions and pricing  
and sales practices. Prereq: Mktg.  
614 3 q.h.

Social Responsibility  
of Marketing to the  
Consumer

Selected psychosocial problems and  
the application of psychological  
principles and theories to their  
solution. May be repeated for a  
maximum of 12 hours with different  
course content. Only 4 q.h.'s can  
be applied to the Social Studies  
requirement. 4 q.h.'s can be applied  
to the Psychology major without  
permission of the department chairman.  
Prereq.: Psychology 501 or 501  
1-4 q.h.

Workshop in Ap-  
plication of  
Psychological  
Theory

Extensive practice and applications  
in correct word usage, spelling, and  
punctuation. Transcription from  
tapes, dicta, hardcopy, and rough  
drafts. Prereq.: BE & SS 511  
3 q.h.

Word Processing  
Skills

B.E.S.S. 506  
(A)



# YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44555

WILLIAM F. MAAG LIBRARY

## ACQUISITIONS POLICY STATEMENT

The library's collection of books, periodicals, pamphlets, documents, newspapers, maps, microforms, and other materials, must be constituted as to give effective strength and support to the educational program of the institution. The collection should meet the full curricular needs of students and faculty and should be easily accessible to them. In addition to the materials related directly or indirectly to the curriculum, the collection should contain the standard works which represent the heritage of civilization. These works should be continuously supplemented by a wide variety of books which combine timelessness with enduring value, chosen to arouse the intellectual curiosity of students and to satisfy their recreational needs. The periodicals subscription list should be well balanced and carefully chosen to meet the requirements of students for collateral course reading, to provide for the research needs of advanced students and faculty, to keep the faculty informed on developments in their fields, and to afford thought-provoking general and recreational reading. The right of the librarian to select books and other materials representing all sides of controversial issues must be safeguarded by the institution, and any attempts at censorship from whatever sources or for whatever reasons must be resisted.

The above statement is based upon the American Library Association's Policy Statement, "Standard for <sup>Academic</sup> ~~College~~ Libraries", to which Maag Library fully agrees. The above states positively in general terms the proper objectives of a well conceived acquisitions program in an academic library.

Because questions inevitably arise from time to time as to the appropriateness to the total educational program of certain types of title requests submitted by faculty, insofar as "appropriatedness" can be defined by a consensus of the academic community, we have enumerated a number of general guidelines which we hope the faculty will voluntarily adhere to in submitting requests for library materials.



The faculty member is given the widest latitude in selecting materials in support of his own teaching and/or research program qualified by the following considerations which are thought to be reasonable and responsible limitations upon his freedom in the interest of the development of library resources for the academic community as a whole.

- 1) The quality of the library collections should not be sacrificed to unnecessary duplications of titles. However, works of lasting significance or of contemporary importance should be available in a sufficient number of copies to give students a fair opportunity to examine them thoroughly. The duplication of titles already available in department or office libraries should be avoided whenever possible.
- 2) Book title requests should be of a level and subject content appropriate to an academic institution and should not duplicate the general type of material readily available in any public library. Although there is, of course, some overlap in the categories of public and academic library materials, we believe the distinction between these categories of materials will be clear in most cases.
- 3) Most textbooks are inappropriate to library requirements. The library should not be a repository for books used as texts and should not compete with the college book store in this respect. Titles to be used heavily and/or continuously in courses will not be purchased by the library. Copies of text for examination for course adoption, when not available free from publishers, should not be submitted as library order requests.
- 4) Careful discrimination should be exercised in requesting acquisition of materials highly technical or specialized in relation to our curriculum or to reasonably anticipated research requirements. Requests for purchase of materials exclusively in support of faculty research interests should be voluntarily and responsibly limited by faculty.
- 5) Reasonable care should be exercised by faculty in avoiding requests for material on subjects, and of a level and type of treatment, which would duplicate or closely parallel materials already available in the library collections. Heavy demand or particular special merits of the titles in question might suggest exceptions to the application of this guideline.
- 6) While mutual consultation and occasional voluntary withdrawal of an order request will usually be a satisfactory procedure (in the few instances where it might seem appropriate), the Director of the Library is understood to have

the ultimate authority and responsibility to decline the purchase of an item for reasons embodied in this policy statement. He should, upon demand, make known his rationale in a specific case for taking this action. It is anticipated that such action would only be required in very exceptional circumstances.

7) Selection of materials by the University Librarian and the professional staff of Maag Library will consist of reference materials as well as materials needed for the development of the library for the academic community as a whole. These materials will be selected with the goal of making the collection of Maag Library as well balanced as possible in all pertinent subject areas.

Approved by the University Library Committee

Feb 26, 1976

INTER-OFFICE CORRESPONDENCE

TO FULL SERVICE FACULTY

DATE April 27, 1976

FROM Dr. Howard B. Cox, Chairman, *Howard B Cox*  
Elections and Balloting Committee,  
University Academic Senate

SUBJECT

CHANGES TO THE CHARTER OF THE ACADEMIC SENATE

Tabulations were held on Friday, April 23, 1976 for the proposed changes to the Charter for the Academic Senate. The following changes passed:

1. Article IV (Senate Committees), Section 2 (b) (3)

This committee shall make interpretations of the meaning and intent of Articles and By-Laws when questions are brought to the committee by Senate members or Senate Committees. Such interpretations are to be reported to the Senate for its information. If the Senate, by majority vote, objects to an interpretation, the Charter and By-laws Committee must submit a proposal for a Charter and By-laws revision which would clarify the issue. Until the issue is resolved, any action based on the disputed interpretation shall be held in abeyance.

2. Article V (Challenge of a Senate Action)

Any action (including amendments to the By-laws) of the Senate, and reports (interpretations) to the Senate under Article IV, Section 2 (b) (3) may be challenged either by the President of the University or a member of the Faculty.

The vote was 214 in favor and 20 opposed. The tellers for this ballot were:

Dr. Howard B. Cox  
Ms. Angela Dapolito  
Dr. Robert Secrist

The ballots will be held for the required thirty (30) days and may be examined by any interested member of the community in my office during that time.



INTER-OFFICE CORRESPONDENCE

TO Henry Sheng, Chairman, Academic Affairs Committee

DATE April 19, 1976

FROM Mary Guterba, Chairman, Psychology Curriculum Com.

*Mary Guterba*

SUBJECT

Requirements for Major in Psychology<sup>1</sup>.

All specified University requirements for graduation.

	<u>Bachelor of Arts</u>	<u>Bachelor of Science</u>
Psychology	48	64
Minor	21	21 (in natural science, math or engineering)
English	8	8
H. & P.E.	6	6
Humanities	14	14
Soc. Studies	20	20
Science/Math (12 in science)	16	9 <sup>2</sup> hrs. in math (plus 12 hrs. in science if minor is engineering)
Foreign language	8 (see catalog)	4 (see catalog)
Electives	<u>45</u>	<u>40</u> or 28 depending on Minor
	186 qtr. hrs.	186 qtr. hrs.

Psychology (Bachelor of Arts) 48 hrs.

- (a) 601, 613 (quantitative methods)
- 615, 723 (statistics)

plus (b) 32 hrs. in courses designated as applicable to major

Minor - Not specified

Psychology (Bachelor of Science) 64 hrs.

- (a) 601, 613(Quantitative), 615, 723(Statistics I), 724(Statistics II), 800 and 828 ----- 28 q.h.'s

- (b) Two of the series Psychology 760, 761, 762, 765 ----- 8 q.h.'s

- (c) Four of the following courses:

Psychology 700, 734, 735, 760\*, 761\*, 762\*, 765\*, 803, 833, 860 ----- 16 q.h.'s

- (d) Three of the following courses:

Psychology 702, 709, 712, 716, 740, 755, 756, 757, 770, 790, 802, 820, 841, 845, 850, 870----- 12 q.h.'s

Psychology (Bachelor of Science) 64 hrs. (Continued)

- (\*) A candidate for the B.S. degree must complete two courses from (b), above but may take additional courses in this series (Psychology 760, 761, 762, 765) which may then be used toward completion of (c), above.

## Minor -

A minor of at least 21 quarter hours in one of the Natural Sciences (Biology, Chemistry, Physics and Astronomy, Geology) or Mathematics (including Computer Science) or, for this purpose, any department in the School of Engineering. Providing, however, that the 21 quarter hours in the Natural Sciences or Mathematics must be accumulated from courses which are applicable to the major in that department; and, if from the School of Engineering, the candidate for the B.S. degree must also complete the Science/Mathematics requirement for the A.B. degree in the College of Arts & Sciences.

- <sup>1</sup> Students who are interested in pursuing graduate work in experimental, biophysiological, psychopharmacological or related research areas in psychology should fulfill the B.S. requirements.
- <sup>2</sup> Mathematics 550, Introduction to Calculus, or equivalent and Computer Science 600, Introduction to Programming or equivalent.



# YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44555

April 23, 1976

## MEMORANDUM

To: Dean Robert L. Miller  
School of Business Administration

From: Dr. Earl E. Edgar *Earl Edgar*  
Vice President for Academic Affairs

This is to advise you that, in a telephone conversation with Mr. William Coulter, Vice Chancellor for Administration of the Board of Regents Office, I learned that the new Management Major does not require prior approval by the Regents, nor, after it has gone through our regular processes for curriculum review on the campus, does it need to be forwarded to the Board of Regents for final approval.

You should now, of course, start the proposal through the normal channels of the School of Business Administration.

bn

cc: Dr. R. Krishnan



CURRICULUM CHANGES TO BE APPENDED TO SENATE MINUTES

(These courses have been circulated according to the procedures outlined in the Constitution and By-Laws--no objections were recieved)

<u>Department and Catalog Number</u>	<u>Course Title</u>	<u>Description</u>
Art 890 (1-9 credit hours) (A)	Problems in Art History	Studies in bibliography, descriptive and interpretative terminology, iconography, research methods and objectives, forms and structures of critical performances. Course may be repeated for maximum of nine quarter hours. Prereq.: Senior Standing and permission of instructor and Chairman of Art Department.
Speech 858 (4 credit hours) (A)	Practicum in Communication Research	Experience in designing, validating and using methods and instruments appropriate for research into human communication. Prereq.: Speech 758.
Music 027 (1 credit hour) (A)	Chamber Choir	An ensemble of up to twenty voices. Performances include accompanied music in styles from early music to popular idiom. Prereq.: Audition.
Music 851 (3 credit hours) (A)	Woodwind Pedagogy	Various teaching approaches to each of the woodwind instruments with special emphasis on the problems of doubling. Basic concepts of tone production, embouchure and study materials utilizing extensive demonstration by students and faculty. Prereq.: Music 706 or 709.
Music 852 (3 credit hours) (A)	Woodwind Literature	An historical survey of solo and ensemble literature of the woodwind family with emphasis on the evolution of woodwind instruments and the development of their respective literatures. Prereq.: Music 722.
Elementary Education 814 (3 credit hours) (C)	Language Arts: Field Experience	An advanced in-depth course in unconventional teaching strategies to promote the development of skills in creative and structured language arts activities. Requires three hours per week in field experience. Prereq.: Ed. 812, Ed. 813 and consent of instructor.

Special Studies 502  
(3 credit hours)  
(D)

Study Skills II

Provides an opportunity for a student to develop the ability to express himself in writing. Individual writing deficiencies are the initial concerns of the course. Emphasis is on organization of ideas and fluency in spelling, grammar and punctuation.

Special Studies 501  
(3 credit hours)  
(D)

Study Skills I

Considers the development of study skills which aid in academic achievement. Listening skills are practiced and reading speed and comprehension are developed.

Elementary Education 890  
(1-4 credit hours)  
(C)

Elementary Education  
Workshop

A workshop which provides intensive study and related activity in one of the following elementary curricular areas: arithmetic, science, reading, social studies, or language arts. Prereq.: Upper Division Status in School of Education.

Art 601  
(3 credit hours)  
(C)

Drawing

Traditional study of the human figure and objects. Attention to the significance of line, the relation of shapes and their organization in established space. Perspective as it pertains to two-dimension studies in the visual arts. Prereq.: Art 510.

Art 602  
(3 credit hours)  
(C)

Drawing Techniques

An exploration of the expressive and organizational functions of the elements of drawing through varied media and techniques. Prereq.: Art 510.

Art 610  
(3 credit hours)  
(A)

Color & Design 3

Design concepts. Studio problems in advanced composition and the utilization of color as a primary structural element. Required of all Art majors. Prereq.: Art 510.

Mathematics CS 601  
(5 credit hours)  
(C)

Advanced Programming

Advanced problem-solving techniques using problem-oriented and machine-oriented languages. Specialization in scientific or data-processing applications. Prereq.: CS 600.

Geography 730  
(4 credit hours)  
(C)

Regional Climatology

The general principles of climatology. The nature and elements of climate; factors governing climatic types and their distribution; influences on soils, landforms, plants, and man; simplified classification of climates. Detailed treatment of the major continents. Students who have received credit for Geography 604 may not receive credit for Geography 730. Prereq.: Geography 503 or 625 or equivalent.

B.E.S.S. 718  
(4 credit hours)  
(C)

Word Processing

Students organize and operate a word processing center utilizing previously acquired concepts and skills. Prereq.: BE & T 640 or equivalent.

Accounting & Finance  
833  
(3 credit hours)  
(C)

Regulated Industry  
Finance

Financial management in investor-owned regulated industries. Will focus on problems associated with selling debt and equity by public utilities, and surface and air transportation industries, in which government regulation is an explicit operating constraint. Prereq.: Finance 720.

Special Education 802  
(4 credit hours)  
(C)

Education of  
Exceptional Children

A survey of the problems and issues in the education of exceptional children and of their characteristics and needs. Field observations required. Prereq.: Admission to School of Education.

(A) Addition  
(D) Deletion  
(C) Change