

TO: FULL-SERVICE FACULTY, ADMINISTRATION, AND STUDENT GOVERNMENT
FROM: VIRGINIA PHILLIPS, SECRETARY, THE ACADEMIC SENATE
RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, 5 MARCH 1986
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL
4:00 p.m.

24 February 1986

AGENDA

1. Call to Order.
2. Approval of Minutes of Academic Senate of 5 February 1986.
3. Charter and Bylaws Committee.
4. Senate Executive Committee, Report by Duane Rost.
5. Elections and Balloting Committee.
6. Reports of Other Senate Committees:
 - 856-6 Academic Standards and Events.
 - 856-7 Academic Standards and Events.
 - 856-8 Curriculum Division, Academic Programs and Curriculum
(Information Report).
 - 856-9 Programs Division, Academic Programs & Curriculum Division.
 - 856-10 Programs Division, Academic Programs & Curriculum Division.
 - 856-11 Committee on Undetermined Majors.
 - 856-12 Computer Services.
7. Unfinished Business.
 - 856-2 Academic Standards and Events
Continuation of discussion
8. New Business.
9. Adjournment.

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

Date Jan. 17, 1986

Report Number (For Senate Use Only) 856-6

Name of Committee Submitting Report Academic Standards & Events

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) Chartered

Names of Committee members: Peter Baldino, Barbara Brothers, James Conser, Thomas Elias, Inez Heal, Richard Mitchell, Duane Rost, James Scriven, Ronald Tabak, Gloria Tribble, Ben Vaughan (student), Gerald Wolfe (student)

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Report attached

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

If so, state the motion: Move adoption of Associate Degree Pre-College Entrance Requirements (see attached sheet for full listing of requirements)

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

Other relevant data: Proposal submitted by Dean V. Richley and referred to our committee by Senate Executive Committee.

Barbara Brothers

Chairman (please initial)

COVER SHEET

January 17, 1986 Report from Academic Standards & Events

Move adoption of the following:

ASSOCIATE DEGREE

Pre-College Entrance Requirements

English	-4 units
Math	-2 units--Algebra I and Algebra II or Geometry
Science	-2* units--at least one of Biology, Chemistry, Physics or Earth Science
Social Science	-2 units--at least one of History and 1/2 of government

*AAB & ALS Degrees: one unit is required

Coursework taken to make up deficiencies does not count towards the degree.

Deficiencies must be made up during the first 60 q.h. of coursework
taken at Youngstown State University.

MARKETING PLAN

COURSE/SEMINAR TITLE _____

COURSE/WORKSHOP NUMBER _____

DAY/TIME DATE _____

TARGET MARKETS _____

AD BUDGET

Brochure \$ _____

Flyer \$ _____

Print Ad \$ _____

Radio Ad \$ _____

T.V. Ad \$ _____

PUBLICITY

Press Release.....need by _____

Feature Article.....need by _____

PSA.....need by _____

Speaking Engagement.....on _____ by _____

OTHER MARKETING CHANNELS:

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

Date 2/17/86

Report Number (For Senate Use Only) 856-7

Name of Committee Submitting Report Academic Standards & Events

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

Names of Committee members: B. Brothers (chair), P. Baldino, J. Conser, T. Elias, I. Heal, R. Mitchell, D. Rost, J. Scriven, R. Tabak, G. Tribble; student members: B. Vaughan, G. Wolfe

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The Senate Executive Committee referred two sections of the Ad Hoc Committee on Black Studies Program (Section I. Recruitment and Section II, Curriculum and Enrollment) to Academic Standards & Events. (See attached report).

Do you anticipate making a formal motion relative to the report? NO

If so, state the motion: _____

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

Other relevant data: _____

BB
Chairman (please initial)

Date: 2/17/86 Academic Standards & Events Report

- I. Recruitment. The Committee is satisfied that the items in the recruitment section of the Black Studies report have been institutionalized and commends the Admissions Office for its efforts.
- II. Curriculum and Enrollment. The Committee for the Review of the Black Studies program recommended that the Senate Academic Standards and Events Committee consider adding a "cultural study" requirement to the General Area of the University Requirements.

This Committee incorporated such a requirement in its motion to the Senate to change University Requirements. Restriction #3 stated "At least two courses selected to meet the general area requirements must include an emphasis on international and/or multicultural knowledge and experience." This restriction was removed by Senate vote when the main proposal was amended.

The Academic Standards & Events Committee, therefore, will review the comments of Senators and solicit additional input from the University Community and then submit a more specific motion to the Senate on this matter.

BB

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

Date February 6, 1986

Report Number (For Senate Use Only) 856-8

Name of Committee Submitting Report Curriculum Division; Academic Programs and Curriculum Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____

Appointed Chartered

Names of Committee members: M. Beaubien, L. Hugenberg (chair), K. Kish (student), R. Krishnan, L. Mehri, M. Pitman, A. Viehmeyer, and H. Yiannaki

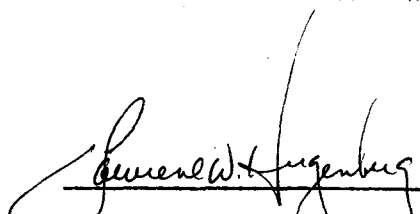
Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The attached curriculum proposals have been approved by the Curriculum Division, circulated to the various departments, and are being presented to the University Senate: 86-13, 86-15, 86-18 to 86-26, 86-28 to 86-45.

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

If so, state the motion: _____

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

Other relevant data: _____


Chairman (please initial)

LIST PREPARED BY CURRICULUM COMMITTEE

- 86-13 History (add)
 740. The Vietnam War. American involvement in Southeast Asia from the days of French rule to the fall of the Saigon government and beyond. Includes the war debate at home, and other consequences of the war. Prereq.: Hist. 606 or 656 or 662. 4 q.h.
- 86-15 Allied Health (add)
 705. Pharmacotherapeutics. Advanced concepts and integration of various drug interactions will be presented as applied to modern drug therapy. Analysis of drug regimens related to a broad spectrum of pathologic conditions will be discussed. Prereq.: MA 605 and BIO 552, or permission of instructor. 3 q.h.
- 86-18 Social Work (change)
 722. Methods of Social Work Practice. An overview of social work processes including casework, group work, family and community interventions. Study, assessment, data collection, and evaluation procedures will be discussed for each process. Prereq.: Social Work 621, or admission to NEOUCOM-YSU program. 3 q.h.
- 86-19 Social Work (change)
 725. Field Work in Social Services. Professionally supervised practice in approved social agencies, to give the student controlled educational experience in social work. The student must spend 225 hours per quarter in an agency for each seven hours credit. May be repeated for a maximum of 14 quarter hours. Concurrent with: Social Work 734. Prereq.: Major in Social Work, 25 q.h. in Social Work including 722, 723, 732, and 733. 7-14 q.h.
- 86-20 Social Work (change)
 732. Social Work Theory. Major conceptual systems and behavioral theories in social work. Analysis of criteria for the selection and application of theory. Prereq.: Social Work 621. 4 q.h.
- 86-21 Social Work (change)
 733. Micro Interventions. An analysis of social work processes including crisis, short-term, and long-term therapeutic interventions. Case management, problem solving techniques, referral processes, and case recording will also be discussed. Prereq.: Social Work 722. 3 q.h.
- 86-22 Social Work (change)
 850. Interventions With Families. The analysis of major social work processes applied to family system characteristics, observed in functional and dysfunctional families. Illustrated by family case situations typically seen within various types of social agencies. Will include role-playing and case discussion. Prereq.: Social Work 733. 4 q.h.
- 86-23 Social Work (change)
 851. Family Theories in Social Work. A comparison of major conceptual family theories in social work practice. Rationale for the selection and application of a specific theory. Prereq.: Social Work 733. 4 q.h.
- 86-24 Speech Communication and Theatre. (change)
 500. Introduction to Speech Communication and Theatre. Survey of departmental programs, policies, practices, and facilities. Emphasis on various aspects of speech communication, telecommunications, and theatre leading to success in the field. 1 q.h.

- 86-25 Speech Communication and Theatre (change)
 530. Introduction to Communication. Survey of significant communication models, systems, and theories. The communication process will be discussed and applied as it occurs on the interpersonal, small group, organizational, and public levels. 4 q.h.
- 86-26 Speech Communication and Theatre (change)
 652. Business and Professional Speaking. The principles and practice of speech communication in business, industrial, and professional situations. Emphasis on presentational speaking. 3 q.h.
- 86-28 Voice (add)
 556. Singer's Diction: English/Italian. Application of the principles of Lyric diction; utilization of the International Phonetic Alphabet in developing and reading phonetic transcriptions of English/Italian song texts. Meets 2 times per week. 1 q.h.
- 86-29 Voice (add)
 557. Singer's Diction: German. Application of the principles of Lyric diction; utilization of the International Phonetic Alphabet in developing and reading phonetic transcriptions of German song texts. Meets 2 times per week. Prereq.: Music 556. 1 q.h.
- 86-30 Voice (add)
 558. Singer's Diction: French. Application of the principles of Lyric diction; utilization of the International Phonetic Alphabet in developing and reading phonetic transcriptions of French song texts. Meets 2 times per week. Prereq.: Music 556. 1 q.h.
- 86-31 Speech Communication and Theatre (change)
 755. Free Speech and Censorship. Problems, issues, and rationales for prior restraint of discourse, focusing primarily on the United States. Prereq.: English 551. 4 q.h.
- 86-32 Speech Communication and Theatre (delete)
 851. Contemporary Public Address. An examination of speakers, rhetorical movements, and artifacts. In-depth analysis and application of critical models to notable rhetorical events. Prereq.: Speech 798 or 799. Satisfies the University's area requirement in the humanities. 4 q.h.
- 86-33 Speech Communication and Theatre (delete)
 799. Empirical Research. An introduction to and an in-depth analysis of various empirical methods for research in speech communication. Components including variables in human communication research, participant observation, statistical methods, and computer analysis. Prereq.: Speech 530 or 540 or 550 or 554 or 652 and completion of English 551; Speech 758 recommended. 4 q.h.
- 86-34 Speech Communication and Theatre (add)
 750. Advanced Public Speaking. Advanced theoretical principles in the practice of public speaking and persuasive discourse. Prereq.: Speech 550 or 554 or 652. 4 q.h.

- 86-35 Speech Communication and Theatre (delete)
 658. Advanced Public Speaking. This course is designed to further develop speech-communication skills and amplify the principles considered in speech. Sophistication in speech preparation and persuasion strategies will be emphasized. Prereq. 550 or 554 or 652. 4 q.h.
- 86-36 Speech Communication and Theatre (add)
 754. Argumentation. Theories, principles, and practices of formal argumentation including the written and spoken analysis of issues, evidence, reasoning, refutation, and debate. Prereq. Speech 550 or 554 or English 551 4 q.h.
- 86-37 Speech Communication and Theatre (delete)
 654. Methods of Argument. Principles and practices of formal argumentation including an analysis of issues, evidence, reasoning, refutation, and debate. Prereq.: Speech 530 or 540 or 550 or 554 or 652. 4 q.h.
- 86-38 Speech Communication and Theatre (add)
 640. Introduction to Rhetoric. An introduction to the ideas and writings of thinkers concerned with communication as a practical art. Concepts from lecture and discussion sections will be applied in practical experience. 4 q.h.
- 86-39 Speech Communication and Theatre (delete)
 540. Introduction to Rhetoric. An introduction to ideas and writings of thinkers concerned with communication as a practical art. Concepts from lecture and discussion sections will be applied in practical experiences. 4 q.h.
- 86-40 Speech Communication and Theatre (add)
 615. Competitive Public Speaking I. An introduction to forensics competition. Practice with the coach(es) for a minimum of one hour per week and participation in at least two forensics tournaments each quarter is required. Speech 615 may be taken up to 8 hours. Prereq.; Permission of instructor. 2 q.h.
- 86-41 Speech Communication and Theatre (change)
 815. Competitive Public Speaking II. Advanced forensic competition. Practice with the coach(es) must be scheduled for a minimum of one hour per week and participation in at least two forensics tournaments each quarter is required. Open to Juniors and Seniors. Speech 815 may be taken up to 8 hours. Prereq.: Speech 615 and permission of instructor. 2 q.h.
- 86-42 Speech Communication and Theatre (change)
 798. Applied Communication Research. The applications of various methods of research related to speech communication. These approaches will include qualitative and quantitative research methodologies. Prereq.: Speech 698. 4 q.h.

86-43 Speech Communication and Theatre

(change)

898. Seminar in Speech Communication. A cooperative exploration of topics in speech communication not covered in course offerings. May be repeated for credit if the seminar topic changes. Prereq.: Speech 698 or English 551 and permission of instructor. 4 q.h.

86-44 Health and Physical Education

(change)

897. Prevention and Care of Athletic Injuries. Practical and theoretical aspects of treatment of injuries in an athletic program; supplies, therapeutic equipment, taping and wrapping, and techniques of conditioning. One hour of lecture and two hours of laboratory per week. Prereq.: HPE 795. 2 q.h.

86-45 Health and Physical Education

(change)

801. Field Work in Health Education. Designed to provide the health education major with a supervised teaching or agency experience. Four hours per week is required. Prereq.: HPE 791 and either 794 or 799. 2 q.h.

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

Date February 20, 1986

Report Number (For Senate Use Only) 856-9

Name of Committee Submitting Report Programs Division, Academic Programs and Curriculum Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____

Appointed chartered

Names of Committee members: D. Brown, A. Curry (student), T. Deiderick, M. Delost (Chairperson), D. Henneman, R. Hoover, R. Kramer, T. Lyons

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

The attached program proposal regarding the Associated in Applied Science Degree in Dental Hygiene has been approved by the Programs Division of the Academic Programs and Curriculum Committee.

Do you anticipate making a formal motion relative to the report? no

If so, state the motion: _____

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

Other relevant data: _____

M. Delost

Chairman (please initial)

PD#	Date Rec'd
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Addition of a new program _____ (Complete B, C)

Deletion of an existing program _____ (Complete A, C)

Change in an existing program X (Complete A, B, C)

Program title DENTAL HYGIENE Department ALLIED HEALTH

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

See attached curriculum sheet: this proposal is to substitute one microbiology course for another: We would like to delete Microbiology 560:

560. *Paramedical Microbiology*. Characteristics, epidemiology, and pathology of viruses, rickettsiae, bacteria, and protozoa of medical significance. Not applicable to the Biology major. Three hours lecture and one three-hour laboratory-discussion period a week. Registration by permit only. 5 q.h.

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B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

And add Diagnostic Microbiology 787, 787L

787. *Diagnostic Microbiology*. An examination of the major disease producing micro-organisms encountered in the clinical laboratory. The areas will include a study of the frequency, clinical sources, treatment and control of these pathogenic organisms. Prereq.: Biol. 702. Same as Biol. 787. Must be taken concurrently with 787L. 2 q.h.

787L. *Diagnostic Microbiology Laboratory*. A clinical approach to the study of bacteria, fungi, and other micro-organisms including the identification of organisms encountered in the clinical laboratory. Six (6) hours lab per week. Same as Biol. 787L. Prereq.: Biol. 702. Must be taken concurrently with MLT 787. 2 q.h.

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C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

The Dental Hygiene Program would like to substitute 787, and 787L, Diagnostic Microbiology for 560 in the curriculum. This change is being made to better prepare Dental Hygienists to work in private practice settings with a better knowledge and understanding of necessary microbiological concepts that pertain to them. Qualified faculty are Maria Danessa-Delost and Dr. Marybeth Shaffer. Our feeling is that with a dentist team teaching the laboratory section of this course its application can be better integrated into other parts of the Dental Hygiene curriculum. The major concern is to improve the understanding of microbiology as it relates to dental hygiene practice, asepsis, disease progression, diagnosis and treatment planning. National Board scores in microbiology have not met the national average here at Y.S.U. and this is an attempt to rectify the situation. All necessary facilities and faculty are currently available

Signatures within the Allied Health Department.

Department Chairperson J. Johnson

Dean V.A. Richley 2-3-86

Prog. Div. Maria E. Delost

PRE-COLLEGE REQUIREMENTS (high school credits)

Req'd	Earn	MUST HAVE GRADES OF "C" OR BETTER IN:	Grade	Def.	Make-up Course
3		English			
1		U.S. History and Civics			
1		Algebra			
1		Geometry or Algebra II			
2		Biology and Chemistry			
8		Other			
16		TOTAL (See Advisor concerning deficiencies)			

High school deficiencies must be made up and these hours do NOT count toward graduation

* SUMMER

SECOND YEAR

Biol. 551 Physiology & Anatomy of Man I

4 ()

Fourth Quarter

Biol. 552 Physiology & Anatomy of Man II

4 ()

D.H. 601 Dental Hygiene IV 2 ()
D.H. 601L Clinical Dental Hygiene IV

4 ()

D.H. 611 Dental Materials 2 ()

D.H. 611L Dental Materials Lab 1 ()

D.H. 615 Dental Health Education 3 ()

D.H. 620 Periodontics 2 ()

14

FIRST YEAR

First Quarter

D.H. 501 Dental Hygiene I 3 ()

D.H. 501L Clinical Dental Hygiene I 2 ()

D.H. 520 Dental Anatomy I 2 ()

D.H. 520L Dental Anatomy Lab I 1 ()

Chem. 502 Survey of Chemistry II 4 ()

H. Ec. 551 Normal Nutrition I 4 ()

16

Fifth Quarter

D.H. 602 Dental Hygiene V 2 ()

D.H. 602L Clinical Dental Hygiene V 4 ()

D.H. 625 Community Dentistry 3 ()

D.H. 641 Jurisprudence & Office Management Seminar 1 ()

M.A. 605 Introduction to Pharmacology 4 ()

D.H. 621 Periodontics II 2 ()

D.H. 650 Preventive Dentistry 2 ()

18

Second Quarter

D.H. 500 Dental-Med. Emergencies 2 ()

D.H. 504 Dental Hygiene II 1 ()

D.H. 502L Clinical Dental Hygiene II 3 ()

D.H. 530 Dental Radiology 2 ()

D.H. 525 Oral Histology & Embryology 3 ()

Chem. 503 Survey of Chemistry III 4 ()

SocSci 502 Intro to Econ 3 ()

18

Sixth Quarter

D.H. 603 Dental Hygiene VI 1 ()

D.H. 603L Clinical Dental Hygiene VI 4 ()

Soc. 500 Fundamentals of Sociology 4 ()

Engl. 550 Basic Composition I 4 ()

Psych. 560 Introduction to Psychology 4 ()

17

Third Quarter

D.H. 503 Dental Hygiene III 3 ()

D.H. 503L Clinical Dental Hygiene III 3 ()

D.H. 530L Dental Radiology Lab 1 ()

D.H. 535 General & Oral Pathology 3 ()

D.H. 535L General & Oral Pathology Lab 3 ()

Speech 550 Principle of Speech Communication 4 ()

18

Total hours

110

The Dental Hygiene program is designed to prepare dental hygienists for work in private practice, in public health, or in other health care settings. Upon completion of the two-year program, which leads to the Associate in Applied Science Degree, graduates will be eligible to take the licensing examinations for the registered dental hygienist.

Dental Hygiene students must complete Biology 551 and 551L, and Biology 552 and 552L.

Grades of "C" or better are required in all Chemistry, Biology, and Medical Assisting courses. No more than 8 hours of "D" grades in the program courses are permitted. Students are permitted two repetitions. An overall 2.0 must be maintained to continue in the program. Readmission into the program will be based on validation of knowledge through examination and available space in the class; students must have a 2.0 grade point average to be re-admitted.

~~Microbiology (Diagnostic Microbiology) and Histology (Diagnostic)~~

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

Date February 20, 1986

Report Number (For Senate Use Only) 356-10

Name of Committee Submitting Report Programs Division, Academic Programs and Curriculum Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.) _____

Appointed chartered

Names of Committee members: D. Brown, A. Curry(student), T. Deiderick, M. Delost (Chairperson), D. Henneman, R. Hoover, R. Kramer, T. Lyons

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

The attached proposal regarding the Bachelor of Science in Nursing Program (Generic) has been approved by the Programs Division of the Academic Programs and Curriculum Committee.

Do you anticipate making a formal motion relative to the report? No

If so, state the motion: _____

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

Other relevant data: _____

M. Delost

Chairman (please initial)

PD#	Date Rec'd
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Addition of a new program _____ (Complete B, C)

Deletion of an existing program _____ (Complete A, C)

Change in an existing program X (Complete A, B, C)

Program title Generic BSN Program Department Nursing

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

Either BET 710 or CPT 500 are currently required support courses in the BSN-G curriculum (see curriculum sheet for Third year, Fall Quarter).

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

Substitution of BET 513 for 710.

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

BET has revised the old 513 Business Machines course into the current Business Computer Systems I (change submitted 11/25/85). This new 513 is now a prereq. for 710 and the appropriate level of computer course for our majors to take.

This change has been discussed with Dr. Boggess and will not significantly impact on her department. Students have three years to complete this course in the curriculum, and CPT 500 is also an option.

Signatures

Department Chairperson Patricia A. McCarthy

Dean W. A. Rieley

Prog. Div. Maria E. Delost

Third Year: First Quarter
(Nursing Major)

	<u>Q.H. Credit</u>
BET 710 Introduction to Data Processing <u>or</u> CPT 500	4
Psych 614 Statistical Methods in Psychology II	4
Nsg 740 Concepts and Theories of Self-Care II	2
Nsg 741 Nursing Systems II	3
Nsg 741L Nursing Systems II Laboratory	3
	<hr/>
	15

Third Year: Second Year
(Nursing Major)

Electives	4
Nsg 742 Nursing Systems III	3
Nsg 742L Nursing Systems III Laboratory	3
Nsg 743 Leadership	3
Biol 721 Genetics	4
	<hr/>
	17

Third Year: Third Quarter
(Nursing Major)

Phil 725 Biomedical Ethics	4
Nsg 744 Nursing Systems IV	3
Nsg 744L Nursing Systems IV Laboratory	3
Nsg 745 Nursing Systems V	3
Nsg 745L Nursing Systems V Laboratory	3
	<hr/>
	16

Fourth Year: First Quarter
(Nursing Major)

	<u>Q.H. Credit</u>
*Electives	8
Nsg 840 Nursing Systems VI	3
Nsg 840L Nursing Systems VI Laboratory	3
Nsg 841 Nursing Research	3
	<hr/>
	17

Fourth Year: Second Quarter
(Nursing Major)

*Electives	4
Nsg 842 Nursing Systems VII	3
Nsg 842L Nursing Systems VII Laboratory	3
Nsg 843 Nursing Systems VIII	3
Nsg 843L Nursing Systems VIII Laboratory	3
	<hr/>
	16

Fourth Year: Third Quarter
(Nursing Major)

Nsg 844 Nursing Systems IX	3
Nsg 844L Nursing Systems IX Laboratory	3
Nsg 845 Professional Issues	2
Nsg 847 Nursing Synthesis	1
Nsg 847L Nursing Synthesis Laboratory	3
	<hr/>
	12

Total Credit Hours -- 188

ELECTIVES MUST BE ACADEMIC

11/27/84

YOUNGSTOWN STATE UNIVERSITY
 BACHELOR OF SCIENCE IN NURSING PROGRAM (GENERIC)
 BSN-G Curriculum

16

First Year: First Quarter
 (Prenursing)

	Q.H. Credit
Biol 506 or 507 Principles of Biology I or II	4
Chem 502 Survey of Chemistry II	4
Eng 550 Composition I	4
Soc 500 Fundamentals of Sociology	4
	16

First Year: Second Quarter
 (Prenursing)

Biol 507 or 506 Principles of Biology II or I	4
Chem 503 Survey of Chemistry III	4
Eng 551 Composition II	4
Health & Physical Education Activities	1+1+1
	15

First Year: Third Quarter
 (Prenursing)

Biol 710 Mammalian Anatomy	4
Biol 702 or 787/787L Microbiology or Diagnostic Microbiology/Lab	4
Psych 560 General Psychology	4
Phil 600 Introduction to Philosophy	4
	16

Second Year: First Quarter (Provisional Admission)
 (Prenursing)

	Q.H. Credit
Home Ec 551 Normal Nutrition I	4
Biol 792 Introduction to Animal Physiology	5
Psych 755 Developmental Psychology I - Child	4
Nsg 640 Introduction to Nursing	3
Nsg 641 Concepts and Theories of Self-Care I	2
	18

Second Year: Second Quarter (Full Admission)
 (Nursing Major)

Psych 756 Developmental Psychology II - Adolescent	4
Spch 550 Theory and Practice of Pub. Speaking	4
Nsg 643 Therapeutic Self-Care Requisites	3
Nsg 643L Therapeutic Self-Care Requisites Lab	1
	12

Second Year: Third Quarter (Nursing Major)

Psych 757 Developmental Psychology III - Adult	4
Nsg. 642 Health Deviation Self-Care Requisites	4
Psych 613 Statistical Methods in Psychology I	3
Nsg 645 Nursing Systems I	3
Nsg 645L Nursing Systems I Laboratory	3
	17

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE .856-11

Date Feb. 21, 1986

Report Number (For Senate Use Only)

Name of Committee Submitting Report Committee on Undetermined Majors

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

Names of Committee members: T. Beronja, J. Conser, J. Granito, G. Mann, S. Martin, D. McNierney, J. Morrison, G. Murphy, A. Owens, V. Richley, J. Scriven.

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

Final Report with recommendations

Do you anticipate making a formal motion relative to the report? No

If so, state the motion: _____

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

Other relevant data: _____

J C Morrison

Chairman (please initial)

Ad Hoc Committee on Undetermined Majors
Report to the University Senate
Feb. 20, 1986

The committee was appointed last year to "(1) identify the scope and the nature of the problems of the undetermined majors at YSU, (2) examine such problems in a comprehensive fashion including consideration of both academic and administrative implications; and (3) make appropriate recommendations to the Academic Senate."

In our review to date we have observed the following:

While the Undetermined major category has been in existence for many years, it has only recently grown to large numbers (almost entirely in C.A.S.T. and Arts & Sciences). The dramatic increase in the number of students in the 'undetermined' category parallels the establishment of restricted programs in C.A.S.T., Business, and Engineering. The deteriorating local economy has apparently amplified this effect in that the University has experienced a recent noticeable influx of "Non-Traditional" students seeking the expanded employment opportunities they see especially in the restricted programs. These students, along with many of the more recent high school graduates, have an increased likelihood of having academic 'deficiencies' which must be completed before admission to their desired program is possible, and therefore, they become undetermined majors.

In the Winter Quarter of 1985 and 1986 the categories and numbers of undetermined majors were as follows:

<u>Code</u>	<u>School</u>	<u>Winter 1985</u>	<u>Winter 1986</u>	<u>Major</u>
970	A & S	1159	1023	Undetermined - A & S - A(General A & S.)
971	A & S	691	706	Undetermined - A & S - B(Pre-Business)
972	A & S	146	179	Undetermined - A & S - E(Pre-Engineering)
973	Education	178	201	Undetermined - Education
974	Engineering	298	312	Undetermined - Engineering
975	F & PA	15	12	Undetermined - Art
976	F & PA	13	10	Undetermined - Music
977	F & PA	0	7	Undetermined - Speech
978	CAST	493	503	Undetermined - CAST (General)
979	CAST	181	87	Undetermined - CAST - A(Pre-A.D.- Nursing)
980	CAST	93	67	Undetermined - CAST - B(Pre-B.S. Comp. Nursing)
981	CAST	163	159	Undetermined - CAST - G(Pre-Generic B.S. Nursing)
982	CAST	130	123	Undetermined - CAST - C(Pre-Computer Technology)
983	CAST	23	42	Undetermined - CAST - D(Pre-Dental Tech)
984	CAST	194	165	Undetermined - CAST - E(Pre-Engineering Tech.)
985	CAST	41	23	Undetermined - CAST - L(Pre-Med. Lab Tech.)
986	CAST	38	27	Undetermined - CAST - M(Pre-Med. Tech.)
987	CAST	2	10	Undetermined - CAST - P(Pre Em-Med.-Paramed.)
988	CAST	61	68	Undetermined - CAST - R(Pre-Respiratory Tech.)
	TOTAL	3919	3727	

It can be seen that there has been very little change in the past year over-all. The decreased attractiveness of the A.D. in Nursing following the introduction of the Generic B.S.N. and a concerted effort on the part of one advisor to 'clean-up' the A & S - A category seems to account for most of the slight drop in the total. It should be kept in mind that Fall quarter figures would run 10-14 percent higher than Winter Quarter, e.g. Fall 1985 total Undetermined in A & S was 2214 or 48 percent of the 4652 students enrolled in the college.

What is most striking in viewing the effects of that outlined above, is the impact on advisement. While the faculty/student major ratio remains low in most departments in which the faculty actually do advisement, the ratio of Undetermined Majors to FTE Professional Advisors stands at 1420 to 3.33 or 426 students per advisor in C.A.S.T., and 2214 to 2.31 or 958 students per advisor in A & S. Preliminary analysis of a survey sponsored by this committee (Mann, G. 1986) suggests that the predominate maximum number of students per professional advisor set by other Universities to be about 200 with the typical number to be actually handled to be approximately 150 or less. Clearly the situation here has become out of reasonable control, especially if one keeps in mind that at YSU those individuals designated as professional advisors have indeed a wide range of other duties to perform. This leaves a large block of students, many of whom are in the greatest need of advisement services, with the least access (in time) to advisors.

The committee's first discovery was that the present Undetermined categories are inadequate for tracking/advisement purposes in that they lump together at least four distinct types of students, each with their own concerns and needs. Generally, these types may be described as:

- I. those students who qualify for acceptance into their intended degree program but are not admitted because of enrollment control policies;
- II. those students who are overcoming academic deficiencies in preparation for acceptance into their intended degree program.
- III. those students who do intend to pursue a major but have not yet chosen it; and
- IV. those students who do not intend to pursue a major or degree and who are taking courses of interest or to fulfill a specific need.

It is with these differing groups of students in mind that the committee members developed the recommendations below. Some of these recommendations involve a 'simple' reclassification scheme which would more clearly identify some (but not all) of the above types of students.

RECOMMENDATIONS -- CLASSIFICATION

The Committee recommends that the University establish and maintain three new designations of student status: PRE-, UNDECLARED, and NON-DEGREE.

- A. The "PRE-" designation (e.g. Pre-Nursing, Pre-Engineering) would be applied to students who have selected, but have not been admitted to, an intended major. These students should be assigned to and advised by the faculty and/or professional advisors most likely to

be attuned to the students particular needs. Under present circumstances this would be the the school/college which houses the intended degree program. However, if an entity such as Advisement/Learning Center as proposed in recommendation H. below were to come into being then it is possible that some of these students could, under proper guidelines be assigned there.

If this classification system is adopted the committee suggests that the maximum number of credit hours a student may earn while enrolled as "PRE-" major be set at 96.

- B. The "UNDECLARED" designation would be applied to students who assert their intentions to pursue a degree but who have not chosen a particular major. The individual student would be assigned to a particular college or school (e.g. UNDECLARED -A&S) or the student could choose to be assigned to the Advisement/Learning Center if one were to be created as proposed below. We suggest that as with the "PRE-" major, the number of credit hours which a student may earn while enrolled as an "UNDECLARED" major be limited to 96.
- C. The "NON-DEGREE" designation would be applied to students who assert an intention not to pursue a degree. "NON-DEGREE" students would not be assigned to a college or department for advisement. Such students would be invited to utilize the services of the Advisement/Learning Center as they may wish but would otherwise be left alone. Anyone choosing this designation would be warned that they would be ineligible for many kinds of financial aid and for participation in some university activities.

RECOMMENDATIONS BEYOND RECLASSIFICATION

- D. The University must provide the faculty and other resources to those departments which have demonstrated long-range student demand but whose programs are now restricted because of a lack of personnel/lab space, etc. so that most qualified students can be accepted. Current examples would be Electrical Engineering wherein the student's chances of being accepted vary from quarter, and Nursing where a recent study done by C.A.S.T. found that the typical GPA of the "CAST - Undetermined -B" student was above a 3.00. This recommendation is aimed directly at the needs of the 'first type' student identified above, i.e, the student whose qualifications meet or exceed minimum rational standards of their chosen program but who remains excluded by the quota setting approach to enrollment control.
- E. The entrance criteria of all restricted programs should be periodically reviewed for their feasibility, clarity, and perceived fairness. The criteria should be such that it is clear to the student how entrance can be gained and when it is inappropriate to continue in the "Pre" category. (Such a review by the School of Business led

to some changes with promise to improve the clarity of procedure and fairness, if not ease, of transferring into the School of Business from an Undetermined Category).

- F. Provide additional resources for advisement to areas with large concentrations of "PRE" or "UNDECLARED" students.
- G. Provide resources to encourage or at least allowing the development of new programs in demonstrated areas of high student interest. (The committee has reviewed several proposals for General Study Degrees and find the need for such programs to be questionable as a substitute for specific programs and suggests that expanded use of the already existing Assoc. in Arts and the ICP be explored).
- H. Provide better coordination of existing student services related to overcoming academic deficiencies (i.e., Reading, Writing, and Math Labs) with existing advisement/support programs (i.e., Student Enrichment Center, Student Support Programs, Special Student Services, and career counseling in Counseling Services). Such services should be expanded to support academic planning and career choice alternatives beyond present levels of activity. A stronger referral mechanism between college/faculty advisors and such services should be developed. Such coordination should be assumed by the office of the Provost and could take the form of a Advisement/Learning Center as has been developed on other campuses.
- I. Development of an academic/careers alternatives course open as an elective to all students but required after 45 quarter hours without a major.)
- J. The University through its personnel policies, collective bargaining, etc. must establish the importance of excellence in advising as at least equal to other forms of University Service.

Comments on the University College vs Advisement Center Concepts

The Committee is aware that several Universities currently deal with the factors related to the Undetermined Major through the mechanism of a 'University College'. The Committee has reviewed a number of these structures and while the concept remains a highly attractive one to many committee members, others have sufficiently strong reservations to preclude it as a committee recommendation and to promote the concept of an Advisement/Learning Center instead.

Reservations include:

1. Most proposals for a General or University College at YSU entail major realignments of existing colleges/schools as well as other major structural changes. Such proposals however meritorious, must be evaluated in a much broader context than the limited concern for the present handling of the Undetermined major.

2. Many University College structures include the awarding of General Studies degrees and the like. Our review shows these degree programs to be held in relatively low regard on those campuses by faculty and students alike. We have suggested that YSU give greater emphasis to the possible use of the ICP and associate in Arts programs.
3. An additional 'college' seems to spawn the idea of additional Deans, Ass't. Deans, professional staff, and other vestigial administrative appendages to a degree that would seem inappropriate in these fiscally perilous times. Such resources could be much better spent on additional faculty and advisement personnel.

The Committee wishes to thank the many people within the University community who have been so generous of their time and ideas in helping us in our task.

REFERENCES

Mann, G. "Advising Report for NACADA Universities" Submitted to the NACADA Journal , National Academic Advising Association; Seattle, Washington.

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

Date 2/19/86

Report Number (For Senate Use Only) 856-12

Name of Committee Submitting Report Computer Services

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

Names of Committee members: J. LaLumia (chr.), D. Arnett, T. Bartosh, J. Buoni,
T. Doctor (ex officio), A. Kumar, G. Mapley, A. Messuri, H. Pullman, V. Richley
L. Slivinske.

Please write a brief summary of the report which the Committee is submitting to
the Senate: (attach complete report)

see attached

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

If so, state the motion: Current Computer Service centers should be maintained
at a level supporting brief sessions for a significant number of users during high
demand periods.

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

Other relevant data: see attached report

Chairman (please initial)

2/20/86

Computer Services Committee Report

The Computer Services Committee has developed a policy proposal regarding disposition of the current academic service centers (one each in Cushwa, Engineering, and Williamson) once Meshel Hall is fully operational. We propose to have the terminal rooms and printers maintained for a substantial number of students during peak demand times, for brief working sessions. Our purposes in this report are to 1) summarize the need for such a policy, 2) illustrate how the policy might be implemented, 3) discuss immediate costs of the policy.

1) There is a need for this policy to insure efficient and effective student access to terminals outside Meshel Hall. This is true in light of the fact that a substantial portion of students requiring terminal use will have classes outside of Meshel. Data below are taken from the projected winter '86 schedule of classes for which computer accounts were requested. They indicate that approximately 45% of students in these classes would be located in buildings other than Meshel.

Projected Number of Accounts for Winter 1986 Organized by Classroom Building

Building	Number of Accounts	% of Accounts
Meshel	1945	54
Williamson	444	12
Engineering Science	779	22
Cushwa	248	7
DeBartolo	103	3
School of Ed	17	0

Maintaining existing service centers would enable these students and other users to more efficiently and effectively complete their assignments through editing or minor corrections. Many faculty would be in close proximity to answer student questions and help resolve student computer problems. Closing the service centers would extend from five minutes to perhaps twentyfive minutes the time needed for a student faculty consultation.

2) The Committee proposes a policy which may be operationalized in the following manner: maintain the current three centers with one student consultant, a reduced number of terminals and a printer, for a reduced number of hours, during the three major quarters. For example, the centers may be open with twenty terminals on a walk-in basis between 9 am and 3 pm for sessions of no more than twenty minutes. Different specific limits may be

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effected by the Computer Center, but the policy of availability should be preserved.

3) The costs of the policy are not prohibitive. Based on the above scenario for maintaining the current centers, staffing costs would be approximately \$12,600 annually. The cost of a second scenario, based on greater availability, remains reasonable: \$17,688 for 3 sites @ 40 hours per week for 40 weeks (fall, winter, and spring quarters); 1 site @ 40 hours for 12 weeks (summer); 5,280 student hours needed to man all 3 sites @ minimum wage.

There will be no significant costs in occupancy or use of Meshel Hall. The Computer Center and all its personnel will be housed in Meshel. Approximately 53 classes were scheduled there for winter '86, and actual enrollment for these classes was approximately 1200 students (compiled from registration figures). The spring '86 schedule includes 71 classes in Meshel Hall, making likely a proportional increase in the actual number of students taking classes there (approximately 1800). Additionally, there are approximately 25 offices in Meshel, which will probably house faculty. Most student terminal sessions will take place in Meshel under the policy proposed: all lengthy sessions (perhaps over 20 minutes); non-peak time sessions such as evening and weekend sessions. Meshel will also be used by most students needing specialized applications such as graphics, and many students needing micro applications.

WHEREAS, the location of a significant number of users will prohibit the efficient and effective use of Meshel Hall for brief terminal sessions,

WHEREAS, the cost of maintaining current service centers is not prohibitive,

WHEREAS, sufficient use of Meshel Hall is insured through scheduling of classes and labs, the housing of the Computer Center, and the housing of faculty offices,

We propose:

Current Computer service centers should be maintained at a level supporting brief sessions for a significant number of users during high demand periods.