TO: FULL SERVICE FACULTY, ADMINISTRATION, AND STUDENT GOVERNMENT

FROM: VIRGINIA PHILLIPS, SECRETARY, ACADEMIC SENATE

RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, MARCH 6, 1991, 4:00 P.M.
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL

AGENDA

1. Call to Order.
2. Approval of Minutes for February 6, 1991, meeting.
3. Elections and Balloting Committee Report.
4. Charter and Bylaws Committee Report.
5. Senate Executive Committee Report.
6. Reports of Other Senate Committees.
   901-16 Academic Planning Committee Report.
   901-17 University Curriculum Division Committee Report.
   901-11 Academic Standards and Events Committee Report.
   901-12 Academic Standards and Events Committee Report.
   901-13 Academic Programs Committee Report.
   901-14 Computer Services Committee Report.

   Other Committee Reports.
   901-15 Minority Access/Success Committee Report.
7. Unfinished Business.
8. New Business.
9. Adjournment.

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

Date 2/19/90 Report Number (for Senate use only) 901 16

Name of Committee submitting report Academic Planning Committee

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

Names of Committee members: Alice Betz, Allied Health; Dorothy Kennedy, Nursing; Larry Esterly, Political Science; Donald Hovey, Management; Donna McNierney, Secondary Education; Jalal Jalali, Electrical Engineering; Fred Owens, Speech & Drama; David Ruggles, Dean, Education; Bernard J. Yoswiak, Dean, Arts & Sciences; Bernard Gillis, Provost; Nancy White, Psychology; Erin Foggarty, Student Government

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The Academic Planning Committee is meeting weekly and has worked through two of the ten sections of the "Exposure Draft." The committee is working toward completing at least five content sections by the end of Winter Quarter.

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 recommendations, would the committee prefer that the matter be sent back to committee for further consideration?

Other relevant data:

Alice Betz, Allied Health Dept.
Chair

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

Date February 18, 1991 Report Number (for Senate use only) 901-11

Name of Committee submitting report Academic Standards and Events

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

Names of Committee members: J. Aboul-Ela (Chair), J. Cernica, J. Edwards, M. Loud, T. Maraffa, R. McEwing, J. Pusch, J. Reid, L. Tessier, J. Yemma, P. Billett, D. Welsh

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The committee recommends that the WRSE request to alter Humanities/Social Sciences requirements from 8/16 to 12/12 be approved. The change will facilitate meeting the accreditation board requirement of course sequences. Complete report is attached.

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

If so, state the motion: I move that the WRSE request for change of the Humanities/Social Sciences requirements from 8/16 to 12/12 be approved.

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

Other relevant data:

Jean Aboul-Ela
Chair

INTEROFFICE CORRESPONDENCE

YSU

To: Academic Programs Division

From: G. E. Sutton, Dean---WRSE

Date: November 19, 1990

Subject: Request for Change

The WRSE requests permission to change the Humanities-Social Sciences requirements from 8/16 to 12/12.

1. The recent discussion of "transfer modules" indicated an expected module of nine quarter hours in Humanities and nine quarter hours in Social Sciences.
2. In the most recent report on the ABET Accrediting Board for Engineering and Engineering Technology it is stated:

> "All engineering curricula lack depth in the humanities and social sciences. The scope and variety of courses offered appear ample, but course requirements and counseling procedures do not ensure that each student will complete progressive levels of courses so as to meet the ABET engineering criterion for depth (IV.C.2.d. (4)(a))."

Similarly, each of the individual departments reported the lack of sequencing in these areas. This resulted in a requirement for a report at the end of three years for a three-year extension, if satisfactory.

If we are allowed to go 12/12, we can require a two-course sequence in each of these areas and maintain one elective therein.

Enclosed herein is a model which is under discussion - given for information only.

Enclosure

bjd

YSU

Academic Programs Division

PD#   Date Rec'd

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 Bachelor of Engineering Degree Department All

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

The requirements at the present time are for 8 quarter hours in Humanities and 16 quarter hours in Social Sciences as specified on page 231 of the 1990-91 bulletin and amplified by the 8/90 WRSE Elective Sheet.

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

The proposed requirements would be 12 quarter hours in each of the two categories to be administered according to the enclosed Elective Policy Special 1991 Sheet.

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.).

See enclosed sheet.

Signatures

Dept. Chairman ____________ Dean ____________

Program Div. ____________ Senate ____________

WRSE ELECTIVES
08/90

The following are those electives which are acceptable and accessible for most students. If you wish to have other courses considered, contact your Department Chairman.

HUMANITIES:

Art: 515, 517, 521, 522, 523, 603.

Black Studies: 601

English: 609, 610, 617, 618, 620, 631, 632, 633, 638

Foreign Languages: Literature courses only.

Humanities: All (watch cross listings!)

Music: 510, 512, 517, 518, 519, 520, 522, 617, 618, 622, 709

Philosophy and Religious Studies: All

Speech Communications: 581, 583

Theater: 512, 560, 590, 690

SOCIAL STUDIES:

Anthropology: 602, 711, 712, 713, 716, 717

Black Studies: 600

Economics: 510, 520, 621, 622

Geography: 626, 640, 650

History: 500, 502,601, 605, 606, 611, 630, 655, 656, 661, 662, 663, 699

Political Science: 550, 601, 640, 660, 700, 701, 702

Psychology: 560, 620, 700

Sociology: 500, 590, 600, 601, 630, 640

BASIC SCIENCES:

Biology: 506, 551, 552

Chemistry: 517, 705

Geology: 602, 611

Physics: 611, 704, 722, 722L

****

genelect

WRSE

ELECTIVE POLICY

SPECIAL 1991

ALL STUDENTS ENTERING THE WRSE FOR SUMMER OR FALL 1991
OR THEREAFTER MUST SATISFY THE FOLLOWING REQUIREMENTS:

Two sequences from the following and electives to comlete the requirements shown:

1. Humanities (12 qh):

Phil. 530/ 600/ 619/ 625 and Phil. 880 or
Art 521 and Art 714/715 or
Art 523 and Art 713/740/749 or
Mus 709 and Mus 710 or
Spch 590 and Spch 790 or
Rel 621 and Rel 714/751/752

2. Social Sciences (12 qh):

Psych. 560 and Psych. 711* or
Econ. 520 and Econ. 621 or
Geog. 640 and Geog. 726 or
Geog. 650 and Geog. 740 or
Hist. 605 /606 and Hist 714/744 or
PSci. 601 and PSci. 700* or
Soc. 500 and Soc. 706* or
Anthro. 602 and Anthro. 711*

* Course shown is preferred, but any course for which the first listed is prerequisite will be allowed.

3. Basic Sciences:

Biology: 506, 551, 552
Chemistry: 517, 705
Geology: 602, 611
Physics: 611, 704, 722, 722L

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hsplan

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

Date February 18, 1991 Report Number (for Senate use only) 901-12

Name of Committee submitting report Academic Standards and Events Committee

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

Names of Committee members: J. Aboul-Ela (Chair), J. Cernica, J. Edwards, M. Loud, T. Maraffa, R. McEwing, J. Pusch, J. Reid, L. Tessier, J. Yemma, P. Billett, D. Welsh

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The committee recommends that page 53 of the YSU Undergraduate Bulletin be changed to clarify the fact that CR/NC grades are not counted in the grade point average.

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

If so, state the motion: I move that the paragraphs describing "The Dean's List" in the Undergraduate University Bulletin, be amended to clarify the fact that only traditionally graded courses are counted in the grade point average, as stated in the attached report.

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

Other relevant data:

Jean Aboul-Ela
Chair

CHANGE IN BULLETIN - PAGE 53

The committee was informed by the Administration of a misunderstanding by a part-time student who thought she met the requirements for the Dean's List, but she did not qualify because she had taken a course credit/no credit. After referring to the 1990-91 University Bulletin, page 53, the committee recommends adding the phrase "in traditionally graded courses" to both paragraphs under the title "The Dean's List". It will then read:

> The Dean's List (for each quarter except summer) includes those full-time undergraduate students who have earned a 3.4 average for not less than 12 quarter hours' credit in traditionally graded courses for the quarter just ended.
>
> Included in the listing for the spring quarter are those part-time students who have maintained a 3.4 average for the fall, winter and spring quarters, and who have accumulated a minimum of 12 quarter hours of credit for the three quarters in traditionally graded courses.

This statement would clarify the fact stated on the previous page of the Bulletin, that CR/NC grades are not counted in the grade point average.

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

901-13

Date 2/19/91 Report Number (for Senate use only)

Name of Committee submitting report Academic Program Division

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

Appointed - Chartered

Names of Committee members: J. Feist-Willis, Elem. Educ.; L. Harris (Chair) Allied Health; L. Hopkins, Music; R.Krishnan, Management; H. Mehri, Industrial Engineering; J. Sinn, Student Government; G. Sutton, Engineering; R. Tabak, Physics & Astronomy.

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Approved changes in Social Work and a name change of the Computer Technology Program to Computer Information Systems.

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 recommendations, would the committee prefer that the matter be sent back to committee for further consideration?

Other relevant data:

Chair

YSU

Academic Programs Division

PD# Date Rec'd

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 Social Work Department Soc/Anthro/Soc. W.

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

A major in Social Work comprises a minimum of 68 quarter hours of professional foundation courses. In lieu of a minor, 25 quarter hours of support courses must also be completed. Majors must take SCWK 620, 622, 641, 642, 644, 718, 724, 736, 737, 820, 822, 825 (14 q.h.), 826 (2-4 q.h.); SOCIO 751, one elective, and BIOL 505; SOCIO 500, 700, and 701; and any two of the following policy courses -- HIST 713, 714, 720, 721; POLIT 717, 718, 720; and ECON 622, 702.

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

A major in Social Work comprises a minimum of 68 quarter hours of professional foundation courses. In lieu of a minor, 37 quarter hours of support courses must also be completed. Majors must take SCWK 620,622,641, 642,644,718,722,736,737,820,822,825(14 q.h.),826(2-4 q.h.); SOC 751; and one elective; plus the following support courses: SOCIO 500,700,701; ANTHRO 602, 783; BIOL 505; POLIT 601,720; and PSYCH 560.

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.).

See attached sheet.

Signatures

Dept. Chairman Beverly Gartland Dean BJ Yozwiak 12/21/90

Program Div. Tony N. Harris Senate ____________

Youngstown State University

Academic Programs Division

PD#	Date Rec'd

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 Computer Technology Department Engineering Technology

- -

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

See attached curriculum.

- -

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

See attached curriculum.

- -

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.).
It is proposed that the title of the Computer Technology program be changed to Computer Information Systems (CIS) based upon the following reasons:

1. The Computer Technology program curriculum and career objectives are similar to the Data Processing Management Association (DPMA) Information Systems model for an associate and four year undergraduate degree.

(continued on next sheet)

Signatures

Department Chairperson W Baird

Madeleine Haggerty
CAST Curriculum Committee

Dean John J. Yemma

Prog. Div. Lon N. Harris

2. The "Computer Advisory Committee" indicated that a title change would be more descriptive of the present program. Also, this would be beneficial to students in which their marketable skills would qualify them for a position as an information center specialist.

3. The word "Technology" in the title is misleading to the public because many people have the general perception that this program consists of computer maintenance.

Youngstown State University
College of Applied Science & Technology

COMPUTER TECHNOLOGY

Associate Degree Program

Effective FALL, 1990

NAME____________________________ DATE__________ SOC. SEC. #__________________

FIRST YEAR

First Quarter	Hrs.
COMP 500 Data Processing Concepts.......	4( )
ENGL 550 Basic Composition I............	4( )
HPE 590 Health Education................	3( )
*MATH 513 Intensive Inter Algebra........	4( )
	15( )

Second Quarter	Hrs.
COMP 601 Scientific Programming I.......	4( )
COMP 607 Business Programming I.........	4( )
ENGL 551 Basic Composition..............	4( )
MATH 520 Trigonometry...................	4( )
	16( )

Third Quarter	Hrs.
COMP 608 Business Programming II........	4( )
COMP 609 Interactive Comp Applications..	4( )
BET 500 Survey of American Business.....	4( )
MATH 570 Calc for Engr Tech I...........	5( )
	17( )

SECOND YEAR

Fourth Quarter	Hrs.
COMP 613 Programming RPG................	4( )
***COMP Elective..........................	4( )
ECON 520 Principles of Econ I...........	4( )
SPCH 651 Comm for Business & Professions	3( )
	15( )

Fifth Quarter	Hrs.
COMP 611 Programming S/360 Assembler....	4( )
COMP 624 Microcomputer Programming......	4( )
ACCTG 605 Elementary Accounting I.......	5( )
Science Elective........................	4( )
	17( )

Sixth Quarter	Hrs.
COMP 616 Operating Systems..............	4( )
COMP 618 Data Processing Applications...	4( )
ECON 624 Economics & Social Stat........	4( )
**Social Studies Elective................	4( )
	16( )

TOTAL CREDIT HOURS — 96

*Or Math 512, Inter Algebra (5 q.h.) - same content as Math 513 with more contact hours.

**Social Studies Elective - select from geography (excluding physical geography), history, political science, psychology, sociology, black studies, or economics.

***COMP Electives - COMP 612, COMP 622, COMP 701, COMP 720, ELTEC 620/L, ELTEC 645

Science Elective - select one from physics, chemistry, or biology

TRANSFER CREDIT EVALUATION

(K) designates courses completed by Transfer Credit from________________________.

Evaluated by________________, date________. Total Q.H. (K)________________.

Remarks:____.

(SEE OTHER SIDE)

COMPUTER TECHNOLOGY

PROGRAM COORDINATOR:	Mr. Theodore S. Chrobak
PHONE:	(216) 742-3289
ADVISORS:	Mr. T. Bodnovich, Mr. T. Chrobak, Mr. R. Gaydos, Mr. R. Hogue, Dr. A. Kumar
DEPARTMENT OFFICE NO.:	#328 Meshel Hall
ADMISSION REQUIREMENTS:	Algebra 1 and Geometry with "C" or better. GPA of 2.30 for transfer students. Transfer students with less than the 2.30 GPA admission requirement are encouraged to schedule an appointment with the Program Coordinator (mentioned above).

DEPARTMENTAL REQUIREMENTS FOR THE ASSOCIATE DEGREE

1. No more than 4 q.h. of "D" are allowed in Associate Degree major courses. Major courses consist of all courses offered by the Engineering Technology Department and thus these courses may not be taken using the CR-NC grading option. A "C" or better is required in the following major courses: COMP 500, COMP 601, COMP 607.

2. Must earn an overall point average of 2.00, "C", or higher to apply for the degree.

3. Transfer students are required to complete at least 21 hours of major departmental courses at YSU in order to qualify for an Engineering Technology or Computer Technology degree.

* *

The curriculum shown on the reverse side identifies the courses you must complete, in their proper sequence, to qualify for the Associate Degree. Since courses are offered in approximately the same order in which they are listed, great care must be taken in arranging your schedule for any given quarter. You are strongly urged to seek an advisor's assistance in scheduling so that you can make efficient and orderly progress toward your goal.

COURSE SCHEDULING PROCEDURE

1. DAY STUDENT: As soon as you receive a permit to register by mail, stop in for an appointment with your advisor (24 hours in advance).

2. NIGHT STUDENT: As soon as you receive a permit to register by mail, stop in to schedule an appointment with an advisor.

Youngstown State University
College of Applied Science & Technology

COMPUTER TECHNOLOGY
Bachelor's Degree Program

Effective FALL, 1990

NAME____________________ DATE__________ SOC. SEC. #________________

THIRD YEAR

Seventh Quarter	Hrs.
COMP 700 Data Structure & Design........	4( )
COMP 711 Advanced Assembler Prog........	4( )
ACCTG 606 Elementary Accounting II......	5( )
MATH 670 Cal for Engr Tech II...........	4( )
	17( )

Eighth Quarter	Hrs.
COMP 716 Advanced Operating Systems.....	4( )
***Humanities Elective.....................	4( )
MGT 725 Fundamentals of Management......	4( )
Science Elective (non-math).............	4( )
	16( )

Ninth Quarter	Hrs.
COMP 720 Telecommunications.............	4( )
ACCTG 711 Basic Cost Accounting.........	4( )
MGT 735 Communication for Mgt & Business	4( )
**Social Studies Elective................	4( )
	16( )

FOURTH YEAR

Tenth Quarter	Hrs.
COMP Elective...........................	4( )
*Free Elective (700/800 level)...........	4( )
HPE Activity course.....................	1( )
***Humanities Elective.....................	4( )
**Social Studies Elective................	4( )
	17( )

Eleventh Quarter	Hrs.
COMP 814 Adv Bus Systems & Procedures...	4( )
COMP 818 Development of Data Bases......	4( )
*Free Elective (700/800 level)...........	4( )
HPE Activity Course.....................	1( )
MGT 789 Operations Management I.........	4( )
	17( )

Twelfth Quarter	Hrs.
COMP 820 Computer Center Operations.....	4( )
COMP 822 Data Base Applications.........	4( )
HPE Activity Course.....................	1( )
MGT 737 Management Science (OR) MGT 820 Operations Management II........	4( )
	13( )

TOTAL CREDIT HOURS — 96
TOTAL HOURS 4 YEARS — 192

*Free Elective - should be selected so as to complete a minor (21 q.h. of "C" or better) in mathematics, accounting, or management.

**Social Studies Elective - select from geography, history, political science, psychology, sociology, black studies, or economics.

***Humanities Elective - A sheet listing courses which satisfy the humanities requirement is available in the departmental main office.

COMP Electives - COMP 612 Prog. PL/1, COMP 622 Util. Prog., COMP 701 Sci. Prog. Appl., COMP 804 Prog. In Oper. Research., COMP 810 Spec. Topics, COMP 824 AI in Decision Making, ELTEC 620/L Dig. Fund., ELTEC 645 Micro. Fund., (all COMP Electives mentioned here are 4 q.h.).

TRANSFER CREDIT EVALUATION

(K) designates courses completed by transfer credit from____________________.

Evaluated by________________, date________. Total Q.H. (K)____________.

Remarks:____.

(SEE OTHER SIDE)

COMPUTER TECHNOLOGY

PROGRAM COORDINATOR: Mr. Theodore S. Chrobak
PHONE: (216) 742-3289
ADVISORS: Mr. T. Bodnovich, Mr. T. Chrobak, Mr. R. Gaydos, Mr. R. Hogue, Dr. A. Kumar
DEPARTMENT OFFICE NO.: #328 Meshel Hall
ADMISSION REQUIREMENTS: Completion of Associate Degree. GPA of 2.30 for transfer students. Transfer students with less than the 2.30 GPA admission requirement are encouraged to schedule an appointment with the Program Coordinator (mentioned above).

DEPARTMENTAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

1. No more than 4 q.h. of "D" are allowed in Bachelor's Degree major courses. Major courses consist of all courses offered by the Engineering Technology Department and thus these courses may not be taken using the CR-NC grading option.

2. Transfer students are required to complete at least 21 hours of major departmental courses at YSU in order to qualify for an Engineering Technology or Computer Technology degree.

UNIVERSITY REQUIREMENTS

English Composition................	8	ENGL 550, 551
Health & Physical Education........	6	HPE 590 + 3 Activity Courses
Humanities.........................	8 - 18	See your advisor for help in selecting courses in these areas (46 Q.H. required).
Social Studies.....................	16 - 22	
Science/Mathematics................	12 - 22	
Other Courses......................	126 - 138	See Other Side

(The curriculum on the reverse side includes the above requirements.)

MINOR - 21 Q.H. of "C" or better course work in another department.
Must complete at least 60 Q.H. of upper division (700 or 800 level) course work.
Must earn an overall point average of 2.00, "C" or better to apply for the degree.

* *

The curriculum shown on the reverse side identifies the courses you must complete, in their proper sequence, to qualify for the Bachelor's Degree. Since courses are offered in approximately the same order in which they are listed, great care must be taken in arranging your schedule for any given quarter. You are strongly urged to seek an advisor's assistance in scheduling so that you can make efficient and orderly progress toward your goal.

COURSE SCHEDULING PROCEDURE

1. DAY STUDENT: As soon as you receive a permit to register by mail, stop in for an appointment with your advisor (24 hours in advance).

2. NIGHT STUDENT: As soon as you receive a permit to register by mail, stop in to schedule an appointment with an advisor.

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

Date February 21, 1991 Report Number (for Senate use only) 901-17

Name of Committee submitting report University Curriculum Division

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

Appointed chartered

Names of Committee members: J. Mistovich (chair), T. Kermani, H. Yiannaki, I. Heal, D. Henneman, P. Munro, S. O'Rourke

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 University Curriculum Committee, circulated to the various deans and departments, and are being presented to the University Senate: 91-001, 91-002; 91-008 through 91-103; 91-105 through 91-109; and 91-111, 91-126, 91-131.

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 recommendations, would the committee prefer that the matter be sent back to committee for further consideration?

Other relevant data:

Joseph J. Mistovich
Chair

91-001 Business Education and Technology (Change)
BUTEC 681. Accounting Systems for Small Businesses
Spreadsheet analysis and integrated accounting systems. Applications on microcomputers. Prereq.: BUTEC 582. 4 q.h.

91-002 Art (Add)
ART 855. Photography Internship
Application of photographic knowledge and skills in the professional work environment. Competitive admission to course based on preparation, portfolio, G.P.A., competitive interview, and the availability of positions. Ten contact hours per week. Prereq.: Art 784. May be repeated once. 3 q.h.

91-008 Accounting and Finance (Add)
FIN 850. Finance Internship
This course provides students with the opportunity to combine theoretical concepts with business experience. Internships are available in banking, securities brokerage, insurance, real estate and corporate finance. Prereq.: GPA of 2.75, 12 Hrs of Finance. 1-4 q.h.

91-009 Nursing (Add)
NURSG 833. Self-Care Requisites for RN's
Knowledge and applications necessary to conduct a comprehensive assessment of self-care agency adapted to meet the unique needs of registered nurses. Prerequisite: Must be a registered nurse. 4 q.h.

91-010 Home Economics (Delete)
HOMEC 512. Orientation to Child Care
The professional role of the child care giver, each aspect of the day care center as it interfaces with family relationships and the development of the child. (F.W) 3 q.h.

91-011 Home Economics (Add)
HOMEC 514. Prekindergarten Programs
Each aspect of the preschool/day care program as it interfaces with family relationships and the development of the child. Thirty hours of field experiences are required. 3 q.h.

91-012 Home Economics (Change)
HOMEC 532. Preschool Child Care
Care and guidance of 2-5 year old children in a group setting; emphasis on behavior management. 4 q.h.

91-013 Home Economics (Change)
HOMEC 664. Management of Child Care
The philosophy and organization of a child care center to include planning the environment, managing people and resources, record-keeping, and legal and ethical aspects of prekindergarten education. Off-campus observations are required. Prereq.: HOMEC 514 and 706. 4 q.h.

91-014 Home Economics (Change)
HOMEC 706. Preschool Laboratory

Participation in the campus early child development laboratory. One hour lecture and 6 hours laboratory per week. Prereq.: PSYCH 755; ELED 630 or FOUND 501. 3 q.h.

91-015 Mechanical Engineering (Change)
MECH 725. Heat Transfer 1

The fundamentals of heat transfer by conduction, convection, and radiation; investigations of combinations of these modes of heat transfer. Prereq.: MATH 705, MECH 603, CIEGR 716; Prereq. or concurrent: INEGR 642, MECH 604. 4 q.h.

91-016 Mechanical Engineering (Change)
MECH 762. Design of Machine Elements

Parameters and design criteria of various elements found in machines. Elements considered include shafts, springs, curved beams and thickwalled cylinders, flywheels, belts and chains, clutches and brakes, bearings, lubrication and gears. Must be taken concurrently with MECH 762L. Prereq.: MECH 641 and MECH 751.

4 q.h.

91-017 Sociology/Anthropology/Social Work (Delete)
SOCWK 520. Workshop in Applied Social Work

Study of selected contemporary social work topics. The department announces the topic and determines the credit, based on frequency of meetings. May be repeated for a maximum of eight q.h. with change in topics. Not applicable to the Social Work major nor to the University social studies area requirement.

1-4 q.h.

91-018 Sociology/Anthropology/Social Work (Change)
SOCWK 642. Human Behaviors and the Social Environment for Social Workers 1

A general social systems approach as a conceptual framework to the understanding of culture and society, communities, organizations, groups, families, and individuals as they develop over the life span. Application of theory and research to social work. Prereq.: BIOL 505, SOCWK 620, and PSYCH 560. 4 q.h.

91-019 Sociology/Anthropology/Social Work (Change)
SOCWK 718. Human Behaviors and the Social Environment for Social Workers 3

The ecological model as applied to client systems of all sizes. Biological, psycho-social and cultural perspectives are integrated for application to practice. Prereq.: SOCWK 644 and ANTHR 783. 4 q.h.

91-020 Geology (Add)
GEOL 513. Physical Evolution of North America

Origin and evolution of the continent of North America; focus on the geologic evidences and physical changes through geologic time; global role of plate tectonics. 4 q.h.

91-021 Geology (Add)
GEOL 514. Life of the Geologic Past

Origin, classification, and evolution of plants, invertebrates and vertebrates through geologic time as evidenced by the fossil record; contemporary understanding of the extinction of various life forms, such as dinosaurs. (3 hrs. lecture, 2 hrs. lab)
4 q.h.

91-022 Geology (Add)
GEOL 608. Geology Laboratory

Identification of minerals and rocks, the interpretation of topographic and geologic maps and outside work as a practicum for geologic problem solving. 4 hrs. lab, 2 hrs. lecture. Prereq. or concurrent: Geol 505 and 513. 4 q.h.

91-023 Geology (Add)
GEOL 615. Geology and the Environment 1

A study of the interrelationship of human activity and the geologic environment. An examination of geologic hazards, geological considerations in waste disposal, resource utilization, and land use. Prereq.: Geology 505. 4 q.h.

91-024 Geology (Add)
GEOL 714. Principles of Paleontology

A detailed study of fossil invertebrates, including their origin, classification, paleoecology and stratigraphic utilization. Three hours lecture and three hours laboratory per week. Prereq.: Geol. 514 or consent of instructor. 4 q.h.

91-025 Geology (Add)
GEOL 815. Geology and the Environment 2

Focused examination of earth processes, earth resources and properties of earth materials as they relate to human activities and their geologic consequences. Prereq.: Geology 615, or consent of instructor.
2 q.h.

91-026 Geology (Delete)
GEOL 506. Introduction to Historical Geology

A chronological overview of the physical development of the earth and the history of its life forms as evidenced by the rock and fossil record. Contemporary understanding of topics such as dinosaur extinction, origin of ancient glaciations, and plate tectonics are introduced where appropriate. 4 q.h.

91-027 Geology (Delete)
GEOL 607. Geology Laboratory

Identification of minerals, rocks, and fossils, and the use of topographic and geologic maps plus outside work on geologic techniques. Four hours of laboratory and two hours of lecture a week. Prereq. or concurrent: GEOL 505 and 506. 4 q.h.

91-028 Geology (Delete)
GEOL 705. Principles of Paleontology

A study of fossil invertebrates, including their origin, classification, and significance. All phyla are studied in their relative biologic order. Five hours of lecture and four hours of laboratory a week. Prereq.: GEOL 607 or consent of instructor. 6 q.h.

91-029 Geology (Delete)
GEOL 811. Environmental Geology

Study of earth processes, earth resources, and properties of earth materials as they relate to human activities and man as a geological agent. Geological consequences of industrialization; geological factors in environmental management. Prereq.: GEOL 706 and senior standing or permission of the department chairperson. 4 q.h.

91-030 Health and Physical Education (Change)
PHED 506. Track and Field Skills for Teachers

Skills, techniques and rules of track and field events. Includes progressions and organizational strategies for teachers.
1 q.h.

91-031 Health and Physical Education (Change)
PHED 525. Wrestling Skills for Teachers

Basic techniques of wrestling. Offensive and defensive maneuvers, rules, officiating, and methods of teaching.
1 q.h.

91-032 Health and Physical Education (Add)
PHED 588. Selected Activities in Physical Education

Knowledge of and practice in a particular area of dance, fitness or sport. Activity will be announced each time the course will be offered. May be repeated up to 4 credit hours with change in topic. 1-3 q.h.

91-033 Health and Physical Education (Add)
PHED 593. Basketball Skills for Teachers

The analysis and practice of basketball skills for prospective teachers. Includes playing and teaching strategies and progressions. Intended for PHED Major/Minors. 1 q.h.

91-034 Health and Physical Education (Change)
PHED 768. Field Experience in Physical Education

Supervised school experiences at both the elementary and secondary levels including planning, teaching and analysis of teaching through video tapes, audio tapes, observations or other techniques. Six hours lab per week. Prereq.: PHED 767.
3 q.h.

91-035 Health and Physical Education (Add)
HLTH 820. Computer Applications in Health Education

Integrating the use of computers in school and community health education. No previous computer experience necessary. 2 hr. lecture, 2 hrs. lab. Prereq.: HE 590, 596, 680 and 791 or permission of instructor. 3 q.h.

91-036 Health and Physical Education (Add)
PHED 851. History and Philosophy of Physical Education and Sport

A survey of major historical developments and philosophical issues in physical education and sport from ancient times to the present. Prereq.: Junior standing in PHED. 3 q.h.

91-037 Health and Physical Education (Add)
PHED 852. Psychosocial Aspects of Physical Education and Sport

A survey of major psychosocial principles, developments and concerns as they relate to the participant in physical activity and sport. Prereq.: Junior standing in PHED. 3 q.h.

91-038 Health and Physical Education (Change)
PHED 860. Tests and Measurements

The various tests in the field of physical education, including uses and interpretation of elementary statistical techniques. Three hours laboratory per week. Prereq.: Senior standing in PHED. 4 q.h.

91-039 Health and Physical Education (Change)
PHED 896. Physiology of Exercise

Physiological bases and functions of the body in response to the stress of exercise. Three hours of lecture and two hours laboratory per week. Prereq.: Biol 552 and PHED 860. 4 q.h.

91-040 Health and Physical Education (Change)
PHED 855. Organization and Administration of Physical Education Programs

Organizational patterns and administrative methods of physical education, including instructional programs, intramurals and recreation. Prereq.: Junior standing in PHED. 4 q.h.

91-041 English (Delete)
ENG 502, 503. English as a Second Language

Lessons in grammatical analysis, vocabulary enhancement, semantic structure, idiomatic usage, and reading comprehension for native speakers of other languages whose English is not yet adequate for the needs of the college classroom. To be taken until English proficiency requirements are met; until then, the grade of PR or F is given. Does not count toward a degree. 4+4 q.h.

91-042 English (Delete)
ENG 502L, 503L. Writing English as a Second Language

Extensive practice in basic English writing for those whose native language is not English, with emphasis on individual problems and difficulties. To be taken in conjunction with English 501, 502, 503 until English proficiency requirements are met; until then, a grade of PR or F is given. Does not count toward a degree. 2+2 q.h.

91-043 English (Change)

ENG 500L. Grammatical Exercises in English as a Second Language

Intensive drills and exercises in basic English grammar for those whose native language is not English, with emphasis on individual problems and difficulties. To be taken, as needed, in conjunction with English 501 and 501L until English proficiency requirements are met; until then, a grade of PR or F is given. Does not count toward a degree. 3 q.h.

91-044 English (Change)

ENG 501. English as a Second Language

Lessons in grammatical analysis, vocabulary enhancement, semantic structure, idiomatic usage, and reading comprehension for native speakers of other languages whose English is not yet adequate for the needs of the college classroom. To be taken until English proficiency requirements are met; until then, a grade of PR or F is given. Does not count toward a degree. 4 q.h.

91-045 English (Change)

ENG 501L. Writing English as a Second Language

Extensive practice in basic English writing for those whose native language is not English, with emphasis on individual problems and difficulties. To be taken in conjunction with English 501 until English proficiency requirements are met; until then, a grade of PR or F is given. Does not count toward a degree. 2 q.h.

91-046 History (Delete)

HIST 500. Introduction to World History

A study of unifying historical themes and personalities through the ages. Not applicable to the History Major. 4 q.h.

91-047 History (Delete)

HIST 655. History of Western Civilization 1

The development of western culture from its earliest appearance in the Near East until 1715. 4 q.h.

91-048 History (Delete)

HIST 656. History of Western Civilization 2

The development of western culture from 1715 to the present. HIST 655 is not a prerequisite. 4 q.h.

91-049 History (Add)

HIST 511. Introduction to World History 1

Origins and growth of the major civilizations of the world from earliest time to about 1300. 4 q.h.

91-050 History (Add)

HIST 512. Introduction to World History 2

Development of the major civilizations of the world from about 1300 through 1800. 4 q.h.

91-051 History (Add)
HIST 513. Introduction to World History 3
Transformation of major civilizations of the modern world from 1800 to the present. 4 q.h.

91-052 History (Change)
HIST 655H. History of Western Civilization 1
An honors course in Western Civilization to 1715 with emphasis on analysis of historical developments. Prereq.: high ACT or SAT verbal scores and/or A or B in high school World History, and/or recommendation of instructor in History 512, 513, or 656H.
4 q.h.

91-053 History (Change)
HIST 656H. History of Western Civilization 2
An honors course in Western Civilization from 1715 to present with emphasis on analysis of historical developments. Prereq.: high ACT or SAT verbal scores and/or A or B in high school World History, and/or recommendation of instructor in History 511, 512 or 655H. 4 q.h.

91-054 History (Change)
HIST 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 513, 606 or 662.
4 q.h.

91-055 History (Change)
HIST 752. History of Greece
Aegean civilization from the third millennium to 275 B.C. Prereq.: Hist 511. 4 q.h.

91-056 History (Change)
HIST 753. History of Rome
The Roman world from its mythological foundations in the 8th century B.C.E. through the Principate. Prereq.: Hist 511.
4 q.h.

91-057 History (Change)
HIST 754. Early Middle Ages
History of the Mediterranean world from the fourth to the tenth century. The course will examine the causes of the decline of the Roman Empire as well as the rise of Christianity and Islam, the Germanic invasions, the development and decline of the Carolingian Empire and the emergence of a Western European culture following the disintegration of the Mediterranean world. Prereq.: Hist 511. 4 q.h.

91-058 History (Change)
HIST 755. High Middle Ages

History of western and eastern Europe from the tenth to the fourteenth century. The course will emphasize the following developments: the rise of the feudal monarchies and of the Papacy, the growth of urbanization and trade, the Renaissance of the Twelfth Century, the flowering of Romanesque and Gothic architecture and the appearance of vernacular literature. Prereq.: Hist 511. 4 q.h.

91-059 History (Change)
HIST 758. Renaissance Europe

A survey of European history from the end of the High Middle Ages to the sixteenth century. Emphasis will be on the rise of humanism and of Renaissance culture in Italy, its dissemination beyond the Alps as well as the development of national states and the flowering of the Late Medieval tradition in western and eastern Europe. Prereq.: Hist 512. 4 q.h.

91-060 History (Change)
HIST 759. The Reformation Era

The history of Europe from the Lutheran Revolt to the Peace of Westphalia in 1648. The major themes of study will be the causes of the Reformation, the impact of Luther, Calvin and of the Radical Reformation, the Catholic Reform movement, the Wars of Religion and the rise of the modern secular states. Prereq.: Hist 512. 4 q.h.

91-061 History (Change)
HIST 760. The Making of Modern Europe, 1648-1789

The history of Europe from the Peace of Westphalia (1648) to the outbreak of the French Revolution in 1789. The emphasis is on France under Louis XIV and Louis XV, Old Regime society, and the intellectual creativity of the Eighteenth-Century Enlightenment. The course also focuses on the widening confrontation between science and religion, the growth of Europe's overseas empires, and the emergence of the modern nation-state. Prereq.: Hist 512. 4 q.h.

91-062 History (Change)
HIST 761. The French Revolution and Napoleon (1789-1815)

The French Revolution is examined in detail, especially from its outbreak to the fall of Robespierre. The last portion deals with the rise of Napoleon, his political role, his military campaigns, the reconstruction of Europe, and his fall at Waterloo. Prereq.: Hist 512. 4 q.h.

91-063 History (Change)
HIST 762. The Second World War

An examination of the war's diplomatic and ideological origins; social, economic, and political factors; and strategic, tactical and technological dimensions of the conflict in all major theaters. Prereq.: HIST 606 or 513. 4 q.h.

91-064 History (Change)

HIST 763. Modern France, 1815-1914

The history of France from the fall of Napoleon to the outbreak of World War I. Emphasizes the unique pace of nineteenth-century economic and social development, the ideologies of royalism, liberalism, and socialism, and the political instability which gave rise to the revolutionary crises of 1830, 1848, and 1871. Prereq.: Hist 513.

4 q.h.

91-065 History (Change)

HIST 764. Contemporary France, 1914-present

The history of France from the outbreak of World War I to the present. Examines the relative decline of France in the twentieth century with special emphasis on the impact of the two World Wars, the social and political crisis of the 1930's, France's postwar revival, the student riots of 1968, and the changes which have transformed French politics and society in the 1980's. Prereq.: Hist 513. 4 q.h.

91-066 History (Change)

HIST 765. Europe from the Congress of Vienna to the Franco-Prussian War (1815-1871)

Such movements as Nationalism, the impact of the Industrial Revolution, Marxism, the growth of Democracy, Liberalism, and conservatism, Romanticism and Realism, Reform nd Revolution, form the main themes of this period. The course is divided into two historic periods, from 1815 to the Revolutions of 1848 to 1871 with the emphasis on the unification of Italy and of Germany and the New Europe that arose as a consequence. Prereq.: Hist 513.

4 q.h.

91-067 History (Change)

HIST 766. Europe from the Franco-Prussian War to World War I

The impact of the Paris Commune; revolutionary movements and their contradictions; imperialism, political anti-semitism, and the images of war; the Bismarckian international order and its suicide. Prereq.: Hist 513. 4 q.h.

91-068 History (Change)

HIST 767. Europe from World War I to the Present

War, revolutions, and the European Order; Versailles and its contradictions; the Fascist response to Communism and Depression; the interaction of Democracies, Fascism, and Stalinism in the making of the Cold War and World War II. Prereq.: Hist 513. 4 q.h.

91-069 History (Change)

HIST 768, 769. History of Germany 1, 2

The struggle for supremacy in Germany; the Prussianization of Germany; Weimar and Hitler. Emphasis on the relationship of domestic to foreign policy, civil to military power, and political institutions to social developments. Prereq.: Hist 513. 4+4 q.h.

91-070 History (Change)
HIST 777, 778. History of the Russian Empire 1, 2
A concise study of the history of Russia from the rise of Muscovy to 1825, and from 1825 to the dissolution of the empire, with special attention to the Russian Revolution. Prereq.: Hist 512 for 777; 513 for 778 or consent of instructor. 4+4 q.h.

91-071 History (Change)
HIST 779. History of the Soviet Union
Soviet history, diplomacy, and tactics from the Bolshevik Revolution to the present; the achievements and shortcomings of Communism in Russia, its satellites, and non-Russian Soviet nations. Prereq.: Hist 513 or consent of instructor. 4 q.h.

91-072 History (Change)
HIST 780, 781. History of Eastern Europe 1, 2
The histories of the varying nations that have made up Eastern Europe from earliest times to 1600 and from 1600 to the present, and their contributions to world civilization. Prereq.: Hist 512 for 780, 513 for 781. 4+4 q.h.

91-073 History (Change)
HIST 782. History of the Balkans
Southeastern Europe from the fourth century to the present, including the Byzantine and Ottoman influence on this area, with stress on developments prior to and since World War I. Prereq.: History 512 or 513 or consent of instructor. 4 q.h.

91-074 History (Change)
HIST 785. History of Modern Italy, 1815-present
A survey of Italian history from the Risorgimento to the present. Emphasis will be placed on the reasons for the late emergence of Italian nationhood, the rise of Italian nationalism, unification, the weakness of Italian democracy, the rise of Fascism, and the political instability Italians have experienced sine 1945. Prereq.: Hist 513. 4 q.h.

91-075 History (Change)
HIST 789. Jewish History
An overview of Jewish history in the past twenty centuries, with emphasis on achievements in the arts, sciences, and politics, and on precedents for the Holocaust. Prereq.: Hist 511 and 513.
4 q.h.

91-076 History (Change)
HIST 790. English History 1
England from the earliest times to 1714. Emphasis is on the early political and cultural evolution of the English people, the expansion of interests in the Elizabethan Age, and the establishment of parliamentary government in the Stuart era. Prereq.: Hist 511 or 512. 4 q.h.

91-077 History (Change)
HIST 791. English History 2

Great Britain from the accession of the Hanovers to the present. Emphasis is on domestic affairs of Great Britain and Ireland- the intellectual impact of Newton and Darwin, commercial and industrial developments, and the attendant social and political problems. Prereq.: Hist 513. 4 q.h.

91-078 History (Change)
HIST 792, 793. The British Empire and Commonwealth 1, 2

British Empire from the collapse of the old empire in 1783 to 1867, and from 1867 to the present. Colonial institutions, colonial policy, suppression of slave trade, expansion of empire, growth of colonial nationalism, and evolution of the Commonwealth. Prereq.: Hist 513. 4+4 q.h.

91-079 History (Change)
HIST 794. The First World War

An examination of the origins of the war, the social, economic, intellectual and political repercussions, and the technical and military developments. Prereq.: Hist 513. 4 q.h.

91-080 History (Change)
HIST 796. The Ancient Near East

Civilizations in Mesopotamia and Egypt from the fourth millennium B.C. to the Graeco-Persian Wars, with emphasis on literary materials from Sumer, Babylon, and Egypt. Prereq.: Hist 661 or 511. 4 q.h.

91-081 History (Change)
HIST 797. Early Islamic Civilization

The Middle East from the Jahiliyah Period to the Mongol invasions, with special emphasis on the religious reformation of Muhammad and Islamic culture under the Abbasids. Prereq.: Hist 661 or 511. 4 q.h.

91-082 History (Change)
HIST 799. The Middle East in Modern Times

An intensive study of this region since World War I. Special emphasis upon the clash of Arab nationalism, Zionism, oil, diplomacy, and colonialism. Prereq.: Hist 661 or 513. 4 q.h.

91-083 Health and Physical Education (Add)
PHED 592. Volleyball Skills for Teachers

The analysis and practice of volleyball skill for prospective teachers. Includes playing and teaching strategies and progressions. Intended for PHED Major/Minors. 1 q.h.

91-084 Geography (Change)
GEOG 630. Weather

An examination of basic weather elements --temperature, pressure, wind, and precipitation. It includes experience in data acquisition, analysis, and elementary forecasting principles. 4 q.h.

91-085 Geography (Change)
GEOG 640. Human Geography

An examination of the place to place variation in people's utilization of the earth. Topics examined include the distribution of people, spatial variations in culture, urbanization and politization of space.
4 q.h.

91-086 Geography (Change)
GEOG 650. Economic Geography

A study of the place to place variation in economic activities. Particular emphasis is placed on the spatial attributes of industrial, wholesale and retail activities. 4 q.h.

91-087 Geography (Change)
GEOG 660. Cartography

An introduction to cartography with emphasis on the problems of data collection, scale, map compilation and the selection of cartographic technique. Prereq.: Four hours of Geography.
4 q.h.

91-088 Geography (Change)
GEOG 732. Advanced Cartography

A course emphasizing map production, data manipulation, and an examination of the problems and techniques of using computers to create maps. Prereq.: GEOG 660. 4 q.h.

91-089 Geography (Change)
GEOG 737. Soils and Land Use

Examination of soil characteristics influencing land use planning and development. Topics include the basic physical and chemical properties of soil, soil water, the soil-forming factors, the use and interpretation of county soil reports, and soil characteristics beneficial and detrimental to selected land use practices. Participation in field trips is required. Prerequisite: Geography 503 or Geology 505. High school Chemistry or CHEM 501 recommended. 4 q.h.

91-090 Geography (Add)
GEOG 741. Transportation Geography

Spatial properties of interregional and intraurban transportation. Topics covered include network development, movement patterns of people and commodities and the impact of transportation on other activities. Prereq.: GEOG 650.
4 q.h.

91-091 Geography (Change)
GEOG 750. Topics in Regional Geography

Application of the regional method to selected areas of the world. Topic is announced each time the course is offered. May be repeated three times for credit, if content is not repeated. Maximum credit 12 hours. Prereq.: GEOG 626 or GEOG 640.
4 q.h.

91-092 Geography (Add)
GEOG 755. Tourism Geography

Spatial components of leisure travel and the travel industry. Topics include travelers' origins and destinations; transportation modes and routing; impacts on communities, regions and nations and the role of government and professional organizations. Prereq.: GEOG 626.
4 q.h.

91-093 Geography (Add)
GEOG 756. Tourism Planning

Examination of the resources, site characteristics, analysis techniques and marketing for potential tourist development. Emphasis is placed on the planning process. Prereq.: GEOG 755.
4 q.h.

91-094 Geography (Add)
GEOG 765. Geographic Information Systems

The components of a GIS, the characteristics of spatial data and exploration of GIS applications. Prereq.: one of the following: GEOG 661, GEOG 732 or GEOG 760. 4 q.h.

91-095 Geography (Delete)
GEOG 805. Geography of Environmental Planning

A review of the totality of factors influencing changes in our physical and cultural environment. Particular stress will be placed on the causes and effects of air, water, and land pollution as part of a region of country-wide system. Problems will be identified and proposed solutions reviewed. Specific investigation will be made of regions as well as the inter-relationship between regions themselves. These factors will be examined in context of the spatial distribution of economic and social activities. Prereq.: four hours of Physical Geography and four hours of Human Geography, and junior standing.
3 q.h.

91-096 Geography (Delete)
GEOG 808. Land Use and Transportation

A geographical study of the characteristics and patterns of land use, and the interrelationships between land-use and transportation patterns. Prereq.: GEOG 726. 4 q.h.

91-097 Geography (Delete)
GEOG 809. Geographical Aspects of City and Regional Planning

A study of geographical elements of city and regional planning with emphasis upon use of maps and geographical methods and techniques in planning. Prereq.: GEOG 726. 4 q.h.

91-098 Geography (Change)
GEOG 820. Special Problems in Physical Geography

An in-depth study of a specific problem in physical geography. The problem is dependent upon the student's interest and competence, availability of faculty supervision and departmental equipment. Maximum credit four hours. Prereq.: 30 hours of Geography. 1-4 q.h.

91-099 Geography (Change)
GEOG 821. Special Problems in Human Geography
An in-depth study of a specific problem in Human Geography. The problem is dependent upon the student's interest and competence, availability of faculty supervision and departmental equipment. Maximum credit four hours. Prereq.: 30 hours of Geography. 1-4 q.h.

91-100 Geography (Change)
GEOG 822. Special Problems in Cartography
An in-depth study of a specific problem in cartography. The problem is dependent upon the student's interest and competence, availability of faculty supervision and departmental equipment. Maximum credit four hours. Prereq.: 30 hours of Geography. 1-4 q.h.

91-101 Geography (Change)
GEOG 823. Special Problems in Atmospheric Studies
An in-depth study of a specific problem related to atmospheric studies. The problem is dependent upon the student's interest and competence, availability of faculty supervision and departmental equipment. Maximum credit four hours. Prereq.: 30 hours of Geography. 1-4 q.h.

91-102 Geography (Add)
GEOG 840. Seminar in Geography
Selected aspect of geography not covered in existing courses. Topic to be announced each time the course is offered. May be taken up to two times for credit, if topic is not repeated. Prereq.: Twelve hours of Geography. 1-4 q.h.

91-103 Geography (Add)
GEOG 830. Topics in City and Regional Planning
Selected issues related to planning. Topics are announced each time the course is offered. May be taken up to three times for credit, if topics are not repeated. Replaces GEOG 805 and GEOG 809. Prereq.: GEOG 726 recommended or consent of the instructor. 4 q.h.

91-105 Psychology (Add)
PSYCH 755H. Developmental Psychology 1(Child)-Honors
A rigorous study of human development from conception to puberty, requiring extensive library research and written reports. Stresses the influence of family dynamics on the development of personality and the impact of experience in shaping behavior, as well as discussing the influence of innate predisposition. Especially recommended for psychology majors and nontraditional students experienced with children. Prereq.: Sophomore standing, Psych. 560, and eligibility for University honors program; or consent of instructor. 4 q.h.

91-106 Accounting and Finance (Delete)
ACCTG 610. Microcomputer Applications in Business

The study and use of the major types of microcomputer applications in business. Software will include a microcomputer operating system, a word processor, a spreadsheet and a database. Programming will be treated within the contents of the spreadsheet and database. The course is structured into two to three week modules: a) operating system and word processing, b) spreadsheet and graphics, c) database, d) programming. Prereq.: "C" or better in Acctg 605. 4 q.h.

91-107 Accounting and Finance (Add)
ACCTG 601. Microcomputer Applications in Business

The study and use of selected microcomputer applications in business. Topics will include spreadsheets, database, and word processing. Prereq.: Sophomore standing. 4 q.h.

91-108 Management (Add)
MGT 601. Microcomputer Applications in Business

The study and use of selected microcomputer applications in business. Topics will include spreadsheets, database, and word processing. Prereq.: Sophomore standing. 4 q.h.

91-109 Marketing (Add)
MKTG 601. Microcomputer Applications in Business

The study and use of selected microcomputer applications in business. Topics will include spreadsheets, database, and word processing. Prereq.: Sophomore standing. 4 q.h.

91-111 Accounting and Finance (Change)
ACCTG 721. State and Local Taxes

The theory applicable to state and local taxation concepts is reviewed in detail. Primary emphasis is on taxation principles in current use by state and local government units located throughout the United States. Case law is studied and some representative tax returns are prepared. Prereq.: "C" or better in Accounting 606. 4 q.h.

91-126 Home Economics (Change)
HOMEC 606. Food Science

The physical and chemical properties of food. Basic principles and methods in selection, purchase and preparation. Prereq.: High school laboratory science course; MATH 509 or equivalent; HOMEC 552L or high school food course. 4 q.h.

91-131 Foundations of Education (Change)
EDUC 510A. Intermediate College Reading and Study Skills

Reading and study skills--emphasis on study skills development (notetaking, reading the text, time management, test-taking, etc.), on the development of critical reading skills, and on the development of reading speed. Practice is given in developing these skills on college level texts. Open to students on the basis of English Placement Test results. Grading for Education 510A is A, B, C/NC. 4 q.h.

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

Date 2-21-91 Report Number (For Senate Use Only) 901-14

Name of Committee Submitting Report Computer Services Committee

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

Appointed Chartered

Names of Committee Members: J. Buoni, T. Doctor, K. Duda, G. Mapley, V. Phillips, G. Kuday, L. Sellaro, G. Sutton, M. Taylor, E. Usip, J.VanGalen

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): Several recommendations relating to Academic Computing, 1 recommendation relating to proposed Network addressed in Strategic Plan Draft, and 1 recommendation relating to organization structure addressed in Strategic Plan Draft

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

If so, state the motion: Move Senate endorse recommendations included in attached report under heading FOR SENATE ENDORSEMENT

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? No--Academic Planning needs our input and Senate response

Other relevant data:

Chairman (please initial)

Senate 89-90/covlet.sen

REPORT to SENATE

submitted by Computer Service Committee

February 25, 1991

RECOMMENDATIONS IN RESPONSE TO STRATEGIC PLAN DRAFT:

FOR SENATE ENDORSEMENT:

ACADEMIC COMPUTING:

RECOMMENDATION: GRANT PROPOSALS and MATCHING FUNDS[1]

"We strongly encourage individual schools and departments to apply for grant funding to assist in the procurement of computer technology for use by its separate members and to encourage the Administration and the Board of Trustees to establish funds which could be used for grant matching purchases."

RECOMMENDATION: COMPUTER/WORKSTATION LABS

"To enhance learning and teaching, it is recommended that additional computer/workstation labs to located in such schools and departments that would benefit from them. Such labs will require supervision when open."

RECOMMENDATION: UNDERGRADUATE AND GRADUATE INFORMATION SYSTEMS SPECIALIST PROGRAMS

"It is suggested that both undergraduate and graduate academic degrees be developed to address an emerging and rapidly growing demand for Information System Specialists. In the

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[1] Departments have submitted grant proposals which the University has not supported stating that there are no funds available. This seems to be a desirable way of stretching limited funds.

interim it is suggested that interested departments develop an undergraduate model curriculum to be used for Individual Curriculum Programs.[2]

RECOMMENDATION: FACULTY, STAFF, STUDENT HARDWARE/ SOFTWARE PURCHASES

"In order to expand and facilitate faculty and student computer use, the University should provide for and advertise opportunities for faculty and students to purchase computers at University rates. The University Bookstore should stock appropriate software for purchase by faculty, staff, and students."[3]

RECOMMENDATION: EXTENDED HOURS FOR COMPUTING FACILITIES

"In order to make computer service more accessible to students, the Meshel Hall facility should significantly extend operating hours (sixteen hours per day, seven days per week) and/or computer facilities should be added to Maag Library, University dorms, and other University community access areas."

RECOMMENDATION: TO INCLUDE BITNET/INTERNET ADDRESS IN UNIVERSITY TELEPHONE DIRECTORY

"BitNet/Internet addresses for all University personnel should be included in the University Telephone Directory."

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[2] There is a growing market place demand for individuals who have applied computer skills. A sound academic program supported by a strong marketing effort could attract significant numbers of students.

[3] This is already done by every other state university. See Appendix A.

RECOMMENDATION: TO REPLACE MESHEL HALL EQUIPMENT WITH "STATE-OF-THE-ART" EQUIPMENT

"There is concern over piece-meal replacement of computing in Meshel Hall, the obsolescence of hardware (XT technology is ten years old, AT technology is eight years old), and the lack of system capacity to support current software; therefore, it is recommended that when the Board of Trustees consider budgetary matters, it should be recognized that facilities need to be competitive. This includes computer facilities that should be 'state of the art'."[4]

RECOMMENDATION: TO ENCOURAGE BOARD OF TRUSTEES TO HEAR CONCERNS OF COMMITTEE MEMBERS

"In order to facilitate the achievement of the YSU Mission Goals stated in the exposure draft of the Strategic Plan Draft (e.g., "Programs, faculty, and facilities create worldwide prominence for the region and the state" and "Provides an expert labor market, access to facilities and expertise, employment opportunities and financial development for the area"), it is imperative that Youngstown State University aggressively move toward modern Information Services and create facilities that are state of the art. To achieve the changes in facilities will necessitate significant leadership by the Board of Trustees; therefore, it is urged by the Computer Services Committee that the Board provide this Committee an opportunity to share with them its vision for the future of Information Services Technology at Youngstown State University.

RECOMMENDATION: TO DEVELOP AND/OR PURCHASE MULTIVIDEO, CBT COURSES

"Multivideo, CBT courses be developed and/or purchased to remediate students and provide avenues to computer literacy

---

[4] YSU's High Tech Building is anything but "High Tech." Local industry has more advanced hardware.

for faculty, staff, and students."

RECOMMENDATION: TO DEVELOP MULTIDISCIPLINE PROGRAMS

"Departments should be encouraged to develop multidiscipline programs; e.g., BET, Art, and English could jointly develop a four-year program in Desktop Publishing and Design or Electronic Publications based largely on existing courses staffed by present faculty."

RECOMMENDATION: FOR CLASSROOM ENVIRONMENT AND EQUIPMENT

"Drop-down, electric whiteboards;, adequate lighting, including lighting above chalkboards and whiteboards and task lighting when appropriate; projection system connected to hard drive computer with installed software, including presentation management software; ergonomically designed desks and tables that include 'pocket- type" backs to store power strips and other wiring'; adequate student work space for group interaction; suspended or built-in television monitors equipped with telecommunications capabilities; interactive workstations that allow the classroom facilitator to receive feedback electronically and to coordinate discussions electronically; auditorium equipped with multimedia equipment and software designed with telecommunications capabilities; lounge areas equipped with suspended television screens with educational programming; facilities for laser disk based hypermedia instruction to allow for open entry, open exit training at users' levels; windows designed to avoid glare; nonstatic carpeting in appropriate colors; telephone system with a dedicated line to allow for security and utilization of technical support; properly designed ventilation systems with attention given to emissions from laser printers; adequate safety features for handicapped students such as the hearing impaired; and appropriate attention to noise levels."[5]

---

[5] Such facilities are already available at other educational institutions.

NETWORKING:

RECOMMENDATION: PROPOSED NETWORK FOR YSU

"The committee recommends that the University begin installation of a high-speed campus backbone within the next eighteen months. This backbone would initially communicate via the TCP/IP protocol, which is currently the industry standard. Any wiring that is replaced should conform with this backbone. The backbone will be designed and administered under the direction of the Computer Center (It is assumed that Telephone Services will report to the Computer Center and that the combined staffs will be dedicated to all types of campus communications herein described). Given the Networking recommendation, it is further recommended that the telephone services group not spend any significant monies to either upgrade and/or replace the existing system until the network backbone is designed and approved by the University Administration."

RECOMMENDATION: PROPOSED SENATE COMMITTEE

It is recommended that the Senate direct the Charter and ByLaws Committee to propose a new Senate Committee to address computer-related classroom/instructional area issues.

NEW or RENAMED

RATIONALE:

An issue that the Computer Services Committee feels needs to be addressed is focused on a concern for modernizing classrooms/instructional facilities. Campus-wide, these facilities have not been sufficiently developed to support pedagogy that utilizes state-of-the-art technical equipment. Furthermore, in some buildings, use of up-to-date equipment would be precluded based on the current design and configuration of furnishings found in the classrooms. We suggest formation of a committee which has as its objective the development of recommendations for updating the rooms. The following should be included in the charge to such a committee.

COMPOSITION

Because there are different pedagogical needs based upon the academic field represented, this committee should be comprised of faculty representing a broad perspective of the schools and disciplines that exist at Youngstown State University. There should be at least one representative from each school/college and representatives from facilities, security, safety/ environment, and Information Services (Computer Center, Telephone, Media Center). define

CHARGE

The committee should make recommendations for instructional settings, e.g., classrooms, laboratories, and lecture halls covering features such as ergonomic and acoustical design, human engineering, security, safety, and multimedia information needs. In addition, recommendations for a system should be developed that addresses dissemination of information concerning availability of services, software, and hardware. This would be put in place to make it possible to share resources between schools, creating a more efficient and effective university-wide use of classroom equipment and facilities.

RECOMMENDATION: CHANGE IN NAME/CHARGE TO COMPUTER SERVICES COMMITTEE

Change name to **Information Services Committee** NEW OR RENAMED

Bylaw 6, Section 2 c

(1) Present:

The committee shall be composed of eight faculty members, with representation from each undergraduate college/school of the University; two undergraduate students; three representatives from administration, two of whom shall be an undergraduate college/school Dean, and the Director of the Computer Center as a non-voting ex officio member.

No change proposed. Administrative members should be voting members.

(2) Present

The committee shall be responsible for making recommendations to the Academic Senate, as to policy related to faculty and student instructional and research use of the facilities of the Computer Center.

Change last sentence as follows: "...research use of the information services facilities of the University."

Add

Information facilities includes ALL aspects of information services that impact on faculty and students including microcomputer network (both hardware and software issues), network facilities, E-Mail procedures, computer-related aspects of classroom environments, training facilities and procedures, and multimedia presentations in instructional settings.

FOR SENATE INFORMATION:

RECOMMENDATION: INFORMATION SERVICES/EDIS STRUCTURE - STRATEGIC PLAN

It is recommended that the University structure be altered (See attached Organization Chart - Attachment B) to include the position of CIO (EDIS in the Strategic Plan draft), reporting directly to the President. It is suggested that serious consideration be given to having YSUFM, NEWS SERVICES, COMPUTER CENTER, MEDIA CENTER, MAAG LIBRARY, AND BOOKSTORE report to the CIO. There is abundant literature to support this change in structure (see attached bibliography). Some concerns have been expressed by University units relative to the proposed change (see Attachment C).

Telephone Services should report to Computer Center and consideration should be given to including a Training and Technical Support group that would also report to the Computer Center. The present EMS group could possibly form a nucleus for the new Training and Technical Support group; however, presently that unit provides service for equipment not classified as computer hardware and any change should ensure that no present recipient

of EMS services is adversely impacted by any change. (Please see Proposed Recommendations for Computer Electronic Services - Attachment D.)

It is further recommended that all units (academic, administrative, and auxiliary) of the university be considered for inclusion in the information services domain. Inclusion of units under the CIO (EDIS) domain should be based on need to share information and information technologies rather than present political and/or other considerations.

The proposed structure is important because to have a fully integrated information services function requires that all units that create, disseminate, store, and/or use information are fully communicating and that hardware/software/networking purchases are coordinated to assure the ability to communicate.

To successfully implement this new structure, it is important to include, as a starting point, what our definition of information is. Are we at YSU treating information as a resource or as a technology or as a service or all three? The committee recommends that we recognize all three aspects of information. It is a valuable resource for administration, faculty, and students and it can provide a valuable service to all three areas; however, to achieve its maximum value to all parties, it must be available and delivered using the most current information technology available and in forms that are beneficial to the users.

It is also necessary to recognize the need to staff the new position (EDIS/CIO) with an individual who possesses the right combination of characteristics to successfully manage this diverse area. Competition for this type of individual is high (see attached bibliography).

It is important to ensure that the functions of a CIO/EDIS are addressed and that the changes are substantive (including necessary resource allocation) rather than reporting/paper changes only to ensure the least possible resistance to change on the parts of affected units. We need to have an empowered CIO/EDIS.

Information Services hardware/software must also be upgraded on a continuing basis to ensure that YSU does not remain in the "Stone Age of Information Services."

Attachment A

U.C. Bookstores

We're your Bookstore, and more.

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ZENITH
data systems

MEMOREX TELEX

Microsoft
Ashton Tate
Wordperfect
Lotus
Aldus

Special Educational Pricing for University of Cincinnati Students, Faculty, and Staff

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UC **BOOKSTORES**

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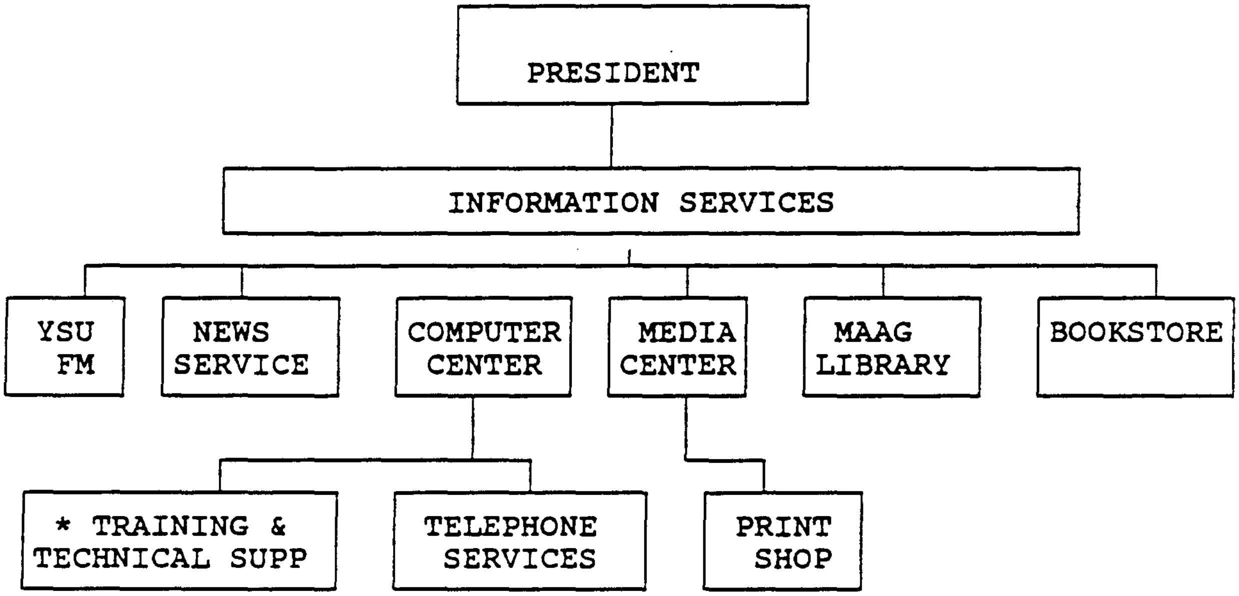
Attachement B

PROPOSED STRUCTURE

EXECUTIVE DIRECTOR OF INFORMATION SERVICES

(Partial Organization Chart)


PRESIDENT
INFORMATION SERVICES
YSU FM
NEWS SERVICE
COMPUTER CENTER
MEDIA CENTER
MAAG LIBRARY
BOOKSTORE
* TRAINING & TECHNICAL SUPP
TELEPHONE SERVICES
PRINT SHOP

*Includes Electronic Maintenance Services

Attachement C

COMPUTER SERVICES COMMITTEE

Organizational Structure Subcommittee Report
November 6, 1990

Rationale for creating Technical Support and Training Division (includes E.M.S. staff now in Engineering School) under Computer Center.

1. This unit would provide service and support for all other EDIS divisions as well as the entire University.

2. Resources could be allocated more efficiently. Secretarial support for division could be provided by the Computer Center.

3. All computer-related problems could be reported to one department. Present Computer Center personnel could provide input to solve difficult problems.

4. Hot line could be established to respond to all university hardware/software questions. This could eliminate soft costs currently being paid by other University personnel.

5. Personnel could be cross trained on hardware and software to improve ability to diagnose and service problems.

6. Work could be scheduled more expeditiously; e.g., when Meshel Hall computers are replaced, time normally spent repairing could be rescheduled for training, retraining, etc.

7. University-wide equipment repair tracking systems could be designed, implemented, and monitored.

8. Hot line calls could be recorded and tracked to pinpoint problem areas and identify training needs.

9. A chargeback policy and procedure could be developed and implemented.

10. Repair lead times could be reduced.

11. Training procedures and materials could be developed to systematically train faculty, staff, and students (future plans should be to deliver training on computer-based multivideo media).

12. Decision to outsource selected maintenance service components could be made annually as internal and external environments changed.

13. Complementary organizational structure could provide expanded service and training related to OLIS, OARNET, voice response systems, and other future technologies proposed in the Strategic Plan.

Rationale for Bookstore Being Part of EDIS

1. Electronic ordering and purchase of books could become a reality.

2. Consolidation of bookstore and Maag Library personnel who order books could be achieved.

3. Electronic preparation of books could be facilitated.

4. Electronic reporting of student Financial Aid Book Vouchers and expenditures could be implemented.

5. Lower costs of operation (computer hardware and software costs) and soft costs (book ordering procedures, etc.) could be experienced.

6. Bookstore could become conduit for all fee-related information prepared and processed by all units under EDIS for benefit of faculty and students.

7. Stocking and distribution of hardware and software packages and related documentation would benefit University community.

8. Distribution of reference materials prepared by Computer Center, faculty, etc. would benefit University community.

9. Possible Computer rental program for students could help make student population more computer literate.

POINTS OF DIFFERENCE - ORGANIZATION STRUCTURE

Bookstore

- -- not opposed to idea
- -- doesn't think it possible to combine book ordering because of differences (few copies vs. bulk orders at periodic intervals)
- -- interested in being able to serve faculty and students better via electronic preparation of books
- -- willing to stock computer literature, supplies, and rent computers
- -- MAIN CONCERN is can they be included since they are an auxiliary service

Library

- -- Already discussed by G. Mapley at a previous meeting
- -- issue appears to be perception of faculty
- -- documentation circulated provides support for including it as part of the EDIS function

WYSU-FM

- -- WYSU-FM is not a utility (a service department) nor does it have any intention to become a service area
- -- WYSU-FM does not serve the academic area
  (Media Center, Maag Library, Computer Center, and Print Shop do)
- -- Public Service Departments should be kept together in one area

Electronic Maintenance

- -- Computers are only one of several service areas--also service microscopes, spectrographs, PH meters, oscilloscopes, power supplies (lab sciences, allied health areas, athletics)
- -- House specialized, infrequently used equipment for some of the departments named above
- -- Maintain a technical library for interested parties
- -- Stock spare parts and provide to departments as needed
- -- Proposed structure would add another administrative layer between the staff and the client
- -- Provides service to a wider spectrum of the university than those other departments included under the EDIS umbrella
- -- Main problem currently is resources--personnel and budget; proposed change will not solve that problem
- -- The volume of calls and work requires the service of a full-time secretary for this area

Our discussion did lead to agreement in some changes on the submitted responses

- EM does not have five "hot" lines; they have five telephone lines that are answered by technicians and the part-time secretary
- While EM is not opposed to cross training, there is currently no authority to provide funding, released time, etc.
- There is a need to provide cross training on hardware/software as it is often difficult to determine the problem source
- There is presently no system in place to track progress on requested repairs; EM is developing one but it would be for internal purposes and not the full range of purposes proposed by this committee

Recommendations:

A budget line be established for capital equipment for the maintenance area that is consistent with the range of services provided and current costs

EM needs to be adequately funded to secure components to insure that all electronic equipment is serviced promptly (most equipment should be returned to service within three days; no service should be delayed to the beginning of the next budget year because of lack of funds)

Attachment E

PROPOSED RECOMMENDATION FOR COMPUTER EQUIPMENT SERVICES

- Training
Documentation
Software

The Computer Center will be charged with responsibility for providing all computer equipment/software maintenance services (including networking and the campus backbone*) to all departments on campus. Service will encompass equipment repairs, installation of software, assembly and burn-in of new equipment and backup/restore activities according to a published fee schedule. The University administration will encourage the Computer Center to obtain training on maintenance of new systems (e.g., RISC workstations) where it is practicable and cost effective to do so. Service will also be extended to faculty and students on a carry-in basis for individually-owned PCs, printers, disk drives, etc. Repair requests and other service problems will be phoned to a central Help Desk Staff who will log all pertinent information, dispatch work requests directly to the maintenance personnel and/or supervisor, and monitor progress until service is restored.

Fees will be established on a cost recovery basis with provision for sustaining a spare parts inventory sufficient to restore service within four hours. Customers will be given the payment options of: (1) a fixed annual maintenance fee or (2) time and materials; both will be established on a per unit basis. Payment could be arranged through departmental chargebacks for University-owned equipment or prepaid receipts from the Bursar for individually-owned devices.

The Computer Center will require additional staff and operating budget consistent with the number of units requiring maintenance and the need to repair or replace (i.e., under a loaner program) all units within the above service level objective. It is recommended that the University administration provide this financial support and that funding be on par with the size of the University's annual inventory of hardware/software as of the beginning of each fiscal year.

[Whether this new service be formed in part (or in whole) from the existing Electronic Maintenance Services Department is a separate issue which will require further study and review. Ongoing service to other non-computer laboratory-like equipment (e.g., microscopes, meters, oscilloscopes, and the like) will survive the merger of these resources.]

*NOTE: The campus backbone will be an optical fiber cable capable of transmitting all communications (voice, data, video) between major buildings. Building wiring schemes can be upgraded later as needed. Maintenance of these components and a standardized uniform network interface will be performed by a combined staff of Computer Center and Telephone Services personnel, once the latter group becomes the responsibility of the Computer Center.

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

Date 2/21/91 Report Number (For Senate Use Only) 901-15

Name of Committee Submitting Report Minority Access/Success Committee

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

Ad Hoc

Names of Committee Members: Al Bright, Alice Budge, Paul Dalbec, Ivania Del Pozo, Mary Ann Echols, Ram M. R. Kasuganti, James Kraynak, I. Khawaja, James Pusch, Jack Ritter, Raj Varma, Rosa Alice Baker

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

Status of minority enrollment and retention, at YSU, should be improved. Specific implementation steps to achieve this objective are suggested in the report.

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

If so, state the motion:

Accept and approve the report of the Minority Access/Success Committee and ask the Senate Executive Committee to keep Senate informed about the status of its implementation.

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:

I. Khawaja

Chairman (please initial)

Senate 89-90/covlet.sen

Report of
Minority Access/Success Committee
1991

INTRODUCTION

As charged by the Senate Executive Committee, the Minority Access/Success Committee undertook a review of the Board of Regents' report: "The Role of Faculty in Enhancing Minority Access and Success in Ohio Post-Secondary Education." In order to develop a set of recommendations, the committee also reviewed the work of previous committees on campus, enrollment data and retention data.

A review of previous work done on campus is included in the Appendix, along with data on enrollment and retention of minorities.

This report will consider access and success. Minority enrollment and retention will be discussed and recommendations will be presented to improve the current status of minority enrollment and retention at Youngstown State University. In conclusion, specific recommendations for implementation will be made. For the purpose of this report the term "Minority" refers to two groups under-represented in higher education: African-American and Hispanic.

FAC REPORT

The report: "The Role of Faculty in Enhancing Minority Access and Success in Ohio Post-Secondary Education" was developed by the Faculty Advisory Committee (FAC) of the Chancellor. It considered certain national and regional findings. These include the following:

> Even though there has been a steady increase of African-American students graduating from high school, the proportion of minority students going to college has declined.
>
> Ohio's four-year institutions have experienced a severe drop in enrollment of minority students.
>
> Among African-American students in Ohio, the attrition rate is about 59% from the freshman to sophomore year, compared to a 40-45% rate for all freshmen.
>
> While minority enrollment in the elementary and secondary schools continues to rise, the number of minority teachers is decreasing in the K-12 sector.

These and other similar findings led the FAC to declare that these enrollment and retention trends for minority students are not acceptable and must be reversed.

ACCESS

Two sources of information have been reviewed to obtain data on enrollment of minority students (primarily African-American) at YSU. A summary of Retention Rates of New Freshman (Appendix B) was obtained from the Student Services Office. Also, data from the ACT High School Profile Report was reviewed (Appendix C).

A summary of the enrollment of African-American students based on Fall Quarter registration data for freshmen students in odd years from 1975 to 1989 is shown graphically on page 3. The data was taken from the Retention Rates of New Freshmen obtained from the Student Services Office. The following generalizations may be made from a review of the data.

1. The percentage of incoming freshmen who are African-Americans has decreased steadily from 1975 to 1985 and has upturned in 1987 and 1989.

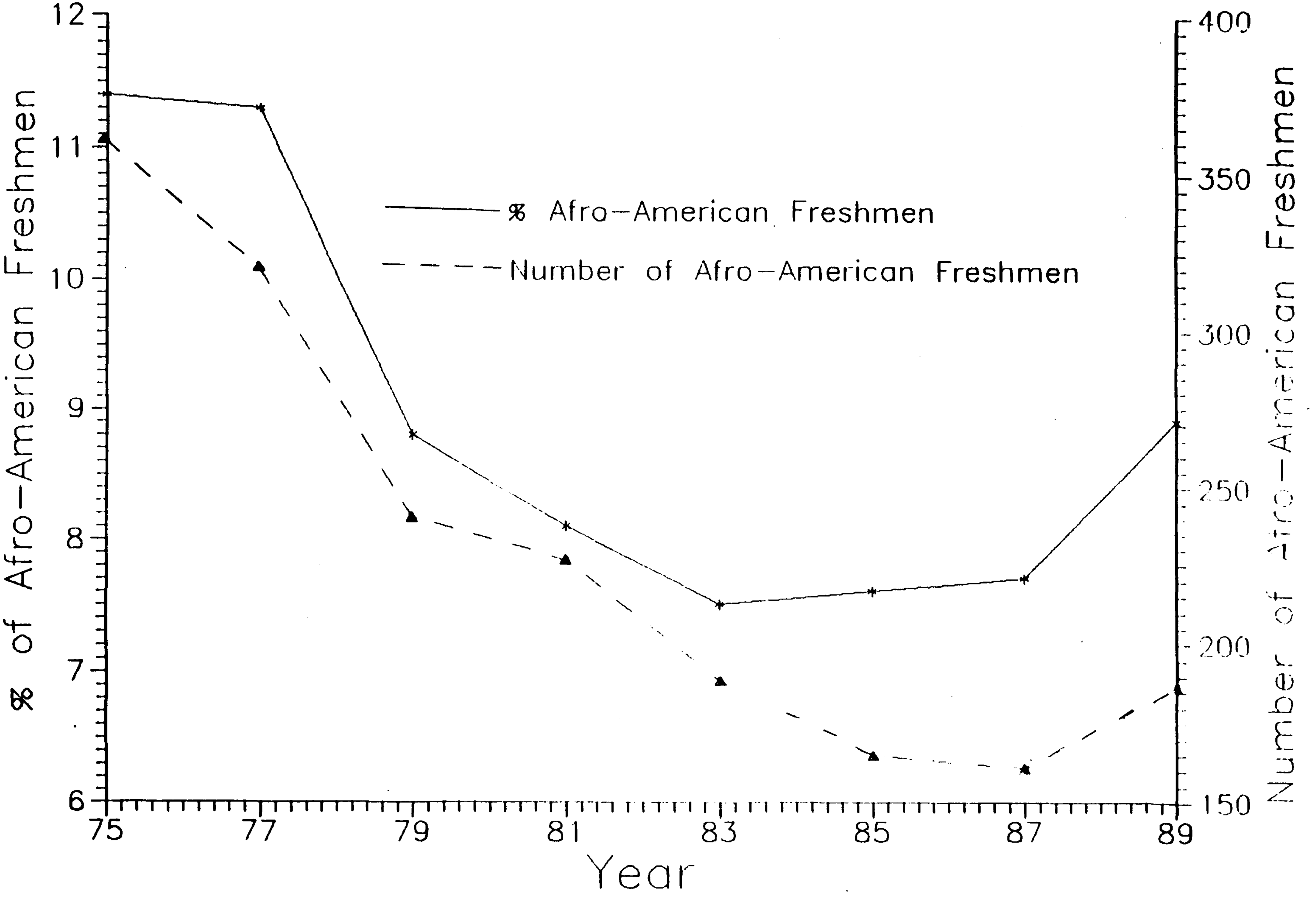
2. The total number of freshmen African-American students has decreased steadily from 1975 to 1987 with a slight increase in 1989.

3. From 1975 to 1989, there has been a decrease of 21.9% in the percentage of African-American freshmen student enrollment. During the same time, there has been a decrease of 48.2% in the actual number of incoming African-American students (361 students to 187 students).

A review of the data obtained from the ACT High School Profile Report for the years 1987 through 1989 indicates that of the students at YSU who have completed an ACT assessment, the percentage of African-Americans is comparable with the corresponding percentage at the state and regional levels, but slightly below the corresponding percentage at the national level. It would appear that YSU is enrolling its proportionate share from the pool of African-American high school students who take the ACT Assessment.

Based on the forgoing review, the following conclusions are offered.

1. Recruitment efforts aimed at African-American students during the time period of 1975 to 1989 have not been overly successful, as is evidenced by the generally consistent decline in the incoming African-American freshman population.


% Afro-American Freshmen
Number of Afro-American Freshmen
% of Afro-American Freshmen
Number of Afro-American Freshmen
Year
12
11
10
9
8
7
6
400
350
300
250
200
150
75
77
79
81
83
85
87
89

2. Since future population demographics indicate that the number of African-Americans and Hispanics graduating from high school will be increasing and the number of Caucasians decreasing, YSU must increase the percentage of incoming minority freshmen to maintain the current level of total enrollment.

3. Since the ACT data (Appendix C) indicate that YSU does get its proportionate share of African-American students who choose to attend college, the basic problem is one of increasing the number of African-American students who choose to attend college. (The data for Hispanics are insufficient to reach a definite conclusion similar to the one that can be drawm about African-Americans.)

4. Encouraging minority students to attend college is not an endeavor which can begin at the high school level. Rather, efforts to increase the minority enrollment at YSU must begin as early as the elementary school level. It would seem that collaboration with public schools and community agencies would be beneficial in increasing the numbers of college-bound students.

5. The problem of access to YSU for minority students is not one which lends itself to short-term solutions. Since the efforts should begin at the elementary or middle school level, the time lapse between the beginning of programs to increase accessibility and the evaluation of results must be recognized and the delay in assessment accepted.

Based upon its review of the FAC report and the YSU data, the YSU Minority Access/Success Committee makes the following recommendations for YSU:

1. Faculty should be involved in YSU's outreach activities including those at the elementary and secondary levels. Such faculty involvement should be formally recognized as University Service.

2. Two-year colleges serve as feeders to YSU. As articulation programs are put in place, YSU faculty should interact and develop working relationships with appropriate faculty at the two-year institutions.

3. Professional organizations can be of considerable value in motivating minority students to go to college. Faculty should assist these organizations in such activities.

4. Faculty should be involved in prefreshmen orientation activities for minority students. This could be held during the prefreshmen summer.

RETENTION

The sources of information on retention of African-American and Hispanic students at YSU are the Retention Rates of New Freshmen and Minority Statistics on Graduation. The summary of the Retention Rates (Appendix B) on minority students includes data based on Fall Quarter enrollments for new freshmen in odd numbered years and reregistration for the subsequent Fall Quarter from 1975 up to 1988. The retention rate is calculated on the basis of freshmen who enter during a Fall Quarter and reregister for the subsequent Fall Quarter

From 1975 to 1988 the retention rate for YSU freshmen has been around 65 percent. For the Caucasian population this rate has been in the high sixty percent range (67% in 1978 and 68.8% in 1988). For the African-American population the rate has been in the mid forty percent range (46.72% in 1978 and 47.2% in 1988).

For Hispanic students, the percentages reregistering are more sporadic, ranging from a 1980 low of 47.05% to a 1988 high of 73.33%.

The actual numbers of students themselves, however, present a different impression of retention. For example, while 73.33% retention of Hispanic students seems relatively high, the percentage represents 11 Hispanic students who reregistered in the Fall 1988 quarter of the 15 who entered YSU in the Fall of 1987 (out of a total entering class of 2,099 students).

For African-American students, there has been a consistent decrease in the numbers of students reregistering. Of the 321 who entered in the Fall 1977 quarter, 150 African-Americans reregistered in the Fall of 1978. Of the 161 who entered in the Fall 1987 quarter, 76 African-American students reregistered in the Fall 1988 quarter. There was a consistent decrease over that 10-year period for African-American students entering each Fall and reregistering the subsequent Fall.

In the Spring of 1982, 34 African-Americans and 3 Hispanics graduated from YSU out of a class of 917. In the Spring of 1989, 27 African-Americans and 5 Hispanics graduated from YSU out of a class of 868.

Believing we can and ought to do more to increase these numbers, the following recommendations for increasing minority retention at YSU are proposed:

1. Faculty should acquire knowledge and develop skills to act as mentors for minority students, such as using positive language (emphasizing what students achieve rather than what they do not do), and establishing student groups for guidance, studying, and support. Faculty could make themselves available for involvement in personal and social dimensions of minority campus life, such as making family and community contacts, recognizing special needs of students with dependents, and participating in orientation and outreach efforts. Incentives and faculty reward systems are needed to encourage mentoring.

2. Faculty can work on developing personal attitudes and behaviors which contribute to a comfortable environment for minorities. Becoming aware of one's own attitudes toward minority group members and defining and recognizing racism are important first steps. Interactions with students should not be paternalistic in style, faculty and students could both learn from each other about coexistence. Accepting responsiblity for establishing a multicultural environment can be evidenced by using sensitive, inclusive terminology, intervening in incidents of racism, and eliciting students' perceptions of faculty multicultural competence. The value of diversity may be emphasized by seeking diversity among students, and varying teaching styles within courses.

3. In order to retain minority students, multicultural role models among faculty and staff are essential. Faculty can actively seek, recommend, and help retain African American and Hispanic faculty and staff. Contacting professional organizations and colleagues in seeking minority candidates can contribute to this effort.

4. Faculty can act as advocates to establish a university-wide multicultural climate and policies that promote equal access and success. Faculty involvement in policy development and administrative implementation efforts is recommended. Multicultural awareness workshops for faculty, staff, and administration should be developed and participation should be highly encouraged. Multicultural courses for all students should also be developed. Multicultural awareness should be incorporated into existing courses, workshops, and orientation activities.

5. In making retention a priority, the need for commitment of time and money must also be addressed by the institution.

IMPLEMENTATION

The review of the FAC report, YSU enrollment data, retention data, and the testimony of a number of individuals lead the Minority Access/Success Committee to suggest that the implementation of its recommendations be undertaken as soon as possible. Additionally, a review of the work done by previous committees/groups on campus (Appendix A) further reinforces the validity of the recommendations made by the Minority Access/Success Committee. The following is suggested for implementing the recommendations:

1. The Admissions Office should continue its practice of involving faculty in various recruitment activities.

2. Through their respective deans' office, faculty should work in developing articulation programs with two-year campuses/institutions.

3. The faculty should be informed that their local and regional organizations can play important roles in minority recruitment. Faculty help should be sought in getting these organizations involved.

4. An appropriate office on campus should be asked to investigate the feasibility of a prefreshmen orientation for minority students and report its findings to the Senate.

5. The Alumni Office should be asked to work closely with academic departments to establish a network for minority recruitment.

6. The University should provide the means for faculty to acquire mentoring skills and incentives to use them.

7. The University should generate strategies for developing and motivating personal attitudes and behaviors which contribute to acceptance and encouragement of minority students. This could be accomplished through workshops, orientation, and other similar activities.

8. The Affirmative Action Office should communicate to faculty the status of minority faculty recruitment and retention on a regular basis and inform faculty of procedures in faculty searches that will ensure/enhance minority opportunities at YSU.

9. Faculty effort in specific recruitment/retention activities should be recognized through formalized reward structures (released time, workload credit, awards, etc.).

10. Data on student enrollment and retention should be reported to the Academic Senate on a regular basis. This data should include a breakdown by minority groups.

11. All recruitment/retention efforts at YSU should be coordinated on a campus-wide basis. A responsible office should be identified for this purpose. Attention should be given to implementing the recommendations of past YSU Committees (Appendix A).

Review of Studies and Recommendations Related to Minority Student Recruitment and Retention at Youngstown State University from 1979-1990

The Minority Access/Success Committee **reviewed several studies and reports pertaining** to recruitment and retention of minority **students at YSU**. Several of these reports listed recommendations, **many of which have** not been implemented or have been only partially **addressed through** programs and services. Although many changes have taken place within the University since 1979, several recommendations have been repeated by more recent studies.

This brief review includes only those recommendations that specifically pertain to minority student recruitment and retention. Any recommendations that appear to have been already implemented by changes in personnel, functional responsibilities etc. have been omitted. Although budgetary and curriculum recommendations have been part of past studies they are not included here. A more complete list of recommendations can be found by review of the actual reports listed below.

This summary organizes the recommendations of past studies into three groups: those related to faculty, those pertaining to student services, and those involving central administration. This grouping is not meant to imply exclusive responsibility of these areas for implementation of recommendations. In fact, none of past studies assigned responsibility for implementation of recommendations. This categorization of recommendations, however, is an attempt to group them according to areas of potentially the greatest impact.

Since many of these recommendations have not been implemented fully, formal assignment of the responsibility for determining the current status of each recommendation, exploring the feasibility for implementation and assigning responsibility for coordinating specific recruitment and retention efforts should be carried out. In addition, the final recommendations provided by the Minority Access/Success Committee in 1991 should be assigned for implementation as well. Designation of implementation responsibility will reduce duplication and fragmentation of student recruitment and retention efforts within the University.

Select Studies and Recommendations on Minority Student Recruitment and Retention

Conditions of Minority Students at Youngstown State University: **Report of the** Minority Student Services Committee (1989/1990).

Black Students at Youngstown State University: Summary of a Study Conducted by the Office of Student Services (1988).

Report of the Adhoc Subcommittee for the Review of the Black Studies Program (1985).

Black Student Retention Survey--Results and Recommendations (1979).

Faculty

A precollege program for minority students should be established to enhance their academic and social integration into campus life. Particular attention should be paid to academic expectations, academic skills building, interaction with faculty and communication skills. (1988)

Additional faculty development programs should be offered to help faculty better understand issues and concerns of minority students, increase interaction with minority students and enhance communication skills. (1988)

New faculty orientation should include a minority services component that informs faculty of minorities represented on campus and about policies and procedures regarding discrimination complaints. This activity should include a showing of the film, "Minorities in the College Classroom." (1988)

It is recommended that African American and Hispanic American faculty and professional administrators be substantially increased by 1992-93. (1990)

New faculty, staff and student orientation should include a component on minority student issues and concerns, and procedures for handling student complaints of discrimination. (1990)

The Academic Senate should investigate the possibility of a University requirement in an "other cultural study" be it historical or contemporary in perspective. (1985)

The Academic Senate should compile a list of courses, relatively small in number, that would fulfill the requirement of "other study." (1985)

Student Services

Develop a visitation program for all of the minority seniors in the Youngstown area schools. (1979)

Hold luncheons for scholars of Youngstown area schools, representatives of minority groups from the community, and school guidance counselors to inform them about the University and to aid in recruitment. (1979)

Beginning in the 1991-92 budget cycle the University should institute a mandatory pre-college summer program as well as a freshman year mentoring/academic support program for at risk students to assist in their retention. (1990)

Available financial aid sources should be directly communicated to minority students through publication and distribution of a financial aid brochure targeted at minority students. (1988)

Perceptions of racial bias on the part of minority students should be addressed through activities and programs. Such programs should include means of developing appropriate and responsible coping behaviors. (1988)

Periodic surveys, at least every two years, of program and activity interests of minority students should be conducted and the results incorporated into planned student activities. (1988)

A handbook for minority students should be developed which includes information on policies, procedures, services and programs. It should also include a directory of minority faculty, staff, and organizations. (1988)

The Minority Satellite Project of the Student Enrichment Center should be expanded to include more students. Heavy emphasis should be placed on the faculty mentoring component. (1988)

Administration

Alumni Association should be requested to identify black alumni to become part of a recruitment network and participate in select student activities. (1988)

The following statement is presented for inclusion in the University mission statement: "Youngstown State University recognizes individual differences in people with respect to cultural or ethnic backgrounds, values and lifestyles. The University is committed to providing specific educational programs, curricula and services to assist faculty, staff and students in recognizing, understanding and appreciating ethnic and cultural differences throughout the University, their communities, the nation and the world." (1990)

Prior to January 1, 1992, the University should conduct a self-evaluation to determine if its policies and procedures are effectively serving minority students, including a survey/interview of minority faculty, students, and staff. (1990)

Job vacancy announcements should be sent to predominantly black graduate schools and be advertised in black newspapers, as well as in traditional newspapers and professional journals. (1985)

The University should actively recruit black professionals from the community to teach as adjunct faculty in order to increase the visibility of black professionals on the campus. These adjunct positions, however, are not intended to replace or supplant the efforts to recruit full-time black faculty. (1985)

Better preparation of incoming freshmen through the remedial programs so as to satisfy deficiencies. Such programs should be better advertised. (1979)

RETENTION RATES OF NEW FRESHMEN
A Breakdown by Race

	Total	A.I.	Cauc.	Af. Am.	Asian	Hisp.	Other
F89	2197	4	1929	187	9	22	46
(90)	Data for this class will become available at the end of the fall quarter.						
F87	2099	3	1858	161	11	15	51
(88)	1406	2	1278	76	9	11	30
	66.98%	66.66%	68.78%	47.20%	81.81%	73.33%	58.82%
F85	2215	6	1971	165	7	19	47
(86)	1477	2	1338	89	2	10	36
	66.68%	33.33%	67.88%	53.93%	28.57%	52.63%	76.59%
F83	2514	6	2213	139	7	26	73
(84)	1680	2	1517	93	6	15	47
	66.82%	33.33%	68.54%	49.20%	85.71%	57.69%	64.38%
F81	2803	3	2474	227	6	19	74
(82)	1747	3	1583	105	4	9	43
	62.32%	100%	63.98%	46.25%	66.66%	47.36%	58.1%
F79	2742	3	2416	241	4	17	59
(80)	1806	2	1651	105	3	8	36
	65.86%	66.66%	68.33%	43.56%	75%	47.05%	61.01%
F77	2829	4	2428	321	3	6	66
(78)	1815	3	1627	150	1	4	30
	64.15%	75%	67%	46.72%	33.33%	66.66%	45.45%
F75	3177	2	2736	361	3	14	60
(76)	2045	1	1831	162	1	10	39
	64.36%	50%	66.92%	44.87%	33.33%	71.42%	65%

A.I. - American Indian
Af. Am. - African-American
Cauc. - Caucasian
Hisp. - Hispanic
Other - students that did not check a race indicator or students that listed other as a race
( ) - indicates the retention numbers one year after students entered YSU

Data from ACT High School Profile Report. Based on students who completed the ACT assessment. THESE FIGURES ARE PERCENTAGES.

State	1987	1988	1989
Afro-American/Black	7	7	7
Amer/Alaskan Native	0	0	0
Caucasian Amer/White	87	86	86
Mexican Amer/Chicano	0	0	1
Oriental/Pacific Amer	1	1	1
Puerto Rican/Hispanic	0	0	0
Other/Prefer No Resp	3	3	3
Regional			
Afro-American/Black	7	7	7
Amer/Alaskan Native	0	1	1
Caucasian Amer/White	85	84	84
Mexican Amer/Chicano	1	1	1
Oriental/Pacific Amer	2	2	2
Puerto Rican/Hispanic	1	1	1
Other/Prefer No Resp	4	4	4
National			
Afro-American/Black	8	9	9
Amer/Alaskan Native	1	1	1
Caucasian Amer/White	81	81	80
Mexican Amer/Chicano	2	2	[illegible]
Oriental/Pacific Amer	2	2	[illegible]
Puerto Rican/Hispanic	1	1	1
Other/Prefer No Resp	3	3	3
YSU			
Afro-American/Black	7	7	6
Amer/Alaskan Native	0	1	0
Caucasian Amer/White	82	81	77
Mexican Amer/Chicano	0	0	0
Oriental/Pacific Amer	1	0	0
Puerto Rican/Hispanic	1	1	1
Other/Prefer No Resp	9	9	15*

* It should be noted that the YSU data may be affected due to a higher percentage of "no responses".

Youngstown State University
Academic Programs Division

PD#	Date Rec'd

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 Fashion Retailing Department Home Economics

- -

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

See attached 1990-91 curriculum sheet.

- -

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

See attached 1991-92 curriculum sheet.

- -

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.).

See attached rationale.

- -

Signatures

Department Chairperson Mary J Beaubien

Madeline Haggerty,
Chair, CAST Curriculum Committee

Dean 11/28/90 Prog. Div. ____________

Senate

YOUNGSTOWN STATE UNIVERSITY

MEMO

TO: Curriculum/Academic Programs

FROM: Dr. Mary J. Beaubien, Home Economics mjb

DATE: November 27, 1990

SUBJECT: Specific Changes in Program-Fashion Retailing

GENERAL DEGREE REQUIREMENTS

All sections remain the same except Humanities where three courses - Art 521, 522, 523 will be required.

EMPHASIS

A. Interiors: (add to 1991-92)
   1. HOMEC 888
   2. Art 501
   3. Art 503, 504
   4. Art 502, 550

B. Fashion: (add to 1991-92)
   1. HOMEC 507
   2. HOMEC 508
   3. HOMEC 888
      a. all have been moved from department requirements.
   4. Give choice of two: HOMEC 642, 702, 703, 704 (all were required in past).

MAJOR REQUIREMENTS:

Courses removed from 1991-92:
1. HOMEC 730 - to Fashion option
2. MGMT 750 - to electives
3. MKTG 815 - to electives
4. HOMEC 888 - to Fashion and Interiors options

DEPARTMENT REQUIREMENTS

Remove HOMEC 507, HOMEC 508 from 1990-91 -- Move to fashion option 1991-92.

tc

Rationale: The name change from Retailing to Merchandising is proposed because public perception of retailing is "selling through a department store." Merchandising includes all aspects of delivering the elements of the near environment to promote maximum customer satisfaction and business success. The proposed name Merchandising: Fashions & Interiors reflects the expanded program.

The Interiors emphasis has always been included as a program option, but students have recently been choosing the I.C.P. option because the Retailing program was too structured to permit their taking desired ART courses. The redesigned curriculum requires all courses which Dean Mapley and the Art, Marketing and Home Economics departments have agreed should be completed by Interiors majors. (We are not calling it Interior Design because YSU does not offer all courses required by I.D. accrediting agencies.)

The interdisciplinary requirements have been reduced in number somewhat. This is an interdisciplinary program with the Marketing Department which has agreed to the changes and will submit their revised curriculum to the proper committees.

Moving students from the I.C.P. into the Home Economics department will provide consistent, thorough and appropriate advising to insure successful field experiences and basic preparation for a career in Interiors.

Some courses have been moved from the interdisciplinary major requirements to the Fashion emphasis to provide flexibility for all majors.

The proposed changes may slightly increase enrollments in the Merchandising: Fashions & Interiors program, but not enough to change frequency of support -- course offerings, staffing, budgets, equipment or duplicate courses. It will facilitate the advisement and placement of students.

YOUNGSTOWN STATE UNIVERSITY
HOME ECONOMICS DEPARTMENT
FASHION RETAILING
(B.S. IN A.S.)
1990-1991

GENERAL DEGREE REQUIREMENTS

ENGL 550	Composition 1	4__
ENGL 551	Composition 2	4__
SPCH 552	Business & Professional Speaking	4__
HLTH 590	Health Education	3__
PHYSICAL EDUCATION (3 activities)		3__

HUMANITIES: (8-18)

Nonstudio Art	4__
Other	4__

SCIENCE/MATHEMATICS: (12-22)

CHEM 502/L	Survey of CHEM 2	4__
CHEM 503/L	Survey of CHEM 3	4__
MATH 506	Mathematics of Business	5__

SOCIAL STUDIES: (16-22)

SOCIO 500	Fundamentals of Sociology	4__
PSYCH 560	General Psychology	4__
ECON 520	Principles of Economics 1	4__
ECON 621	Principles of Economics 2	3__
ANTHR 711	Cultural Anthropology	4__
		58__

E M P H A S I S: (17-21 q.h. in one area)

INTERIORS (choose from):

HOMEC 763	Technology in the Home (HOMEC 550 or ART 502 or HOMEC/MKTG 525)	4__
852	Family Resource Management (HOMEC 731 or PSYCH 707 or SOCIO 705)	4__
ART 716,717	Interior Design 1, 2 (ART 503)	3,3__
ART 718	Advanced Interior Design (ART 717)	[illegible]
ART [illegible]	Design [illegible]	[illegible]

CLOTHING (choose from):

HOMEC 506	Clothing Selection	3__
604	Advanced Clothing Constr. (HOMEC 508)	3__
[illegible]	Applied Fabric Design	3__
702	Design & Flat Pattern (HOMEC 508)	4__
[illegible]	Tailoring (HOMEC 604)	[illegible]
704	Design by Draping (HOMEC 604)	4__
		17-21__

MAJOR REQUIREMENTS (Interdisciplinary)

HOMEC/MKTG 525	The World of Fashion	2__
MGT 604	Legal Environment of Business 1	4__
MKTG 625	Personal Selling	3__
HOMEC/MKTG 635	Fashion Exp. (HOMEC/MKTG 525, MKTG 625)	3__
MKTG 703	Fundamentals (Junior Standing)	5__
ADVER 704	Principles (ENGL 551)	5__
HOMEC 705	Basic Textile Science (CHEM 501)	4__
MKTG 709	Retail Marketing (MKTG 703)	4__
MGT 725	Fundamentals (Junior Standing)	4__
HOMEC 730	Social & Psych. Aspects of Clothing (SOCIO 500, PSYCH 560)	4__
MKTG 731	Nontextiles	4__
MKTG 733	Furnishings (MKTG 703)	4__
MGT 750	Human Behavior in Org. (Jr. Standing)	4__
HOMEC 764	Family Housing (PSYCH 560, ART 502)	4__
HOMEC 780	Consumer Economics (ECON 510 or 520)	4__
OR		
MKTG 848	Mktg. & Social Respon. (MKTG 703)	(3)__
MKTG 809	Techniques of Retail Merch. (MKTG 709)	4__
MKTG 815	Marketing Research (MKTG 703; ECON 624)	4__
HOMEC 835	Field Exp. (12 hrs. HOMEC credit)	4-8__
HOMEC 888	Historic Costume & Furnishings (8 hrs. humanities, 8 hrs. social studies, and Junior standing)	4__
		74-78__

DEPARTMENT REQUIREMENTS - HOMEC (22)

HOMEC 507	Basic Clothing Techniques	1__
508	Basic Cloth. Constr. (HOMEC 507)	3__
543	Personal Nutrition	2__
550	Home Ec Profession (EPT placement in ENGL 550 or completion of ENGL 540)	2__
731	Ind. & Family Development (PSYCH 560)	4__
771	Presentation Tech (18 hrs. HOMEC credit; ENGL 550; SPCH 550 or equiv.)	4__
850	Contemporary Issues in Home Economics	2__
BUTEC 513	Business Computer Systems 1	4__
		22

SUGGESTED ELECTIVES (At least 6)

PSYCH 613	Statistical Methods in PSYCH 1	(prereq)	3__
PSYCH 712	Industrial Psychology	(prereq)	4__
BUTEC [illegible]	Business Computer Systems 2	(prereq)	4__
SPCH 550	Public Speaking		4__
SPCH 553	Small Group Communication		4__
SPCH 555	Interpersonal Communication		4__

TOTAL HOURS FOR DEGREE: 187

Some courses offered only once a year; see your advisor for proper prerequisites and sequence of courses.

Application for Field Experience must be filed two (2) quarters prior to registration for the course.

Must have "C" or better in each course of MAJOR, DEPARTMENT, and EMPHASIS, and GPA of 2.0 to be eligible for graduation.

Nonacademic hours cannot be counted as electives.

4/1/90

YOUNGSTOWN STATE UNIVERSITY
HOME ECONOMICS DEPARTMENT

MERCHANDISING: FASHION & INTERIORS (B.S. in A.S.)

1991-1992

GENERAL DEGREE REQUIREMENTS (Basic Courses)

ENGL	550	Composition 1	4__
ENGL	551	Composition 2	4__
SPCH	652	Business & Professional Speaking	4__
HLTH	590	Health Education	3__
PHYSICAL EDUCATION (3 activities)			3__

HUMANITIES

ART	521	Survey of Western Art 1	4__
ART	522	Survey of Western Art 2	4__
ART	523	Survey of Western Art 3	4__

SCIENCE/MATHEMATICS

CHEM	502/L	Survey of CHEM 2 (P)	4__
CHEM	503/L	Survey of CHEM 3	4__
MATH	506	Mathematics of Business	5__

SOCIAL STUDIES

SOCIO	500	Fundamentals of Sociology	4__
PSYCH	560	General Psychology	4__
ECON	520	Principles of Economics 1	4__
ECON	621	Principles of Economics 2 (P)	3__
ANTHR	711	Cultural Anthropology (P)	4__
			61__

EMPHASIS: (CHOOSE 1)

INTERIORS

HOMEC	763	Technology in the Home (P)	4__
	852	Family Resource Management (P)	4__
	888	Historic Costume/Furn (P)	4__
ART	501	Drawing 1	3__
ART	502, 503, 504	Design 1, 2, 3	4,4,4__
ART	716, 717	Interior Design 1 & 2 (P)	3,3__
ART	718	Advanced Interior Design (P)	3__
ART	550	Computer Graphics	4__
			40__

FASHION

HOMEC	506	Clothing Selection	3__
	507	Basic Clothing Techniques	1__
	508	Basic Clothing Construction (P)	3__
	604	Advanced Clothing Construction (P)	3__
	730	Soc/Psych. Aspects of Clothing (P)	4__
	888	Historic Costume/Furnishings (P)	4__

CHOOSE AT LEAST 2 OF THE FOLLOWING 4:

642	Applied Fabric Design	3__
702	Design & Flat Pattern (P)	4__
703	Tailoring (P)	4__
704	Design by Draping (P)	4__
		21-40__

MAJOR REQUIREMENTS (Interdisciplinary)

HOMEC/MKTG	525	The World of Fashion	2__
MGT	604	Legal Environment of Business 1	4__
MKTG	625	Personal Selling	3__
HOMEC/MKTG	635	Fashion Experience (P)	3__
MKTG	703	Fundamentals (P)	5__
ADVER	704	Principles (P)	5__
HOMEC	705	Basic Textile Science (P)	4__
MKTG	709	Retail Marketing (P)	4__
MGT	725	Fundamentals (P)	4__
MKTG	731	Nontextiles	4__
MKTG	733	Furnishings (P)	4__
HOMEC	764	Family Housing (P)	4__
HOMEC	780	Consumer Economics (P)	4__

OR

MKTG	848	Mktg. & Social Responsibility (P)	3__
MKTG	809	Techniques of Retail Merch. (P)	4__
HOMEC	835	Field Experience (P)	4-8__
			54-62__

DEPARTMENT REQUIREMENTS - HOMEC

HOMEC	543	Personal Nutrition	2__
	550	Home Economics Profession (P)	2__
	731	Ind. & Family Development (P)	4__
	771	Presentation Techniques (P)	4__
	850	Contemporary Issues in Homec (P)	2__
BUTEC	513	Business Computer Systems 1	4__
			18__

SUGGESTED ELECTIVES

SPCH	550	Public Speaking	4__
SPCH	653	Small Group Communication	4__
SPCH	656	Interpersonal Communication	4__
PSYCH	613	Statistical Methods in PSYCH 1 (P)	3__
PSYCH	712	Industrial Psychology (P)	4__
BUTEC	710	Business Computer Systems 2 (P)	4__
MGT	750	Human Behavior in Organization (P)	4__
MKTG	815	Marketing Research (P)	4__

(P) = Prerequisite
Check current bulletin for prerequisite.

TOTAL HOURS FOR DEGREE: 186

- Some courses offered once a year or alternate yrs; see advisor for proper prerequisites/sequence of courses.
- Application for Field Experience must be filed two (2) quarters prior to registration for the course.
- Must have "C" or better in each course of MAJOR, DEPT. and EMPHASIS, and overall GPA of 2.0 to graduate.
- Nonacademic hours cannot be counted as electives.
- Electives may be selected from suggested electives or other emphasis.

11/7/90

Youngstown State University
Academic Programs Division

PD# Date Rec'd

Addition of a new program ______ (Complete B,C)

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

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

Program title PREKINDERGARTEN ASSOCIATE Department Home Economics

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

See attached 1990-91 Curriculum Sheet

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

See attached 1991-92 Curriculum Sheet

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.).

See attached rationale

Signatures

Department Chairperson Mary J Beaubien

Madeleine Haggerty, Chair, Cast Curriculum Committee

Dean V A Bickley 11/29/90 Prog. Div. ______

Senate ______

RATIONALE

1. Change program name from *Child Care* to *Prekindergarten Associate*. The new name relates to the teacher certification for which program graduates are eligible. The title reflects the educational aspects of the student's training, whereas the current title seems to stress custodial care. Current philosophy is that, for very young children, education and care are both incorporated into prekindergarten programs.

2. Social Work 726, *The Black Family*, has been substituted for *Introduction to Social Work*. The latter stresses history, philosophy, and values of the social work profession, which our students are not planning to enter. The standards for teacher education do stress multicultural understanding, and *the black family* will deal with the appropriate subject matter.

3. HOMEC 514, *Prekindergarten Programs*, will replace HOMEC 512: Orientation to Child Care. To partially meet teacher education standards, thirty (30) hours of observation have been added.

4. HOMEC 550 has been added as a general professional preparation and part of the unifying core in the Home Economics Department.

Course changes have been sent to the Curriculum Committee.

YOUNGSTOWN STATE UNIVERSITY
HOME ECONOMICS DEPARTMENT

CHILD CARE
(A.A.S. DEGREE)
1990-1991

GENERAL DEGREE REQUIREMENTS

ENGL	550	Composition 1	4__
ENGL	551	Composition 2	4__
HLTH	590	Health Education	3__
SOCIAL STUDIES:			
SOCIO	500	Fundamentals of Sociology	4__
PSYCH	560	General Psychology	4__
SCWK	620	Introduction to Social Work	4__
PSYCH	755	Developmental Psych 1 (Child)	4__
SCIENCE/MATH:			
BIOL	505	Biology and the Modern World	4__
HUMANITIES		Elective	3-4
			34-35__

MAJOR REQUIREMENTS (Home Economics)

512	Orientation to Child Care	3__
531	Infant and Toddler Care	3__
532	Preschool Child Care	3__
543	Personal Nutrition	2__
631	Parent Involvement (ENGL 551)	4__
632	Child Health & Safety (HLTH 590)	3__
663	Practicum in Child Care (HOMEC 706; ELED 630)	4__
664	Management of Child Care (HOMEC 512, 706; ELED 630)	4__
672	Nutrition & The Young Child (HOMEC 502 or 543 or 551)	4__
706	Preschool Lab (PSYCH 755 or concurrent)	3__
716	Infant Laboratory (HOMEC 531; PSYCH 560)	2__
731	Individual & Family Development (PSYCH 560)	4__
		39__

OTHER REQUIREMENTS

PE	623	Physical Education for the Preschool Child	3__
ELED	630	Creative Experiences in the Preschool	4__
SPCH	705	Speech Problems of Children	3__
MUSED	722	Music in Early Childhood	4__
SPED	731	Education of Young Handicapped Children	3__
ART	761	Art Strategies for Preschool and Kindergarten Teachers	4__
			21__

SUGGESTED ELECTIVES (to make 96 hours)

BUTEC	500	Survey of American Business	4__
SOCIO	700	Minority Groups	5__
SCWK	728	Social Services for Children	4__
HOMEC	771	Presentation Techniques	4__
HOMEC	780	Consumer Economics	4__
HOMEC	833	School-Age Child Care	3__
MKTG	870	Small Business Entrepreneurship	4__

TOTAL HOURS FOR DEGREE: 96

- Some courses offered only once a year; see your advisor for proper prerequisites and sequence of courses.
- Must have "C" or better in each course of MAJOR, and GPA of 2.0 to be eligible for graduation.
- Nonacademic credits cannot be counted as electives.

6/1/90

YOUNGSTOWN STATE UNIVERSITY
HOME ECONOMICS DEPARTMENT

PREKINDERGARTEN ASSOCIATE
(A.A.S. DEGREE)
1991-1992

GENERAL DEGREE REQUIREMENTS

ENGL	550	Composition 1	4__
ENGL	551	Composition 2	4__
HLTH	590	Health Education	3__

SOCIAL STUDIES

SOCIO	500	Fundamentals of Sociology	4__
PSYCH	560	General Psychology	4__
SCWK	726	The Black Family (BLKST 600 or SOCIO 500)	4__
PSYCH	755	Developmental Psych 1/Child (PSYCH 560)	4__

SCIENCE/MATH

BIOL	505	Biology and the Modern World	4__

HUMANITIES

Elective		3-4__
		34-35__

MAJOR REQUIREMENTS (Home Economics)

514	Prekindergarten Programs	3__
531	Infant and Toddler Care	3__
532	Preschool Child Care	4__
543	Personal Nutrition	2__
550	Home Economics Profession (EPT placement in ENGL 550 or completion of ENGL 540)	2__
631	Parent Involvement (ENGL 551)	4__
632	Child Health & Safety (HLTH 590)	3__
663	Professional Lab Experience PreK (HOMEC 706; ELED 630)	4__
664	Management of Child Care (HOMEC 514, 706)	4__
672	Nutrition & The Young Child (HOMEC 502 or 543 or 551)	4__
706	Preschool Lab (PSYCH 755; ELED 630 or FOUND 501)	3__
716	Infant Laboratory (HOMEC 531; PSYCH 560)	2__
731	Individual & Family Development (PSYCH 560)	4__
		42__

OTHER

PE	623	Physical Educ for the Preschool Child	3__
ELED	630	Creative Experiences in the Preschool (PSYCH 755; ENGL 551)	4__
SPCH	705	Speech Problems of Children (SPCH 554)	3__
MUSED	722	Music in Early Childhood (HOMEC 532)	4__
SPED	731	Education of Young Handicapped Children (EDUC 630; HOMEC 531, 532; PSYCH 755)	3__
ART	761	Art Strategies for Preschool and Kindergarten Teachers (ART 662)	4__
			21__

TOTAL HOURS FOR DEGREE: 97

- Some courses are offered only once a year; see your advisor for proper prerequisites and sequence of courses.
- You must have an overall GPA of 2.5 in major requirements, with no grade lower than a "C".
- GPA of 2.0 is required for graduation.
- Nonacademic credits cannot be counted as electives.

11/16/90