

Bernard Gillis  
Provost

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**TO: FULL SERVICE FACULTY, ADMINISTRATION, AND  
STUDENT GOVERNMENT**

**FROM: VIRGINIA PHILLIPS, SECRETARY, ACADEMIC SENATE** OFFICE OF THE PROVOST

**RE: MEETING OF THE ACADEMIC SENATE  
WEDNESDAY, MAY 1, 1991, 4:00 P.M.  
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL**

### AGENDA

1. Call to Order.
2. Approval of Minutes for April 3, 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.
  - 901-22 University Curriculum Division Committee Report.
  - 901-23 Academic Programs Division Committee Reports.
  - 901-24 Academic Standards and Events Committee Report.
  - 901-25 Academic Standards and Events Committee Report.
7. Unfinished Business.
  - 901-15 Minority Access/Success Committee Report.
  - 901-18 Library and Media Services Committee Report.
  - 901-19 Continuing Education Subcommittee Report.
  - 901-20 Academic Programs Division Committee Report.
  - 901-21 University Curriculum Division Committee Report.
8. New Business.
9. Adjournment.

**PLEASE BRING YOUR MARCH AND APRIL AGENDAS TO SAVE  
PAPER AND FACILITATE DISCUSSION OF OLD BUSINESS.**



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

Youngstown State University / Youngstown, Ohio 44555-3452

Department of History

(216) 742-3452

TO: Academic Senate Members

FROM: Bill Jenkins, Chair

DATE: April 18, 1991

SUBJECT: Quorums

Most of you are aware that the flow of academic business before the Senate has dwindled because of the failure to sustain a quorum after 5 o'clock. As we approach the end of the school year, the amount of business should dramatically increase. There are at least two major reports--from academic planning and from the committee to study the semester/quarter systems--that will need extended time for consideration. In order to speed the flow of that business, I am calling on all Senate members to plan on staying until 5:30 p.m. at our May 1st meeting. I realize that some faculty have to teach in the evening; yet, I am compelled to ask that you plan ahead so that the Senate can sustain a quorum until 5:30. Unless we can make significant progress at the May meeting, I will be forced to call additional meetings. The important nature of the business coming before the Senate within the next two months requires your time and participation. Please make the Senate as high a priority as possible.

WDJ/mb

PLEASE BRING YOUR MARCH AND APRIL AGENDAS TO SAVE PAPER AND FACILITATE DISCUSSION OF OLD BUSINESS.

*Bill Jenkins*  
Chair

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

Date April 18, 1991 Report Number (for Senate use only) 901-22

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

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: 91-172 through 91-189; 91-191  
91-194 through 91-259; 91-261 through 91-279; 91-285 through 91-290; 91-312

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

If so, state the motion: Move Senate adopt the attached UCD Course Proposal Progression  
for inclusion as an appendix in the Senate Charter and By-Laws.

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? Yes

Other relevant data: \_\_\_\_\_

Joseph J. Mistovich  
Chair



## UNIVERSITY CURRICULUM DIVISION

### COURSE PROPOSAL PROGRESSION

1. Course proposals are forwarded by the undergraduate College or School Curriculum Committee to the University Curriculum Division (UCD) Chairperson. Upon receipt, the UCD Chairperson distributes the course proposals to all UCD members for review. Subsequently, a UCD meeting is conducted to approve the course proposals.
2. Upon approval by the UCD, copies of the course proposals are distributed to the Provost, Associate Provost, Deans of all Schools and Colleges, and Department Chairpersons for distribution to all faculty. The course proposals circulate for an examination period of ten working days.
3. During the examination period, an objection to a course proposal may be filed by the Provost, Associate Provost, Deans, Chairpersons, or any individual faculty member. (See Objection)
4. If no objection is filed, a listing of the approved course proposals is appended to the Senate Agenda for informational purposes. Presentation of the UCD report to the Academic Senate serves as final approval of the appended course proposals.
5. The Chairperson of the Academic Senate will sign the original course proposals and forward them for addition to the University course inventory.

### OBJECTION:

1. A memo must be forwarded to the UCD Chairperson by the objector prior to the circulation deadline. The memo must include a detailed explanation of the objection.
2. The UCD Chairperson will notify in writing the Department proposing the course that an objection has been issued. A copy of the objection will be attached to the memo. The UCD Chairperson will request that the objector and the Department proposing the course resolve the objection.
3. If the objection is resolved, the UCD Chairperson must be notified in writing of the resolution. The proposed course is then returned to the UCD for continuing action.
4. If those involved are unable to resolve the objection, the UCD will seek reconciliation. If differences still can not be resolved, the UCD will then conduct a hearing regarding the objection. (See Hearing)



## HEARING:

1. In order to insure a just and orderly hearing of the objection, the following procedures must be observed by all parties:
  - A. Prior to the day of the hearing, a precise written statement of the objection(s) will be distributed to all parties.
  - B. While several individuals may be present at the hearing, only one person will be permitted to present each side of the case.
  - C. All concerned persons are permitted in the room during the hearing.
  - D. The Chairperson will call the meeting to order and clarify any procedural questions.
  - E. The objector to the course proposal will present the objection, in ten minutes or less, referring only to those points cited in the formal, written objection.
  - F. The representative for the course proposal will present the department's position in ten minutes or less.
  - G. The objector may present a rebuttal in five minutes or less. No new points may be introduced at this time.
  - H. The department representative for the course proposal may present a rebuttal in five minutes or less.
  - I. UCD members will then have the opportunity to ask questions of both the objector and the department representative.
  - J. At the close of the hearing, the objector, department representative and all observers will be excused.
  - K. The UCD members will then discuss the issues in a closed session and report the Division's decision, in writing, to the objector and department proposing the course within five working days.
2. The UCD must reach one of the following decisions and forward the course proposal to the Senate:
  - A. Reaffirm its approval of the course proposal.
  - B. Withdraw its approval of the course proposal.
  - C. Forward the course proposal to the Senate with no recommendation.
3. The UCD then will undertake one of the following actions at the next Academic Senate meeting:
  - A. Move to approve the course proposal.
  - B. Move to withdraw the course proposal.
  - C. Present the course proposal without a recommendation. The Senate may then take appropriate action.

- 91-172 Management (Add)  
 T 875. Decision Support/Expert Systems  
 Fundamental techniques, construction, and use of decision support systems, and management support systems are introduced. Prereq.: MGT/ACCTG/MKTG 601 and junior standing. 4 q.h.
- 91-173 Management (Add)  
 MGT 765. Structured Programming  
 Structured programming and design techniques are applied to business problems using systems analysis tools such as a data flow diagram, data dictionary, and structured chart. Topics include techniques for data editing, validity checking, control totals, and table-handling. Prereq.: MGT/ACCTG/MKTG 601. 4 q.h.
- 91-174 Management (Add)  
 MGT 865. Database Management Systems  
 Design and management of organizational data resources. Database issues studied include design, definition, creation, documentation update, maintenance, revision, selection, acquisition, and use. The implementations of the hierarchical, network, and relational models will be discussed with emphasis on business applications. Prereq.: MGT 765. 4 q.h.
- 91-175 Special Education (Add)  
 SPED 854. STEP Field Experience  
 Field application of principles of organization and management of a special education classroom, part of 10-week STEP (Special Teacher Education Program). Activities will include IEP development, academic evaluation and instruction, behavior, management, building self-esteem and a positive social climate, collaboration and parent conferencing. Prereq.: Admission to the School of Education. 3 q.h.
- 91-176 Special Education (Add)  
 SPED 858. Intervention Concepts and Strategies in Early Childhood Special Education  
 Review and analysis of the methods by which young children construct knowledge about their physical, social, and intellectual worlds. Study of patterns of normal and atypical development from birth through age eight, as well as the development of appropriate model for effective intervention. Prereq.: Psych. 755. 3 q.h.
- 91-177 Special Education (Change)  
 SPED 731. Education of Young Handicapped Children  
 Developmental and behavioral characteristics, laws, standards, and programs. Screening and observation procedures. Learning styles and play activities. Remediation strategies for specific learning and behavioral problems. Encouraging parent involvement. Prereq.: PSYCH 755. 4 q.h.



91-178 (Add) Special Education (Change)  
SPED 828. Education of Children with Severe Behavioral Handicaps

Advanced behavior management procedures are employed within an educational/clinical setting. Explores multidisciplinary theories, techniques and strategies. Included are rule setting, instructional and home management, assessment, multilevel reinforcement, crisis prevention and intervention, and handling aggressive behaviors. To be taken with SPED 828L. Prereq. or concurrent: SPED 862. 3 q.h.

91-179 Special Education (Change)  
SPED 802. Education of Exceptional Children

A survey of the problems and issues in the education of exceptional children and their characteristics and needs. Field observation required. Prereq.: Admission to the School of Education. 4 q.h.

91-180 Special Education (Change)  
SPED 828L. Education of Children with Severe Behavioral Handicaps Lab

A sixty clock-hour clinical/field experience. Assessment of severe behavior disorders and development of intervention plans with children in local SBH units. Students are assigned to field sites 6-8 hours per week. To be taken concurrently with SPED 828. Prereq. or concurrent: SPED 862. 2 q.h.

91-181 Special Education (Change)  
SPED 834. Education and Training of MSPR

Curriculum planning, teaching methods, and instructional materials for moderately, severely, and profoundly retarded, or developmentally disabled. to be taken concurrently with SPED 834L. Prereq.: SPED 833. 4 q.h.

91-182 (Add) Special Education (Change)  
SPED 834L. Practicum in Education and Training MSPR

Application of assessment, habilitation, and rehabilitation techniques in an education and/or vocational setting. Includes alternative modes of communication and advanced behavior management strategies including aggressive client training. To be taken concurrently with SPED 834. Prereq.: SPED 833. 2 q.h.

91-183 Special Education (Change)  
SPED 836. Education of Multiply-Handicapped Individuals

Identification and intervention in critical areas of development for individuals with physical handicaps, sensory deficits, or communication disorders. Developing objectives, planning and implementing adapted curricula in consultation with interdisciplinary specialists. Ten hours of classroom participation and observation are required. Prereq.: SPED 833. 4 q.h.



- 91-184 (Change)  
ED 839. Special Education (Change)  
Supervised Student Teaching: Multiply Handicapped Children  
To be taken concurrently with EDUC 869. Grading will be CR/NC. Prereq.: EDUC 702, 705, 708, 710, 715, 802, 833, 834, 835, 836, 836L, 851, senior status and approval of the chairperson of the Special Education Department. 6-15 q.h.
- 91-185 (Change)  
SPED 849. Special Education (Change)  
Supervised Student Teaching: Specific Learning Disabled Children  
To be taken concurrently with EDUC 869. Grading will be CR/NC. Prereq.: EDUC 702, 705, 708, 710, 715, 802, 812, 835, 852, 853, 863, 866, senior status and approval of the chairperson of the Special Education Department. 6-15 q.h.
- 91-186 (Change)  
SPED 851. Special Education (Change)  
Social Studies and Social Skills for Mentally Retarded  
Study of individual problems, curriculum units, guidance and planning, preparation of instructional materials, and participation in local schools. Prereq.: SPED 833. 4 q.h.
- 91-187 (Change)  
SPED 852. Special Education (Change)  
Language Arts in Methods in Special Education  
Principles, practices, materials, and aids for teaching language arts in Special Education. Diagnostic and evaluation procedures; individual problems, techniques, curriculum units, guidance, planning; tutoring and participation. Prereq.: SPED 802 and 863; ELED 812. 4 q.h.
- 91-188 (Change)  
SPED 853. Special Education (Change)  
Arithmetic Methods in Special Education  
Principles, practices, materials, and aids for teaching arithmetic in Special Education. Diagnostic and evaluation procedures; individualized instructional techniques; observation, tutoring, and participation. Prereq.: SPED 802, 863; ELED 713 or permission of instructor. 4 q.h.
- 91-189 (Change)  
SPED 855. Special Education (Change)  
Career and Vocational Education for Handicapped Individuals  
Emphasis on lifelong career orientation and the development and implementation of K-12 prevocational/vocational curriculum. How to integrate practical experiences in the classroom, home and community. Prereq.: Admission to the School of Education. 4 q.h.

- 91-191 (Change) Special Education (Change)  
 SPED 864. Communication and Consultation Skills in Special Education  
 Designed to enable teachers of exceptional individuals to gain the cooperation and involvement of professionals, parents, and children. Students will assume the role of child advocate and explore methods of facilitating educational placements and programming designed to best meet handicapped children's unique needs. Prereq.: SPED 802 or permission of instructor. 4 q.h.
- 91-194 Engineering Technology (Change)  
 METEC 610. Mechanical Equipment  
 Study of common mechanical equipment such as heat exchangers, refrigerators, pumps, and internal combustion engines. Three hours of lecture and three hours of laboratory per week. Prereq.: METEC 605 or METEC 615. 4 q.h.
- 91-195 Engineering Technology (Delete)  
 METEC 610L. Mechanical Equipment Laboratory  
 Tests and applications of equipment covered in METEC 610. Three hours of laboratory per week. Concurrent with METEC 610. 1 q.h.
- 91-196 Engineering Technology (Add)  
 ELTEC 750. Industrial Controls  
 Introduction to motor control principles and hardware. Examination of motor startup and speed control systems, as well as overload protection. Emphasis on solid-state logic control using programmable controllers as well as variable frequency ac motor drives. Prereq.: ELTEC 607, 611, 620. Concurrent with ELTEC 750L. 4 q.h.
- 91-197 Engineering Technology (Add)  
 ELTEC 750L. Industrial Controls Laboratory  
 Laboratory exercises dealing with applications of concepts developed in ELTEC 750. Three hours of laboratory per week. Taken concurrently with ELTEC 750. 0 q.h.
- 91-198 Engineering Technology (Delete)  
 ELTEC 614. Industrial Electronics  
 Electronic control circuits in industry; analog and digital time-delay circuits; silicon-controlled rectifier circuits; photoelectric devices; phase-shift control. Prereq. or concurrent: ELTEC 606. 4 q.h.
- 91-199 Nursing (Delete)  
 NURSG 748. Nursing Systems 4  
 Nursing assistive actions and the system of nursing care are studied as they relate to acutely ill adults. This course focuses upon health deviation requisites as well as other therapeutic self-care requisites in wholly compensatory systems. To be taken concurrently with NURSG 748L. Prereq.: NURSG 742 and NURSG 743. 4 q.h.



- 91-200 Nursing (Delete)  
 NURSG 748L. Nursing Systems 4 Laboratory  
 Selected clinical experiences provide for the application of the system of nursing care in all three types of nursing situations. The health foci are recovery, illness of determined origin, and active treatment. Nine hours of laboratory each week. To be taken concurrently with NURSG 748. 3 q.h.
- 91-201 Nursing (Delete)  
 NURSG 843. Nursing Systems 8  
 Nursing assistive actions and the system of nursing care are studied as they relate to adult clients experiencing chronic developmental and health-deviation self-care requisites. To be taken concurrently with NURSG 843L. Prereq.: NURSG 830, NURSG 831. 3 q.h.
- 91-202 Nursing (Delete)  
 NURSG 843L. Nursing Systems 8 Laboratory  
 Selected clinical experiences are provided for the application of the system of nursing care to adult clients experiencing chronic developmental and health-deviation self-care requisites. Nine hours of laboratory each week. To be taken concurrently with NURSG 843. 3 q.h.
- 91-203 Nursing (Add)  
 NURSG 841. Nursing Systems 8  
 Nursing assistive actions and the system of nursing care are studied as they relate to acutely ill adults. This course focuses upon health deviation requisites as well as other therapeutic self-care requisites in wholly compensatory systems. To be taken concurrently with NURSG 841L. Prereq.: NURSG 830, NURSG 831. 4 q.h.
- 91-204 Nursing (Add)  
 NURSG 841L. Nursing Systems 8 Laboratory  
 Selected clinical experiences provide for the application of the system of nursing care in all three types of nursing situations. The health foci are recovery, illness of determined origin, and active treatment. Nine hours of laboratory each week. To be taken concurrently with NURSG\_841. 3 q.h.
- 91-205 Nursing (Add)  
 NURSG 744. Nursing Systems 4  
 Nursing assistive actions and the system of nursing are studied as they relate to adult clients experiencing chronic developmental and health-deviation self-care requisites. To be taken concurrently with NURSG 744L. Prereq.: NURSG 742, NURSG 743. 3 q.h.
- 91-206 Nursing (Add)  
 NURSG 744L. Nursing Systems 4 Laboratory  
 Selected clinical experiences are provided for the application of the system of nursing care adult clients experiencing chronic developmental and health-deviation self-care requisites. Nine hours of laboratory each week. To be taken concurrent with NURSG 744. 3 q.h.



- 91-207 Home Economics (Change)  
 HOMECEC 866. Administration of Prekindergarten Programs  
 The role of the administrator of an early childhood center in coordination, management, budgeting, curriculum development, research, evaluation, advocacy and public policy formation. Prereq.: HOMECEC 706 and 664, or ELEC 841, or SECED 842. 4 q.h.
- 91-208 Home Economics (Delete)  
 HOMECEC 888. Historic Costume and Furnishings  
 Clothing, accessories, homes and furnishings from antiquity to the present, including the influence of social, political and economic conditions on elements in the near environment. Three hours lecture and three hours of laboratory weekly. Prereq.: Eight hours of humanities and eight hours of social studies and junior standing. 4 q.h.
- 91-209 Home Economics (Add)  
 HOMECEC 879. History of Interiors and Furnishings  
 Study of furniture, interiors and decorative arts and designs from ancient times through the 20th century with emphasis on social/cultural factors that affected their development. Prereq.: 8 hours of humanities plus 8 hours of social studies, and junior standing. 3 q.h.
- 91-210 Home Economics (Add)  
 HOMECEC 877. Historic Costume  
 The chronological study of costumes, silhouettes, accessories, and fabrics from ancient to modern times and their influences on current fashion with consideration of cultural forces that affected their development. Prereq.: 8 hours of humanities plus 8 hours of social studies, and junior standing. 4 q.h.
- 91-211 Mechanical Engineering (Add)  
 MECH 726. Thermal Fluid Applications  
 Application of the principles of thermodynamics, fluid mechanics and heat transfer to design and evaluation of selection criteria of thermal fluid components. Components include those found in HVAC, pneumatic and hydraulic systems. Prereq.: MECH 725. 4 q.h.
- 91-212 Mechanical Engineering (Delete)  
 MECH 805. Engineering Design  
 Creativity and inventiveness. Tools of decision making, engineering economics, reliability, optimization. Two or three written design projects required. Prereq.: MECH 604, MECH 725, MECH 742, MECH 751, MECH 781, CIEGR 716, INEGR 724; or consent of advisor. 4 q.h.
- 91-213 Mechanical Engineering (Delete)  
 MECH 806. Design of Thermal Systems  
 Continuation of ME 805 with emphasis on systems for energy exchange. System components include heat exchangers, pumps, compressors, turbines, and expansion engines. One or two written design projects required. Prereq.: MECH 805, MECH 830, or consent of advisor. 4 q.h.

- 91-214 Mechanical Engineering (Delete)  
 MECH 807. Design of Mechanical Systems  
 Continuation of ME 805 with emphasis on rotating, reciprocating, and oscillating mechanisms and machines. One or two written design projects required. Prereq.: MECH 762, MECH 762L, MECH 805; Prereq. or concurrent: MECH 870; or consent of advisor. 4 q.h.
- 91-215 Mechanical Engineering (Add)  
 MECH 808-809. Mechanical Systems 1, 2  
 Design of an engineering system utilizing expertise normally expected of new mechanical engineering graduates in an industry setting. Alternate designs are explored in the light of design methodology factors such as feasibility, reliability, safety, cost, etc. Prereq. for MECH 808: MECH 725, MECH 742, MECH 751, MECH 781, INEGR 724, or consent of instructor. Prereq. for MECH 809: MECH 808; Prereq. or concurrent: MECH 726, MECH 762. MECH 808 must be taken concurrently with MECH 808L. 4 + 4 q.h.
- 91-216 Mechanical Engineering (Add)  
 MECH 808L. Mechanical System Design Laboratory  
 Supplemental activities related to MECH 808, such as discussions and seminars on industry practices and standards, computer software applications, experimental verification, etc. Three hours laboratory per week. Must be taken concurrently with MECH 808. 1 q.h.
- 91-217 Electrical Engineering (Change)  
 ELEGR 611. Instrumentation and Computation Laboratory 1  
 Theory and applications of laboratory instruments. Laboratory experimentation. Digital computer techniques using modern CAD software such as SPICE. Prereq. or concurrent: ELEGR 601 or equivalent. 1 q.h.
- 91-218 Electrical Engineering (Change)  
 ELEGR 612. Instrumentation and Computation Laboratory 2  
 Theory and applications of laboratory instruments. Laboratory experimentation. Digital computer techniques using modern CAD software such as SPICE. Prereq.: ELEGR 601, 611, ENGL 551. 1 q.h.
- 91-219 Electrical Engineering (Change)  
 ELEGR 613. Instrumentation and Computation Laboratory 3  
 Theory and applications of laboratory instruments. Laboratory experimentation. Digital computer techniques using modern CAD software such as SPICE. Prereq.: ELEGR 602, 612. 1 q.h.
- 91-220 Electrical Engineering (Change)  
 ELEGR 879. Computer-Aided Design of Electrical Networks and Systems  
 The design, analysis, and modeling of linear and nonlinear networks and systems using a modern computer program. Development and use of library models of devices, subcircuits, and subsystems. The student will do at least one design project. Prereq.: INEGR 642 and any two of ELEGR 703, 709, or 710. 4 q.h.



- 91-221 (Delete) Industrial Engineering (Change)  
IE 870. Robotics  
Manipulator kinematics, robot dynamics and programming sensors and machine vision, machine intelligence and robot planning. Prereq.: MATH 705. 4 q.h.
- 91-222 Industrial Engineering (Change)  
IE 850. Operations Research  
Formulation and solution of industrial engineering problems using operations research models. topics covered include queueing models and the specialization of linear models to equipment replacement, project planning assignment, and transshipment problems. Prereq.: INEGR 801. 4 q.h.
- 91-223 Industrial Engineering (Change)  
IE 724. Engineering Economy  
The analysis and evaluation of factors that affect the economic success of engineering projects. Topics include basic accounting, interest, depreciation, cost classification, comparison of alternatives, make-buy decisions, and replacement models. Prereq.: MATH 673. 4 q.h.
- 91-224 Materials Engineering (Change)  
MTEGR 866. Special Topics  
Special topics in materials engineering which are of current research interest. course may be repeated once with a different topic. Prereq.: Junior standing in engineering or consent of instructor. 4 q.h.
- 91-225 Philosophy and Religious Studies (Add)  
PHIL 530. Critical Thinking  
An examination of the logical skills needed to evaluate arguments in real-life practical situations. Topics include the uses of language and the impact of the mass media on thinking; strategies and procedures for identifying arguments; evaluation of arguments with emphasis on informal fallacies; and strategies and guidelines for writing argumentative essays. 4 q.h.
- 91-226 Philosophy and Religious Studies (Change)  
PHIL 712. Philosophy of Religion  
The philosophical investigation of religious questions such as existence and nature of the divine, the problem of evil, death and immorality, religion and science, and religious experience. Prereq.: 4 hours in philosophy or religious studies and Junior standing. 4 q.h.
- 91-227 Philosophy and Religious Studies (Add)  
PHIL 730. Metaphysics  
An examination of the major metaphysical issues in Western philosophy: problems of freedom and determinism, idealism versus materialism, personal identity, space-time problems, concepts of Being and Reality and other representative issues. Prereq.: Philosophy 600 or junior standing. 4 q.h.



- 91-228 (204) Philosophy and Religious Studies (Delete)  
 PHIL 804. Classical Metaphysics  
 The concept of being and reality in Pre-Socratic naturalism and Parmenides. Its reformulation in Plato and its resolution in Aristotle. Scholastic metaphysics and the Analogy of Being. The fate of metaphysics after Descartes and the rise of empirical science. Its rejection in the "critical turn" of Hume and Kant. Its re-emergence in Hegel. Prereq.: PHIL 600 or junior or senior standing. 4 q.h.
- 91-229 Philosophy and Religious Studies (Delete)  
 PHIL 805. Contemporary Metaphysics  
 The course of Western metaphysics since Hegel. Its resurrection within the naturalistic perspectives of Bergson, Alexander, Whitehead. Its relation to contemporary analysis and phenomenology. Its transformation in the sociological and psychological categories of Feuerbach and Marx, Schopenhauer and Nietzsche. Its relation to 20th century technological rationality in Heidegger and others. Prereq.: PHIL 600 or junior or senior standing. 4 q.h.
- 91-230 Philosophy and Religious Studies (Change)  
 PHIL 808. Political Philosophy  
 Analysis of the philosophical presuppositions of selected political theories. Prereq.: 4 hours of philosophy or religious studies, or consent of instructor and junior standing. 4 q.h.
- 91-231 Philosophy and Religious Studies (Change)  
 PHIL 812. 20th Century Philosophy  
 survey of the philosophical scene in the early and mid-20th century: the pragmatism of Peirce, James, and Dewey; the analytic schools, from Moore and Russell to early Wittgenstein and the logical positivists; later conventionalism and ordinary language philosophy; and the various continental movements, including modern phenomenology and hermeneutics. Prereq.: PHIL 600 or junior standing. 4 q.h.
- 91-232 Philosophy and Religious Studies (Change)  
 PHIL 822. Selected Topics in Philosophy  
 The study of a philosophical problem or philosopher in depth or the relationship of philosophy to problems in another discipline. May be repeated once for a different topic. Prereq.: PHIL 600 and eight quarter hours of upper division philosophy courses or approval of the department chairperson. 1-4 q.h.
- 91-233 Philosophy and Religious Studies (Add)  
 PHIL 825. Biomedical Ethics  
 An examination of ethical issues posed by the impact of biomedical research and technology on health care; selected issues in the philosophy of medicine; issues of patients' rights, including the right to health care; experiments on human subjects and problems of informed consent; genetic research and intervention; moral issues in death and dying, organ transplants and the allocation of scarce health resources. Prereq.: four hours of Philosophy or Sociology 745 or Psychology 780 or admission to NEOUCOM-YSU program. 4 q.h.

- 91-234 Philosophy and Religious Studies (Add)  
 PHIL 827. Environmental Ethics  
 Application of ethical theories in the evaluation of human interaction with the natural environment: selected cases addressing rights and duties in regard to other species and future generations, principles and ideals guiding industrial utilization of natural resources, responsibilities of environmental activism in prescribed social and political philosophy, and the relation of philosophy to ecology. Prereq.: 4 hours of philosophy and junior standing or consent of instructor. 4 q.h.
- 91-235 Philosophy and Religious Studies (Add)  
 PHIL 828. Engineering Ethics  
 An examination of ethical problems in the major fields of engineering and an explanation of the methodology needed to address them; an analysis of the rights and duties of engineers in their relations to clients, employers, the public, and the engineering profession. Prereq.: PHIL 530, 600, 619, or 625 and junior standing or consent of instructor. 4 q.h.
- 91-236 Philosophy and Religious Studies (Add)  
 PHIL 829. Ethical Issues in Business  
 A study of ethical dilemmas in the business world. Focus on rights and duties of business executives, stockholders and employees, as well as their relations with consumers, clients, consultants, government officials, and the public; emphasis on case studies. Prereq.: 4 hours of philosophy and junior standing or consent of instructor. 4 q.h.
- 91-237 Philosophy and Religious Studies (Change)  
 RELST 501. Contemporary Religion and Society  
 A study of the essential components and characteristics of religion; the role religion plays in the life of the individual and contemporary society. Intended for first year students. 4 q.h.
- 91-238 Philosophy and Religious Studies (Change)  
 RELST 601. Introduction to World Religions  
 A survey of the major world religions exploring their distinctive features and common threads. A study of their founders, systems of thought, symbols, and sacred literatures. 4 q.h.
- 91-239 Philosophy and Religious Studies (Add)  
 RELST 605. Myth, Symbol and Ritual  
 An introduction to the nature and function of religious myth, symbol and ritual from a multi-cultural perspective. 4 q.h.
- 91-240 Philosophy and Religious Studies (Add)  
 RELST 720. Islam  
 The origin and development of Islam with attention to the Koran, the prophetic writings, and Islamic theology; topics include the Islamic world view, mysticism, sects, contemporary revivalist movements, and Black Muslims in America. Prereq.: 4 hours of religious studies or philosophy, or consent of instructor (Replaces 612). 4 q.h.



- 91-241 (Change) Philosophy and Religious Studies (Delete)  
 LST 613. The Eastern Orthodox Faith  
 An examination of Eastern Orthodoxy and its theological development, institutions, and liturgical diversity. 4 q.h.
- 91-242 Philosophy and Religious Studies (Delete)  
 RELST 614. The Catholic Faith  
 A study of the origin and development of Catholic Christianity, its institutions, systems of thought and liturgical expression. 4 q.h.
- 91-243 Philosophy and Religious Studies (Delete)  
 RELST 615. The Protestant Faith  
 The study of the origin and development of Protestant Christianity, and its systems of thought, institutions, and ritual diversity. 4 q.h.
- 91-244 Philosophy and Religious Studies (Add)  
 RELST 724. Judaism  
 The origin and development of Judaism including the biblical legacy, the Talmud, medieval Judaic philosophy, mysticism, the symbolic and mythic structure of classical Judaism, and transformations of the classical tradition in modern times. Prereq.: 4 hours of religious studies of philosophy, or consent of instructor. (Replaces 616.) 4 q.h.
- 91-245 Philosophy and Religious Studies (Delete)  
 RELST 630. Introduction to Biblical Literature  
 A nontechnical survey of selected books of the Bible in their historical and cultural context. 4 q.h.
- 91-246 Philosophy and Religious Studies (Change)  
 RELST 705. History of Ancient Christianity  
 The development of Christianity from the fall of Jerusalem (70 C.E.) to the fall of Rome (410). Themes will include the evolution of church government, patristic theology, and church-state relations. Prereq.: 4 hours of religious studies or philosophy, or HIST 655, or consent of instructor. 4 q.h.
- 91-247 Philosophy and Religious Studies (Change)  
 RELST 706. History of Medieval Christianity  
 The development of Christianity from the fall of Rome (410 C.E.) to the Renaissance (1500). Themes will include scholastic theology, church government, monastic orders, the crusades, and church-state conflicts. Prereq.: 4 hours of religious studies or philosophy, or HIST 655, or consent of instructor. 4 q.h.
- 91-248 Philosophy and Religious Studies (Change)  
 RELST 707. History of Modern Christianity  
 The development of Christianity from The Renaissance (1500) to the present. Themes will include the Reformation and the rise of Protestantism, the counter-Reformation, church-state relations, theology, and the ecumenical movement. Prereq.: 4 hours of religious studies or philosophy, or HIST 655 or 656, or consent of instructor. 4 q.h.

- 91-249 Philosophy and Religious Studies (Change)  
RELST 708. African-American Religion  
The development of African-American religion from the days of slavery to the present. Topics include black theology, contemporary religious expression, and the role of religion in social change. Prereq.: Any 600-level Religious Studies course, or Black Studies 600 or 601, or consent of instructor. 4 q.h.
- 91-250 Philosophy and Religious Studies (Delete)  
RELST 714. Faith and Philosophy  
The nature of theistic faith and its relations to human reason. Important theories of faith will be distinguished and associated concepts analyzed, e.g., revelation, miracle, and religious experience. Science and religion as belief systems will be compared. Prereq.: Any Religious Studies 600-level or any Philosophy 600-level, or consent of instructor. 4 q.h.
- 91-251 Philosophy and Religious Studies (Add)  
RELST 722. Christianity  
The origin and development of Christianity; examination of the life and teachings of Jesus; Christian theology, liturgy and symbolism; discussion of divisions of contemporary Christianity. Prereq.: 4 hours of religious studies or philosophy, or consent of instructor. 4 q.h.
- 91-252 Philosophy and Religious Studies (Change)  
RELST 731. Old Testament Literature  
A critical analysis of Old Testament literature in terms of historical background, textual development, and religious and ethical themes. Prereq.: 4 hours in religious studies or philosophy, or consent of instructor. 4 q.h.
- 91-253 Philosophy and Religious Studies (Change)  
RELST 732. Jesus and the Gospels  
The life and teachings of Jesus in their historical context. An examination of the ways in which Jesus is interpreted within the synoptic gospels. Prereq.: 4 hours of philosophy or religious studies, or consent of instructor. 4 q.h.
- 91-254 Philosophy and Religious Studies (Change)  
RELST 733. Paul and the Development of Early Christianity  
A study of the emergence of the early Christian movement from Jesus' death to the destruction of the Temple (70 C.E.) as seen through the letters of Paul supplemented by the Acts of the Apostles. Prereq.: 4 hours of philosophy or religious studies, or consent of instructor. 4 q.h.
- 91-255 Philosophy and Religious Studies (Add)  
RELST 726. Buddhism  
The origin and development of Buddhism from Theravada Buddhism in India to Zen Buddhism in Japan. Its systems of thought, institutions, and meditational practices. Prereq.: 4 hours of philosophy or religious studies, or consent of instructor. (Replaces 741.) 4 q.h.



- 91-256 (Change) Philosophy and Religious Studies (Add)  
 LST 814. Mysticism and Meditation  
 A critical exploration of the mystical traditions of Eastern and Western religions. Description and classification of meditative experiences; the stages of the mystical path; the resulting world view. Prereq.: 4 hours at the 700-level in religious studies, or consent of instructor. (Replaces 742.) 4 q.h.
- 91-257 Philosophy and Religious Studies (Delete)  
 RELST 750. Religion and Contemporary Issues  
 The examination of a selected issue of contemporary relevance and its relationship to religion. Prereq.: Any 8 hours in Religious Studies or Philosophy or consent of instructor. May be repeated once. 4 q.h.
- 91-258 Philosophy and Religious Studies (Change)  
 RELST 751. Liberation Theologies and Revolutionary Change  
 The origin and development of Third World theologies in Africa, Latin America, and the Caribbean and of Black and Hispanic theologies in America. The study of theology will be related to questions of underdevelopment, poverty and oppression. Prereq.: 4 hours in religious studies or philosophy, or consent of instructor. 4 q.h.
- 91-259 (Change) Philosophy and Religious Studies (Change)  
 RELST 752. Feminist Theology and Spirituality  
 A consideration of the history, development, and major theories of feminist theology, including the role of women in religions. Prereq.: 4 hours in religious studies or philosophy, or consent of instructor. 4 q.h.
- 91-261 Philosophy and Religious Studies (Add)  
 RELST 758. Transpersonal Studies  
 A critical study of contemporary developments in consciousness research - including such topics as near-death episodes, reincarnation, nonordinary states of consciousness, and the implications of quantum theory. Prereq.: 4 hours in religious studies or philosophy, or consent of instructor. 4 q.h.
- 91-262 Philosophy and Religious Studies (Delete)  
 RELST 759. Prophetic Religion  
 A social and psychological analysis of the prophetic mentality; the differences between the prophetic approach to religion and that of the priest; an analysis of great prophetic books with a view to the sociological and psychological factors involved; an attempt to delineate the essential elements in prophecy. Prereq.: junior or senior standing. 4 q.h.
- 91-263 Philosophy and Religious Studies (Change)  
 RELST 816. The Shaping of Modern Religious Thought  
 A selective consideration of critical issues that have shaped modern religious thought including such topics as evolution, existentialism and psychoanalysis. Prereq.: 4 hours at the 700-level in religious studies or philosophy, or consent of instructor. 4 q.h.

- 91-264 (Add) Philosophy and Religious Studies (Change)  
RELST 818. Contemporary Theological Figures  
A survey of contemporary theology and the formative influences in the lives of prominent theologians such as Barth, Rahner, Niebuhr, Cox, Cobb, Cone, Gutierrez, and Reuther. Prereq.: 4 hours at the 700-level in religious studies or philosophy, or consent of instructor. 4 q.h.
- 91-265 (Delete) Philosophy and Religious Studies (Add)  
RELST 713. Religion in America  
Religious pluralism; immigrant sources and American innovations; the role of religion in the development of the nation; the function of religion within the American social system; current social trends. Prereq.: HIST 605 and 606, or consent of instructor. (Replaces 830). 4 q.h.
- 91-266 (Change) Philosophy and Religious Studies (Change)  
RELST 870. On-Site Studies in Religion  
An on-site investigation of the beliefs and practices of a particular religion or sect through readings, lectures, interviews, and travel to locations vital to its origin or development. Prereq.: Junior standing or consent of Department chairperson. 2-12 q.h.
- 91-267 (Change) Political Science and Social Science (Change)  
POLIT 601. American National Government  
A detailed examination of American political structure and process at the national level, with emphasis on the constitutional order and the electoral system. Prereq.: POLIT 550 or SOCSC 511. 4 q.h.
- 91-268 (Add) Political Science and Social Science (Change)  
POLIT 640. Comparative Government  
A detailed examination, using the case study approach, of institutional structure, political processes, and public policy in selected foreign political systems. Prereq.: POLIT 550 or 601 or SOCSC 511. 4 q.h.
- 91-269 (Change) Political Science and Social Science (Change)  
POLIT 660. International Relations  
A detailed examination of theoretical and practical issues in contemporary international politics, law, organization and economic relations. Prereq.: POLIT 550 or 601 or SOCSC 511. 4 q.h.
- 91-270 (Add) Geology (Add)  
GEOL 708. Megascopic Petrography  
An in-depth study of the origin, mode of occurrence and classification of igneous, sedimentary and metamorphic rocks based upon their megascopic characteristics and mineral constituents. Five hours of lecture and four hours of laboratory a week. Prereq.: "C" or better in GEOL 608. 6 q.h.
- 91-271 (Change) Geology (Change)  
GEOL 704. Structural Geology  
Description and interpretation of geologic structures, mechanical properties, stress-strain relationships, regional structure of North America, and major tectonic theories. Prereq.: GEOL 608. Geology majors must take 704L concurrently with 704. 3 q.h.



- 91-272 (Change) Geology (Add)  
 OL 704L. Structural Geology Laboratory  
 structural geology techniques and analyses, including orthographic solutions, stereographic projections, and interpretation of maps. One hour of lecture, two hours of lab per week. Prereq. or concurrent: GEOL 704 and MATH 520, or consent of instructor. 2 q.h.
- 91-273 Geology (Change)  
 GEOL 706. Geology of Economic Mineral Deposits  
 A study of the occurrence, origin and distribution of mineral deposits; with special attention to their economic use. Field trips are mandatory. Prereq.: GEOL 608. 5 q.h.
- 91-274 Geology (Change)  
 GEOL 803. Optical Mineralogy  
 The theory and use of the polarizing microscope and its application to the study of crystalline material, including asbestos materials. Three hours of lecture and six hours of laboratory per week. Prereq.: GEOL 801. 5 q.h.
- 91-275 Geology (Change)  
 GEOL 701. Geomorphology  
 A detailed study of various landforms and their origins. The laboratory work consists of use of aerial photographs and topographic maps in recognizing and interpreting landforms. Five hours of lecture and four hours of laboratory a week. Prereq.: GEOL 608. 6 q.h.
- 91-276 Geology (Change)  
 GEOL 703. Physiography of the United States  
 A study of the physiographic regions of the United States. Maps, diagrams, and aerial photographs are used in laboratory work. Five hours of lecture and four hours of laboratory a week. Prereq.: GEOL 608. 6 q.h.
- 91-277 Geology (Change)  
 GEOL 801. Mineralogy  
 The crystallography, physical and chemical properties, occurrence, and use of the more common minerals. Qualitative analysis of minerals using blow-pipe, borax bead tests, and flame tests. Five hours of lecture and four hours of laboratory a week. Prereq.: GEOL 608, CHEM 515. 6 q.h.
- 91-278 Geology (Change)  
 GEOL 802. Stratigraphy and Sedimentation  
 The formation and physical characteristics of stratified rocks; principles of correlation; criteria for classification of sedimentary rocks, depositional environments, and paleogeographic reconstructions. Three hours of lecture and two hours of laboratory a week. Prereq.: GEOL 513 and 608. 4 q.h.

91-279

Geology

(change)

- 91-279 (Add) Geology (Change)  
 GEOL 804. Ground Water  
 A study of the geologic and hydrologic factors controlling the occurrence and behavior of water beneath the earth's surface. Prereq.: GEOL 608. 5 q.h.
- 91-285 Philosophy and Religious Studies (Delete)  
 PHIL 725. Biomedical Ethics  
 An examination of ethical issues posed by the impact of biomedical research and technology on health care; selected issues in the philosophy of medicine; issues of patients' rights, including the right to health care; experiments on human subjects and problems of informed consent; genetic research and intervention; moral issues in death and dying, organ transplants and the allocation of scarce health resources. Prereq.: Four hours of Philosophy or SOCIO 745 or PSYCH 780 or admission to NEOUCOM-YSU program. 4 q.h.
- 91-286 Philosophy and Religious Studies (Delete)  
 RELST 612. Islam  
 A study of the origin and development of Islam with attention to the Koran, the prophetic writings, and Islamic Theology; topics include the Islamic world view, mysticism sects, contemporary revivalist movements, and Black Muslims in America. 4 q.h.
- 91-287 Philosophy and Religious Studies (Delete)  
 RELST 616. Judaism  
 The Jewish religious tradition: the biblical legacy, Talmudic Judaism, medieval Judaic philosophy, mysticism, the symbolic and mythic structure of classical Judaism, and transformations of the classical tradition in modern times. 4 q.h.
- 91-288 Philosophy and Religious Studies (Delete)  
 RELST 741. Buddhism  
 The origin and development of Buddhism from Theravada Buddhism in India to Zen Buddhism in Japan, and its systems of thought, institutions, and meditational practices. Prereq.: Any Religious Studies 600-level, or 4 hours of philosophy, or consent of instructor. 4 q.h.
- 91-289 Philosophy and Religious Studies (Delete)  
 RELST 742. Mysticism and Meditation  
 A comparative analysis of the mystical traditions of Eastern and Western religions. attention will be given to the classification, descriptions, and religious interpretation of mystical and meditational states. Prereq.: Any Religious Studies or Philosophy 600-level or consent of instructor. 4 q.h.



91-290

Philosophy and Religious Studies

(Delete)

LST 830.

Religion in America

The development of religion in America from the founding in 1607, with attention to the part played by religion in the development of the nation; the development of the religious patterns found in the country, the influence of religion on social and cultural development; and the current interest in religion. The Jewish and Christian religions will be given most of the emphasis in the course. Prereq.: HIST 605 and 606. 4 q.h.

91-312

Geology

(Delete)

GEOL 604.

Megascopic Petrography

A study of igneous, sedimentary, and metamorphic rocks based on their megascopic characteristics, with attention to classification, modes of occurrence, and constituent minerals. Five hours of lecture and four hours of laboratory a week. Prereq.: C or better in GEOL 607. 4 q.h.

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

Date April 17, 1991 Report Number (for Senate use only) 901-23

Name of Committee submitting report Academic Programs 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, Ind. Engineering; J. Sinn,

Student; 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) Committee approval given to changes in the Emergency Medical Technology Program. A final draft of a flow chart depicting the role of the Academic Programs Division was approved. There was also considerable discussion concerning issues about Academic Minors.

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

If so, state the motion: 1) To include the Academic Programs Division flowchart within the appendix of the Senate By-Laws. 2) That all multidisciplinary minors require committee approval. 3) That all academic chairs/directors/coordinators submit a list of courses for each minor to be offered within their program area for review by the Programs Division.

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? yes

Other relevant data: \_\_\_\_\_

Sam H. Han  
Chair



INTEROFFICE CORRESPONDENCE



To: Dr. Louis Harris, Chair--Academic Programs Division, UCC

From: John J. Yemma, Acting Dean--C.A.S.T. (X3321) *J. Yemma*

Date: March 20, 1991

Subject: Program Change - Emergency Medical Technology

Attached for committee consideration is a program change proposal from the Allied Health Department for the following program:

Emergency Medical Technology

Thanks.

gro

Attachment

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 Emergency Medical Technology Department Allied Health

A. Describe the requirements of the program as it currently exists.  
(Attach additional sheets if necessary.)  
  
The current requirements for the Emergency Medical Technology program, as specified on page 69 of the 1990-1991 Undergraduate Bulletin and illustrated on the attached curriculum outline, include Psychology 702, Military Science 520 and 530, and a Social Studies elective.  
  
See Attachment B.

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)  
  
The proposed program changes include the following:  
  
Deletion of Military Science 520, 530, and Psychology 702.  
Addition of Sociology 500 (to replace Psychology 702) and a Technical Elective.  
Change Social Studies Elective to Social Studies or Humanities Elective.  
  
See Attachment C.

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 Attachment A.

Signatures  
Department Chairperson J. Jensen  
Dean J. Jensen Prog. Div. Joseph H. Han 4/17/91  
Madelene Staggerty  
CAST Curriculum  
Committee 3-18-91



Military Science 520 and 530, which are not being offered this academic year, will be deleted from the 1991-1992 University Course Inventory. Thus, future offerings of these courses will not be possible.

Based on graduate surveys, the recommendation of the program medical director, and a close review of the course content, it was determined that Abnormal Psychology (Psychology 702) is not a relevant course for the Emergency Medical Technology students. Therefore, Psychology 702 is being deleted from the curriculum and is being replaced with Sociology 500.

A proposed change in the Social Studies elective, to include the Humanities, will provide the student with the flexibility to select more diverse elective courses. The proposed addition of a technical elective will allow the student the ability to enhance and strengthen areas of weakness and/or interest that directly relate to their field of study.

The proposed additions, deletions, and changes will not have an impact on the resources of any department. All of the proposed courses already exist in the University Inventory and are offered regularly.

YOUNGSTOWN STATE UNIVERSITY  
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY  
A.A.S. DEGREE - EMERGENCY MEDICAL TECHNOLOGY - 1990-91

## PRE-COLLEGE REQUIREMENTS (High School Credits)

REQUIRED	EARNED	MUST HAVE GRADES OF "C" OR BETTER IN:	GRADE	DEFICIENCY	MAKE-UP COURSE
4		ENGLISH			ENGL 540 or 550*
1		ALGEBRA I			MATH 509 & 510 (or 508)**
1		ALGEBRA II or GEOMETRY			MATH 512 or 511
1		CHEMISTRY			CHEM 501
1		SCIENCE			BIOL 551
1		U. S. HISTORY			
1		SOCIAL SCIENCE (Includes 1/2 Unit U. S. GOVERNMENT)			
7		OTHER			
17		TOTAL (See Advisor Concerning Deficiencies)			

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

\*Course taken is determined by the English Placement Test.

\*\*Students who have had Algebra I in high school may take only 510, 511 and 512.

NOTE: Credit in Algebra I, Algebra II and Geometry is highly recommended and is required of one wishing to pursue the BSAS Degree.

## FIRST YEAR (EMT-P Certificate Phase)

## First Quarter (FALL)

BIOL	551	Physiology & Anatomy of Man I with Lab	4 ( )
EMTEC	506	Principles of Trauma	4 ( )
EMTEC	507	Emergency Medical Techniques I	2 ( )
EMTEC	507L	Emergency Medical Techniques I Lab	2 ( )
EMTEC	509	Intro. to Emergency Medical Technology	2 ( )
			14

## Second Quarter (WINTER)

HATEC	605	Introduction to Pharmacology	4 ( )
BIOL	552	Physiology & Anatomy of Man II with Lab	4 ( )
EMTEC	515	Medical Conditions & Management Tech.	4 ( )
EMTEC	515L	Emergency Medical Techniques II Lab	3 ( )
			15

## Third Quarter (SPRING)

EMTEC	522	Cardiovascular Emergencies	4 ( )
EMTEC	524	Emergency Cardiovascular Techniques	4 ( )
EMTEC	525	Pulmonary Emergencies	2 ( )
EMTEC	526	Cardiovascular/Pulmonary Techniques Lab	1 ( )
EMTEC	527	Clinical Experience I	2 ( )
EMTEC	528	ALS Field Internship I	2 ( )
EMTEC	530	Emergency Rescue Techniques	2 ( )
			17

## Fourth Quarter (SUMMER)

EMTEC	605	Emergency Medical Special Topics	4 ( )
EMTEC	605L	Emergency Medical Special Topics Lab	1 ( )
EMTEC	606	Clinical Experience II	2 ( )
EMTEC	608	ALS Field Internship II	4 ( )
			11

## SECOND YEAR (EMT Associate Degree Phase)

## Fifth Quarter (FALL)

PSYCH	560	Introduction to Psychology	4 ( )
CHEM	502	Survey of Chemistry II with Lab	4 ( )
EMTEC	601	Advanced Emergency Conditions I	3 ( )
EMTEC	602	EMTEC-P Clinical Experience I	3 ( )
			14

## Sixth Quarter (WINTER)

PSYCH	702	Abnormal Psychology	4 ( )
CHEM	503	Survey of Chemistry III with Lab	4 ( )
MILSC	520	Introduction to Living Out-Of-Doors	1 ( )
EMTEC	620	Leadership in Paramedic Technology	2 ( )
ENGL	550	Basic Composition I	4 ( )
			15

## Seventh Quarter (SPRING)

SPCH	550	Public Speaking	4 ( )
	***	Social Studies Elective	4 ( )
EMTEC	610	Advanced Emergency Conditions II	3 ( )
EMTEC	611L	EMTEC-P Clinical Experience II	3 ( )
MILSC	530	Survival Mountaineering	1 ( )
			15

TOTAL PROGRAM HOURS 101

\*\*\*Elective must be approved by the EMTEC Program Coordinator.

A grade of "C" or better is required in EMTEC for graduation:

- 1) all EMTEC courses
- 2) BIOL 551/551L and BIOL 552/552L.
- 3) HATEC 605

An overall YSU grade point average of 2.00 is required in order to apply to graduate with the AAS Degree.

The deadline for applications to the Paramedic Program is March 1 each year.  
EMTEC certification is REQUIRED PRIOR to admission to the EMTEC-P and EMTEC Programs.



\* PROPOSED CURRICULUM CHANGES

YOUNGSTON STATE UNIVERSITY  
COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY  
A.A.S. DEGREE - EMERGENCY MEDICAL TECHNOLOGY - 1990-91

PRE-COLLEGE REQUIREMENTS (High School Credits)

REQUIRED	EARNED	MUST HAVE GRADES OF "C" OR BETTER IN:	GRADE	DEFICIENCY	MAKE-UP COURSE
4		ENGLISH			ENGL 540 or 550*
1		ALGEBRA I			MATH 509 & 510 (or 508)**
1		ALGEBRA II or GEOMETRY			MATH 512 or 511
1		CHEMISTRY			CHEM 501
1		SCIENCE			BIOL 551
1		U. S. HISTORY			
1		SOCIAL SCIENCE (Includes 1/2 Unit U. S. GOVERNMENT)			
7		OTHER			
17		TOTAL (See Advisor Concerning Deficiencies)			

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

\*Course taken is determined by the English Placement Test.

\*\*Students who have had Algebra I in high school may take only 510, 511 and 512.

NOTE: Credit in Algebra I, Algebra II and Geometry is highly recommended and is required of one wishing to pursue the BSAS Degree.

FIRST YEAR (EMT-P Certificate Phase)

First Quarter (FALL)

BIOL	551	Physiology & Anatomy of Man I with Lab	4 ( )
EMTEC	506	Principles of Trauma	4 ( )
EMTEC	507	Emergency Medical Techniques I	2 ( )
EMTEC	507L	Emergency Medical Techniques I Lab	2 ( )
EMTEC	509	Intro. to Emergency Medical Technology	2 ( )
			14

Second Quarter (WINTER)

MATEC	605	Introduction to Pharmacology	4 ( )
BIOL	552	Physiology & Anatomy of Man II with Lab	4 ( )
EMTEC	515	Medical Conditions & Management Tech.	4 ( )
EMTEC	515L	Emergency Medical Techniques II Lab	3 ( )
			15

Third Quarter (SPRING)

EMTEC	522	Cardiovascular Emergencies	4 ( )
EMTEC	524	Emergency Cardiovascular Techniques	4 ( )
EMTEC	525	Pulmonary Emergencies	2 ( )
EMTEC	526	Cardiovascular/Pulmonary Techniques Lab	1 ( )
EMTEC	527	Clinical Experience I	2 ( )
EMTEC	528	ALS Field Internship I	2 ( )
EMTEC	530	Emergency Rescue Techniques	2 ( )
			17

Fourth Quarter (SUMMER)

EMTEC	605	Emergency Medical Special Topics	4 ( )
EMTEC	605L	Emergency Medical Special Topics Lab	1 ( )
EMTEC	606	Clinical Experience II	2 ( )
EMTEC	608	ALS Field Internship II	4 ( )
			11

SECOND YEAR (EMT Associate Degree Phase)

Fifth Quarter (FALL)

PSYCH	560	Introduction to Psychology	4 ( )
CHEM	502	Survey of Chemistry II with Lab	4 ( )
EMTEC	601	Advanced Emergency Conditions I	3 ( )
EMTEC	602	EMTEC-P Clinical Experience I	3 ( )
	***	Technical Elective	4 ( )*
			18 *

Sixth Quarter (WINTER)

SOC	500	Fundamentals of Sociology	4 ( )*
CHEM	503	Survey of Chemistry III with Lab	4 ( )
EMTEC	620	Leadership in Paramedic Technology	2 ( )
ENGL	550	Basic Composition I	4 ( )
			14

Seventh Quarter (SPRING)

SPCH	550	Public Speaking	4 ( )
	***	Social Studies or Humanities	4 ( )*
EMTEC	610	Advanced Emergency Conditions II	3 ( )
EMTEC	611L	EMTEC-P Clinical Experience II	3 ( )
			14

TOTAL PROGRAM HOURS 103

\*\*\*Elective must be approved by the EMTEC Program Coordinator.

A grade of "C" or better is required in EMTEC for graduation:

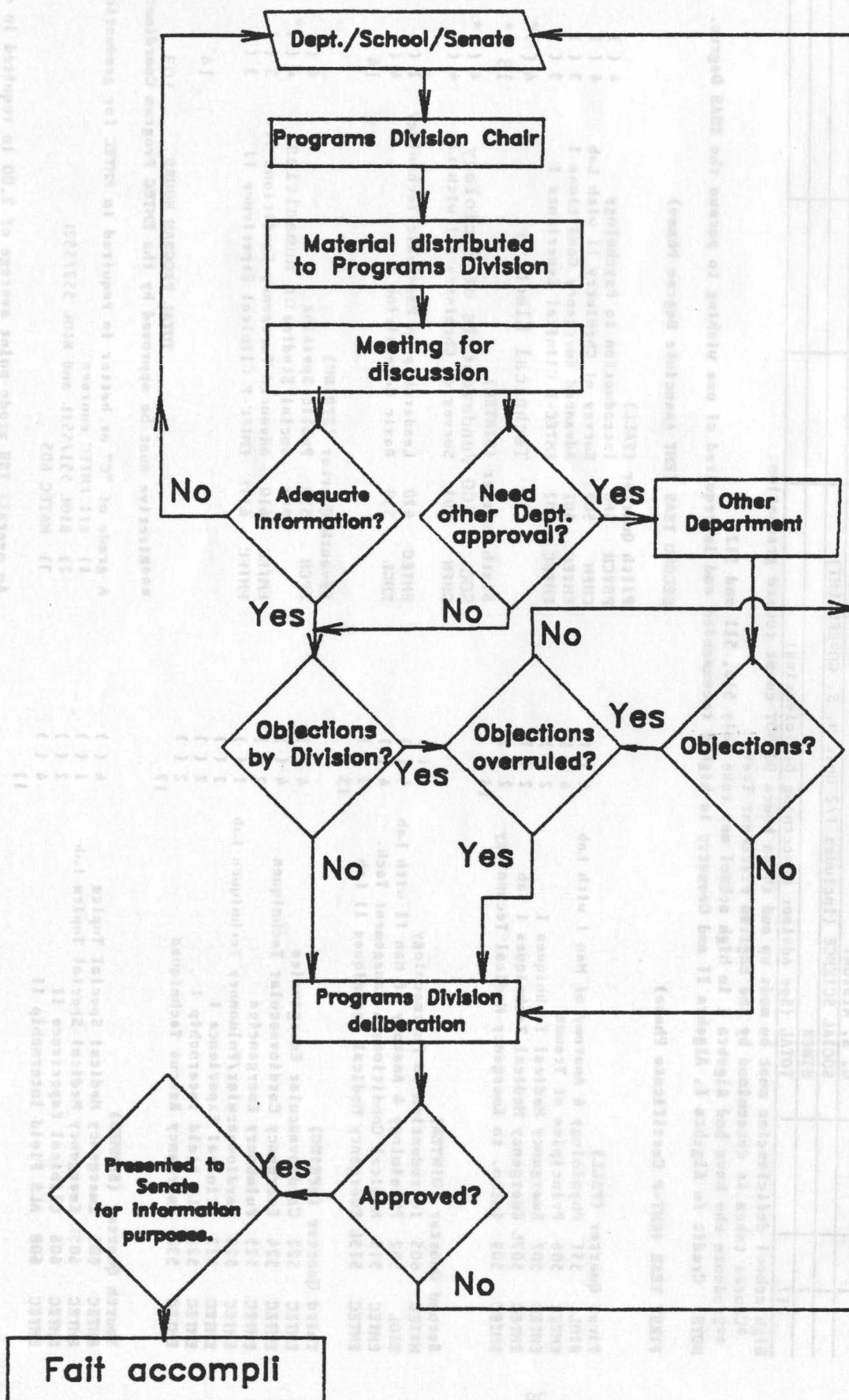
- 1) all EMTEC courses
- 2) BIOL 551/551L and BIOL 552/552L.
- 3) MATEC 605

An overall YSU grade point average of 2.00 is required in order to apply to graduate with the AAS Degree.

The deadline for applications to the Paramedic Program is March 1 of each year.  
EMTEC-A certification is REQUIRED PRIOR to admission to the EMTEC-P or EMTEC Programs.

# ACADEMIC PROGRAMS DIVISION

## Flow Chart for Approval Process





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

Date 4-15-1991

Report Number (for Senate use only) 901-24

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) All colleges and universities in Ohio are required to have a Transfer Module in place by fall, '91. Drs Mapley, Kohut, and Foldvary are some of the participants who have been working with State representatives to accomplish this task at YSU. The most recent draft is attached.

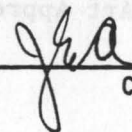
Do you anticipate making a formal motion relative to the report? yes

If so, state the motion: We move the approval of the attached Transfer Module.

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? \_\_\_\_\_

The Transfer Module committee needs senate input/approval soon since it must go into effect this Fall '91.

Other relevant data: \_\_\_\_\_

  
Chair

TRANSFER MODULE

4-8-91  
DRAFT

YOUNGSTOWN STATE UNIVERSITY

The Transfer Module consists of 54 credit hours of introductory courses in English Composition, Mathematics, Arts/Humanities, Social and Behavioral Sciences, and Natural and Physical Sciences. Students should follow the directions below in selecting courses for the Transfer Module.

1. Select minimum requirements from introductory courses (marked with an \*) following the instructions provided in each section.
2. Complete the required minimum hours of the Transfer Module from the remaining courses on this list.

**ENGLISH COMPOSITION** (minimum of 8 quarter hours)

- \*Composition I (English 550) 4
- \*Composition II (English 551) 4

**MATHEMATICS** (minimum of 4 quarter hours)

- \*Trigonometry (Math 520) 4
- \*Precalculus (Math 525) 4
- \*Math for Elementary Teachers I, II (Math 515, 516) 5 & 4
- \*Survey of Math (Math 523) 4
- \*Applied Finite Math (Math 642) 5
- \*Calculus for Social, Managerial, and Life Sciences (Math 550) 5
- \*Basic Programming (Computer Science 560) 4
- Computer Programming I (Computer Science 610) 4
- \*Scientific Programming I (Computer Technology 601) 4

**ARTS/HUMANITIES** (range of 12-16 quarter hours, select from at least two areas)

**ART**

- \*Survey of Non-Western Art (Art 515) 4
- \*Introduction to Music and Art (Art 517) 4
- \*Survey of Western Art I (Art 521) 4
- \*Survey of Western Art II (Art 522) 4
- \*Survey of Western Art III (Art 523) 4
- \*Appreciation of Contemporary Art: A Humanities Approach (Art 603) 4
- \*Art Appreciation for Classroom Teachers (Art 662) 4



## MUSIC

*Survey of Jazz (Music 510)	3
*A Survey of Musical Theatre (Music 512)	4
*Introduction to Music and Art (Music 517)	4
*Introduction to World Music (Music 522)	4
*Film Music (Music 617)	4
*Rock 'n Roll to Rock (Music 618)	4
*Music Literature and Appreciation (Music 621)	4
*Popular Music in America (Music 622)	4

## SPEECH/THEATRE

*A Survey of Musical Theatre (Speech 512)	4
*Introduction to Theatre Arts (Speech 560)	4
*Survey of American Mass Communication (Speech 581)	4
*An Audio History of Broadcast Programming (Speech 583)	4
*History of The Motion Picture (Speech 590)	4
*Introduction to Rhetorical Thought (Speech 640)	4
*Artistic Aspects of Motion Picture Production (Speech 690)	4

## LITERATURE

Introduction to Literature (English 609)	4
Introduction to Classic World Literature (English 610)	4
Women in Literature (English 617)	4
American Literature and Society (English 618)	4
Introduction to African Literature (English 620)	4
American Journalism (English 626)	4
Mythology in Literature (English 631)	4
Representations of Women in Western Culture (English 632)	4
Peace and War in Literature (English 633)	4
Introduction to Modern World Literature (English 638)	4
Introduction to Film Study (English 665)	4
Introduction to Literary Study (English 690)	4

## RELIGION

*Contemporary Religion and Its Backgrounds (Religion 501)	4
*Introduction to Religion (Religion 601)	4
*Islam.(Religion 612)	4
*The Eastern Orthodox Faith (Religion 613)	4
*The Catholic Faith (Religion 614)	4
*The Protestant Faith (Religion 615)	4
*Judaism (Religion 616)	4
*Introduction to Eastern Religions (Religion 617)	4
*Religion and Moral Issues (Religion 621)	4
*Introduction to Biblical Literature (Religion 630)	4

## PHILOSOPHY

- \*Life's Ideals (Philosophy 500) 4
- \*Introduction to Philosophy (Philosophy 600) 4
- \*Introduction to Professional Ethics (Philosophy 625) 4

## HISTORY

- \*World History (History 500) 4
- \*American Military History (History 601) 4
- \*History of U.S. I (History 605) 4
- \*History of U.S. II (History 606) 4
- \*Latin American History (History 611) 4
- \*History of Western Civilization I (History 655) 4
- \*History of Western Civilization II (History 656) 4
- \*Middle Eastern Civilization (History 661) 4
- \*History of Asian Civilization (History 662) 4
- \*African Civilization (History 663) 4
- \*The Black Experience in American History (History 630) 4
- \*History of Medicine (History 699) 4

## HEALTH AND PHYSICAL EDUCATION

- \*Survey of Dance (HPE 698) 4

## FOREIGN LANGUAGES

- Intermediate French Readings (French 615) 4
- Intermediate German Readings (German 615) 4
- The Augustan Age (Latin 650) 4
- Women in the Ancient World (Latin 660) 4
- Intermediate Russian Reading (Russian 615) 4
- Contemporary Soviet Culture (Russian 620) 4
- Intermediate Spanish Readings (Spanish 615) 4

## BLACK STUDIES

- \*Introduction to Black Studies I (Black Studies 600) 4
- \*Introduction to Black Studies II (Black Studies 601) 4

## SOCIAL AND BEHAVIORAL SCIENCES (range of 12-16 quarter hours, select from at least two areas)

## ANTHROPOLOGY

- \*Introduction to Anthropology (Anthropology 602) 4

**ECONOMICS**

*Economic Theory and the Individual (Economics 510)	4
*Principles I (Economics 520)	4
Principles II (Economics 621)	3
Principles III (Economics 622)	3

**GEOGRAPHY**

*World Geography (Geography 626)	4
*Human Geography (Geography 640)	4
*Economic Geography (Geography 650)	4

**POLITICAL SCIENCE**

*Elements of Politics (Political Science 550)	4
American National Government (Political Science 601)	4
Elements of Comparative Government (Political Science 640)	4
Elements of International Relations (Political Science 660)	4

**PSYCHOLOGY**

*Personal Adjustment (Psychology 505)	4
*Cross-Cultural Patterns of Individual Development (Psychology 520)	3
*General Psychology (Psychology 560)	4
Woman: A Psychological Study (Psychology 620)	4

**SOCIOLOGY**

*Fundamentals of Sociology (Sociology 500)	4
Principles of Sociology (Sociology 600)	4
*Social Problems (Sociology 601)	4
*Criminology (Sociology 630)	4

**SOCIAL WORK**

Introduction to Social Work (Social Work 620)	4
Human Development and Social Environment (Social Work 621)	4
Helping Relationship (Social Work 622)	4

**SOCIAL SCIENCE**

*Introduction to Social Science I (Social Science 510)	4
Introduction to Social Science II (Social Science 511)	4



**NATURAL AND PHYSICAL SCIENCES** (range of 12-16 quarter hours, at least one course must be a lab course)

**ASTRONOMY**

- \*Descriptive Astronomy (Astronomy 504) 4
- Moon and Planets (Astronomy 608) 4

**BIOLOGY**

- \*Human Evolution and Genetics (Biology 504) 4
- \*Biology and Modern World (Biology 505) 4
- Principles I, II, III (Biology 506, 507, 508) 4, 4, 4,
- Anatomy and Physiology (Biology 551, 552) 4, 4
- \*Introduction to Forestry (Biology 565) 4
- \*Economic Botany (Biology 661) 4
- \*Paramedical Microbiology (Biology 560) 5
- \*Food Microbiology (Biology 604) 4

**CHEMISTRY**

- \*Introduction to Chemistry (Chemistry 500) 4
- \*Survey of Chemistry I (Chemistry 501) 4
- Survey of Chemistry II, III (Chemistry 502, 503) 4, 4
- General Chemistry I, II, III (Chemistry 515, 516, 517) 4, 4, 4
- \*Survey of Chemistry Laboratory I (Chemistry 510) 1

**GEOLOGY**

- \*Physical Geology (Geology 505) 4
- \*Historical Geology (Geology 506) 4
- \*Geology of Gem Stones and Allied Materials (Geology 508) 4
- \*Geology of National Parks (Geology 510) 4
- \*Introduction to Oceanography (Geology 602) 4
- \*Geology for Engineers (Geology 611) 4

**GEOGRAPHY**

- \*Introduction to Physical Geography (Geography 503) 4
- \*Conservation of Natural Resources (Geography 603) 4
- \*Weather (Geography 630) 4

**PHYSICS**

- \*Physics and Man (Physics 500) 4
- Fundamentals of Physics I, II, III (Physics 501, 502, 503) 4, 3, 3
- General Physics I, II, III (Physics 510, 610, 611) 4, 4, 4
- General Physics for Applied Medical Studies I, II, III (Physics 601, 602, 603) 4, 4, 4
- \*Sound (Physics 608) 4

**GENERAL REQUIREMENTS**

	<u>AB</u>	<u>BS</u>	<u>BSEd</u>	<u>BM/BSN</u> <u>BSAS/BFA</u>	<u>BSBA</u>	<u>BE</u>	<u>AA/AAB</u> <u>AAS/ALS</u>	<u>TM'</u>
<b>ASIC COURSES</b>								
ENGLISH 550-551	8	8	8	8	8	8	4-8	8
HEALTH/PHYS ED.	6	6	6	6	6	6	3 <sup>4</sup>	
PEECH	--	--	4	--	4	--		
<b>AREA COURSES:</b>								
HUMANITIES	16	16	8 - 18 <sup>6</sup>	8 - 18	8	8	-- <sup>5</sup>	12-16 <sup>2</sup>
SOCIAL STUDIES	20	20	16 - 22 <sup>7</sup>	16 - 22	30	16	5 <sup>5</sup>	16 <sup>2</sup>
SCIENCE/MATH	16	12	12 - 22 <sup>9</sup>	12 - 22	18	46	5 <sup>5</sup>	12-16 <sup>3</sup>
<b>FOR THE DEGREE<sup>5</sup></b>								
FOREIGN LANG.	8-20 <sup>10</sup>	4-16 <sup>10</sup>	---	--- <sup>11</sup>	---	---	--- <sup>5</sup>	
OTHER COURSES <sup>9</sup>	110-112	126-138	122	126-159	112	113	--- <sup>5</sup>	
<b>HOURS<sup>10</sup></b>	<b>186</b>	<b>186</b>	<b>186</b>	<b>186-212</b>	<b>186</b>	<b>197</b>	<b>96<sup>11</sup></b>	<b>54</b>

- Students planning on transferring to another Ohio State assisted institution should complete the Transfer Module. This module is recognized state-wide as being the core for general education requirements at all state assisted institutions of higher education. With proper planning, this module can be a subset of the General Requirements at YSU (i.e., with the exception of an extra humanities credit for some degrees, students can fulfill the TM with the same courses they use to fulfill the GR). Please contact the College of Arts and Sciences for a detailed list of requirements.

Total quarter hours for TM must equal or exceed 54.

- At least two disciplines must be included within both the humanities area and the social studies area.
- Must include at least one lab science course, and a course in mathematics, statistics, computer science or logic for which three years of high school college preparatory mathematics is prerequisite.

**Other notes same as on page 41 (except add 3 to each number).**

## TRANSFER MODULE GUIDELINES

### Transfer Module

The intent of the Transfer Module is to help students acquire foundational learning experiences that will assure their ability to achieve success in upper division coursework. The Transfer Module is a subset of a college's or university's general education requirements that represents a body of knowledge and academic skills common across Ohio colleges and universities, and generally contains 54-60 quarter hours or 36-40 semester hours of course credit in the fields of (1) English composition; (2) mathematics; (3) arts/humanities; (4) social and behavioral sciences; and (5) natural and physical sciences. As a general rule, courses for the Transfer Module should be selected from 100 and 200 level general education requirements, and should provide a basic understanding of the modes of inquiry common to each of the functional areas below.

**ENGLISH COMPOSITION:** minimum of 6 quarter hours; 3 semester hours

The major emphasis should be on written composition, although the course(s) may include other components such as speech, literature, and communication. Transfer students who have completed the transfer module will not be subjected to a diagnostic placement test at the receiving institution, but they may be required to achieve a suitable score on a competency test administered by the receiving institution if it is also required of native students.

Excluded: Pre-college courses; English as a Second Language (ESL); Developmental English

**MATHEMATICS:** minimum of 3 quarter hours; 3 semester hours

Courses must build on and extend beyond three years of college preparatory mathematics or the equivalent (e.g., two years of high school level mathematics and one college mathematics course). Courses satisfying these criteria may include Symbolic Logic; College Mathematics; Statistics; Computer Programming.

Excluded: Pre-college courses; Developmental Mathematics.

**ARTS/HUMANITIES:** minimum of 9 quarter hours; 6 semester hours

Courses should be broad, language-based, 100 and 200 level courses that focus on the study of human endeavors over time (e.g., varying perspectives, spanning time, and cross-cultural). Courses may be selected from the following areas: Arts, Music, Visual Arts, Theater, Film, Literature (a cultural spectrum), Religion, Philosophy, Ethics, and History. (Students should be instructed to select from at least two areas.)



Excluded: Performing arts; studio arts; skill courses; topical courses; local history or parochial courses.

**SOCIAL AND BEHAVIORAL SCIENCES:** minimum of 9 quarter hours; 6 semester hours

Courses must be 100 and 200 level survey courses which explain through empirical investigation and theoretical interpretation the behavior of individuals and various groups in societies, economies, governments and subcultures. Courses shall be selected from the traditional social science disciplines of Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, or may be courses with an interdisciplinary or integrated focus on social sciences. (Students should be instructed to select from at least two areas.)

Excluded: Non-credit continuing education courses; remedial or developmental courses; specific career preparation courses; mathematics; statistics; and life experience courses.

**NATURAL AND PHYSICAL SCIENCES:** minimum of 9 quarter hours; 6 semester hours

Courses of an introductory nature should make clear the important role of experimentation and observation in the sciences and the way in which these observations of the physical and biological world lead scientists to formulate principles that provide universal explanations of diverse phenomena. These courses should have as a goal the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society and the human health and well-being of individuals. Through these courses, students should develop an understanding of structured thinking involving induction and deduction. Courses may be selected from the following areas: Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography and Physics. At least one of the courses must be a laboratory course with one laboratory meeting each week.

Excluded: Remedial or developmental courses; upper division courses; technical or pre-technical courses.

Up to 9 quarter hours or 6 semester hours of interdisciplinary or integrated coursework that covers broadly any of the above areas may be included in the Transfer Module. These hours may be designated as substitutes for specific courses in the categories above and should be noted as such.

### Instructions:

1. Identify and list courses that the student may select which would fulfill the minimum requirements noted above, including optional interdisciplinary or integrated courses (up to 9 quarter hours or 6 semester hours).
2. Identify and list courses from which the student may select the remaining quarter or semester hours to complete the transfer module including optional interdisciplinary or integrated courses. NOTE: These courses must be lower-division courses (e.g., 100 or 200 numbered courses).

See attached examples of Transfer Modules.

### General Guidelines

1. Within the Transfer Module framework, each institution shall propose 54-60 quarter (36-40 semester) credit hours from its institutional general education requirements to be recognized for full transfer to other colleges and universities as provided in the "Statewide Articulation and Transfer Policy". NOTE: The total general education degree requirements at each institution may exceed the Transfer Module requirements.
2. Each college and university will need to define its Transfer Module no later than Fall Term 1991.
3. Each college or university shall present its proposed Transfer Module for review by the standing faculty committee of the Articulation and Transfer Advisory Council for recognition under the provisions of the "Statewide Articulation and Transfer Policy." Institutions may propose changes in their Transfer Module to the Articulation and Transfer Advisory Council as necessary.
4. Each college or university will publish its Transfer Module in its Catalog for the benefit of the students and the receiving institutions.
5. Each college and university shall accept for transfer and apply toward requirements for any baccalaureate degree the Transfer Module of any other college or university. If a student transfers to a college or university which has total general education degree requirements that exceed the Transfer Module, after recognizing all courses presented from the sending institution's Transfer Module, the receiving institution may determine which additional general education courses are required to make up the difference between the Transfer Module courses presented and the

institution's total general education degree requirements. In such cases where additional general education courses are required to meet graduation requirements, the same rules should apply to transfer and native students.

6. A receiving institution may be more lenient in accepting credit at its own election; however, the policies regarding the Transfer Module do not obligate the receiving institution beyond the provisions of the "Statewide Articulation and Transfer Policy."
7. Institutions should periodically review the course selections for the Transfer Module for quality, currency and appropriateness, and report any changes to the Articulation and Transfer Advisory Council.
8. Students should be made aware that there are other institutional transfer agreements involving specific institutions or groups of institutions that may provide for transfer of more quarter or semester credits than the Transfer Module. Students should be encouraged to identify a transfer institution early, and they should be carefully counseled to meet the specific requirements of the general education core and selected programmatic major in the receiving institution.



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

Date 2-21-91 Report Number (for Senate use only) 901-25

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. Billet, D. Welsh

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The Academic Standards and Events Committee has approved the grading policy of CR/NC for 807 Criminal Justice Internship; (See attached)

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

If so, state the motion: \_\_\_\_\_

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

Other relevant data: \_\_\_\_\_

Jean Aboul-Ela  
Chair

YOUNGSTOWN STATE UNIVERSITY

INTER-OFFICE MEMORANDUM

DATE: February 18, 1990

TO: Dr. Jean Aboul-Ela  
Chair, Academic Standards and Events

FROM: Joe Mistovich *JM*  
Chair, University Curriculum Division

SUBJECT: Course Proposal (UCD# 91-124)

Attached is a copy of course proposal UCD# 91-124, CRJUS 807 for your committee's review. As indicated in the course description, the Criminal Justice Department is requesting the course carry the non-standard credit/no credit grading policy. This course, which has been approved by the University Curriculum Committee and is currently circulating, is replacing CRJUS 707 which also carried the CR/NC grading policy (see attachment). This deviation from the standard grading policy must be approved by the Academic Standard and Events Committee prior to being appended to the April Academic Senate Minutes. Therefore, the course will be held until I am notified of the Academic Standard and Events Committee action.

If you have any questions or would like to discuss the proposal, please feel free to contact me at Ext. 3327 or 1972.

# YOUNGSTOWN STATE UNIVERSITY CURRICULUM PROPOSAL for CURRICULUM DIVISION of ACADEMIC PROGRAMS & CURRICULUM DIVISION

UCD # <u>91-124</u>	Date Rec'd <u>1-28-91</u>	IR Code _____
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School College of Applied Science & Techn Department Criminal Justice

Course Prefix CRJUS Course Number 807  Change (Complete A, B, C, D, E)

Course Title Criminal Justice Internship  Add (Complete B, C, D, E)

Chair's Signature *A. Lateef* Date 12-6-1990 Telephone 3279  Delete (Complete A, C, E)

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

**B** To add or change a course, provide its description precise to appear in the Bulletin. Be succinct. 807. Criminal Justice Internship. Field experiences in an appropriate criminal justice agency under the direction of experienced and qualified professionals. The grading is CR/NC. May be repeated for a maximum of 12 q.h. Prereq.: Junior standing in CRJUS and CRJUS 715. 4 - 12 q.h.

**C** Yes  or No , this course is (to be) cross-listed with \_\_\_\_\_ (Department & Course Number)

Cross-listing to supplement  Cross-listing with joint responsibility

All cross-listed courses must be identified as such in the description of all courses involved — Check B above.

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

This proposal is an upgrading of CRJUS 707 to CRJUS 807. After the course is upgraded, request will be made to graduate school to make this course a swing level course. This will allow interested graduate students particularly the ones who have not majored in criminal justice at the undergraduate level to obtain some experience in the criminal justice system. Qualified Faculty: Cummings, Conser, Lateef, Pierce, Stanko, Swank, Waldron. Library resources and physical plant facilities are adequate.

Course Workload: 15 SCH = 1 WH

**E** Yes  or No , this proposal will affect another Department in the University. If yes, explain \_\_\_\_\_

Signatures	Approval	Disapproval	Date
School/College Curr. Comm. <u><i>Madelaine Haggerty</i></u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>1-23-91</u>
Dean <u><i>John D. Jensen</i></u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>1-25-91</u>
University Curr. Div. <u><i>Joseph J. Mentore</i></u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>2-11-91</u>
Academic Senate _____	<input type="checkbox"/>	<input type="checkbox"/>	_____



# YOUNGSTOWN STATE UNIVERSITY CURRICULUM PROPOSAL for CURRICULUM DIVISION of ACADEMIC PROGRAMS & CURRICULUM DIVISION

UCD # <u>91-125</u>	Date Rec'd <u>1-28-91</u>	IR Code
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School College of Applied Science & Techn Department Criminal Justice

Course Prefix CRJUS Course Number 707

- Change (Complete A, B, C, D, E)  
 Add (Complete B, C, D, E)  
 Delete (Complete A, C, E)

Course Title Criminal Justice Internship

Chair's Signature *A. H. Hagedorn* Date 12-6-1990 Telephone 3279

**707. Criminal Justice Internship.** Observational and participating experiences in an appropriate criminal justice agency under the direction of experienced and qualified personnel. In addition there will be an orientation at the beginning of the quarter and a debriefing during the last week of the quarter. Grading is CR/NC. Prereq.: For Corrections majors: CRJUS 701, 702L, 703; for Law Enforcement Administration Majors: CRJUS 715. File application prior to registration.  
4-12 q.h.

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

**B** To add or change a course, provide its description precisely as it is to appear in the Bulletin. Be succinct.

**C** Yes  or No , this course is (to be) cross-listed with \_\_\_\_\_  
(Department & Course Number)

- Cross-listing to supplement       Cross-listing with joint responsibility

All cross-listed courses must be identified as such in the description of all courses involved — Check B above.

**D** Justify the course proposal, using additional sheets if necessary. The deletion of CRJUS 707 is contingent upon the addition of CRJUS 807. A separate proposal for the addition of CRJUS 807 is submitted along with this deletion proposal.

Qualified faculty must be listed for a new course. Assurances must be provided that library resources and/or physical plant facilities are or will be available.

Course Workload: \_\_\_\_\_ WH

**E** Yes  or No , this proposal will affect another Department in the University. If yes, explain \_\_\_\_\_

Signatures	Approval	Disapproval	Date
College/College Curr. Comm. <u><i>Madeleine Kozguty</i></u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>1-23-91</u>
Dean <u><i>John J. Jensen</i></u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>1-24-91</u>
University Curr. Div. <u><i>Joseph J. Mastandrea</i></u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>2-11-91</u>
Academic Senate _____	<input type="checkbox"/>	<input type="checkbox"/>	_____

# SENATE-APPROVED POLICIES ON COURSE PREREQUISITES AND CROSS-LISTINGS

## PREREQUISITES

**600 Courses.** 600-level courses will carry prerequisite(s) when deemed necessary by the department offering the courses. The prerequisite(s) shall be in the discipline or in a justifiable related area.

**700 Courses.** 700-level courses will carry prerequisite(s) in the discipline or in a justifiable related area.

**800 Courses.** 800-level courses will carry a 700-level course in the discipline or in a justifiable related area as a prerequisite or some indication of a number of accumulated hours in the discipline.

Any departure from this policy such as "Consent of Instructor(s)," "Junior Standing," and "Senior Standing" must be justified to the school/college curriculum committee by the department offering the course. The usage of "consent of the instructor" or similar statement is meant to include, rather than to exclude, qualified students. Prerequisites are subject to written waiver only on an individual basis by the department chair, in consultation with the instructor(s) teaching the course, for courses offered in that department. Whenever possible, departments should use specific courses as prerequisites. Whenever possible "consent of instructor" is deemed appropriate as a prerequisite it should be used as an alternative to specific courses; e.g., Course 601 or Consent of the Instructor. Any department wishing an exception to the above rules shall present its justification to its school/college curriculum committee for approval and then to the University Curriculum Division for final evaluation.

## CROSS-LISTINGS

Cross-listing is the listing of a course with the same title, description, prerequisites and quarter hours in two or more departments.

### Cross-listing to supplement a program.

A department may choose to cross-list a course from another department in order to supplement its offerings to its majors. The department of course origin, however, shall be responsible for the teaching of that course, for any course changes, and for the initiation of course proposals. The other department(s) may object to proposed changes but, once the changes are officially adopted, departments cross-listing the course must change their listing to correspond with that of the department of course origin, or drop the listing from the Bulletin.

### Cross-Listing with joint responsibility.

If two or more departments develop a course for which they are equally responsible, and which each department may offer independently, it shall be noted in the minutes of the University Curriculum Division and of the University Senate that the course is a joint responsibility subject to no changes, except deletion, without the agreement of all parties.

Each department desiring cross-listing under either option must submit simultaneously a separate course proposal form through the established channels.

## NOTES ON COMPLETING THE COURSE PROPOSAL FORM

1. Use the current proposal form (available through the UCD Chair).
2. Use a separate sheet for each course (i.e., one sheet for deletion, another one for an addition).
3. List **School, Department, Course Prefix, Course Number, Course Title** in spaces provided.
4. Keep course description thorough, yet brief and concise.
5. List prerequisites when appropriate.
6. Credit for a course is assumed to be 1 q.h. for each 50 minutes spent in the classroom. Any exception to this time ratio must be stated in the course description.
7. Full-time faculty must be listed in the identification of all new courses.
8. Check with cross-listing policy for proper usage. All course proposals involving cross-listing must come to the UCD under one cover, regardless of the number of departments involved.
9. When five or more course proposals originate in the same department, a cover letter describing the general nature of the changes must accompany the proposals.
10. Keep a record of the proposals included in the Senate minutes which pertain to your department. Remember, courses passed in one academic year cannot be offered until the following academic year. The academic year begins in June with the Summer Term.



Youngstown State University / Youngstown, Ohio 44555-3675

William F. Maag Library

(216) 742-3675

TO: Academic Planning Committee Members  
Charter and Bylaws Committee Members

FROM: David C. Genaway, University Librarian *D. C. G.*

DATE: April 19, 1991

RE: Proposed Name Change for Computer Services Committee and  
Information Services at Youngstown State University

At the April 3 meeting of the Academic Senate, there was a proposal that the Computer Services Committee be renamed to Information Services Committee. As I stated in that meeting, such a name change would alter the whole direction and scope of the committee and could redefine the role and function of the Computer Center. This memo is being sent directly to members of the Academic Planning Committee and the Charter and Bylaws Committee because of its timely relevance to each. The purpose of this memo is three-fold:

1. To urge retention of the current name of the Computer Services Committee.
2. To suggest that the name of the Library Media Services Committee be changed to include the word "information" to more accurately reflect the nature of the library services.
3. To make appropriate committees aware of the role of the library and librarians as cost-effective information providers.

#### THE LIBRARY AS AN INFORMATION RESOURCE

If any committee should be renamed to include the word information it should be the Library [, Information,] and Media Services Committee for the following reasons:

1. The library is the largest, most comprehensive, oldest, and yet most up-to-date provider of information services on campus meeting the needs of all layers of the academic community. It is well-positioned to facilitate an easy transition to OhioLINK and is already connected with OARNET.

The library:

- a. Houses over a million items in a variety of formats including books, periodicals, microfilm, microfiche, microcards, CD-ROMs, micro-computer disks, etc. In addition, it provides access to over 6,500 phonorecords and 700 compact disks housed in the Bliss Music Collection through its online catalog.



- b. Has instant access to the world's largest and most comprehensive database of information of over 21 million titles, that includes:

Books	18,181,269
Periodicals	1,193,702
Audiovisual media (films, videotapes, filmstrips, slides, etc.)	521,721
Maps	252,989
Archives/Manuscripts	115,744
Sound recordings (records, tapes, etc.)	619,624
Scores	513,175
Computer files and magnetic media (CD-ROMs, tapes, etc.)	31,750
Totals	21,429,974

Source: OCLC Annual Report. 1989/90.

2. Librarians serve as information integrators. The library is not merely a mechanical or an electrical means of transmitting bits and pieces of data over wire, a phone line, or a computer (although it uses these to access information) but rather a single source of obtaining information regardless of format or location. The greatest share of information is still through the printed word.

#### THE LIBRARY AS A PROVIDER OF INFORMATION SERVICES

There are several things that distinguish the library as an information service:

1. Adherence to national and international standards. The biggest single obstacle to developing any online system is the development of a standardized record format. By necessity library/information records are complex. The OCLC/MARC record is the internationally accepted standard for describing and indexing virtually every type of format. This record consists of both fixed length and variable length fields with a maximum of 4,096 characters in nearly every language, including Chinese, Japanese, Korean character sets and cyrillic alphabets.
2. In most cases, the DATA ARE ALREADY IN THE SYSTEM requiring minimal, if any, rekeying or entering of the data. If it has been copyrighted or produced commercially, the record for that item is probably already in the system regardless of format. If it is not produced commercially, the record may still have been put in the database by another university. In

the event there is no record for an item, there is still a standardized record format for entering the data.

3. The library information system has the potential for integrating the various campus-wide information resources with minimal effort for maximum benefit; while maintaining local departmental autonomy and policies. As an example, the Bliss Music Collection's 6,500 phonorecords and nearly 700 Compact disks descriptive records were put into the online catalog by student employees. These are professionally cataloged records that comply with nationally accepted standards which are a basic requirement for interfacing with OhioLINK records. Local policies and call numbers were retained. Each record is accessible by key words, a combination of key words, author, title, subject or any combination of the above.
4. Librarians as trained and experienced information specialists are:
  - a. Best able to select the most cost-effective format for the delivery of information and documents such as phone line, computer, facsimile transmission, photocopy or delivery of the book itself.
  - b. Educated in, experienced in, and have a through working knowledge of the nationally recognized standards for the communicating and storing all types of descriptive records. They can integrate requests for information with the entire holdings of the library. The same information might be found in a reference book on shelf that could cost a \$100 to obtain via online computer searches, although in some case that may be the only route. Librarians are trained in selecting among the various alternatives as well as online database searching when necessary. They have a firm grasp of the variety of information resources and formats available from books and periodicals to CD-ROMs and online databases and knowledge of the most cost-effective ways of obtaining information.
5. Librarians have an appreciation for and understanding of the academic research and information needs of faculty and students by virtue of their own training and educational requirements. Virtually all have a masters degree in library or information science, many have two masters degrees (one in a specific subject discipline).

As the head of largest information provider on campus, I strongly endorse the concept of coordination and integration of information services campus-wide from a philosophical and functional point of view. I respectfully submit that there is a distinction between the electronic wires, the growing

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proliferation of formats for the distribution of information and the training and skill necessary to integrate these and select the least-cost option for the delivery of information. Not to be discounted is the one-on-one personal service, class orientation and instruction in accessing the vast array of information resources both on and off-campus, regionally, nationally and internationally.

David C. Genaway, Ph.D.

University Librarian, founder and/or program chair of six national conferences on integrated information systems; author/editor of several books and articles on integrated information systems; locally and nationally recognized consultant in the evaluation and selection of information systems having served such well-known organizations as the Supreme Court of Ohio, Buick-Oldsmobile Cadillac Group of Lordstown, Packard Electric, and the Public Library of Youngstown and Mahoning County.

cc Virginia Phillips, Secretary, Academic Senate  
Library and Media Services Committee