

Bernard Gillis
Provost

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OCT 11 1990

OFFICE OF THE PROVOST

ACADEMIC SENATE MINUTES

OCTOBER 3, 1990

CALL TO ORDER

Chair Beaubien called the meeting to order at 4:04 p.m.

The Chair asked all Senators to sign in and check name spelling on Senate roster. The Chair apologized for calling the meeting for the first Wednesday in October rather than the second Wednesday specified in the May 30 minutes.

MINUTES OF MAY 30, 1990

Motion to Approve Minutes of May 30, 1990.

R. Tabak noted the following correction to the minutes: On page 4, under Report from Honors and ICP Committee "The report is presented for information only" should be changed to "No report."

P. Baldino moved that the minutes of May 30, 1990, be approved as corrected. G. Beelen seconded the motion. Motion Carried. May 30, 1990, Minutes approved as corrected.

ELECTIONS AND BALLOTING COMMITTEE

B. Gartland reported.

The new procedures went quite well. P. Baldino, W. Jenkins, V. Phillips, and M. Horvath were nominated and have agreed to have their names placed on the ballot. D. Mathews was nominated, but contact has not yet been made. If he agrees, his name will also be placed on the ballot.

Parliamentarian--Under the Charter, a successful candidate must have a majority of votes cast. If one candidate does not receive a majority, there will be a runoff election.

The Bylaw change allows nominations from the floor. None were made.

Motion to Close Nominations

G. Sutton moved to close nominations. Motion received a second. Motion Carried.

B. Gartland noted that Senators will be receiving a ballot for a mail vote.

Nominations for Charter and Bylaws

Anyone who is eligible to become a Senator can be nominated for the Charter and Bylaws Committee. The term of office is two years and begins November 1, 1990. J. Dale, L. Satre, and M. Smith are serving their second year on the committee.

Nominees

James Daly
John Cernica
James Schramer
William Wood
Edward Tokar
James Granito

Nominator

D. Hovey Declined
J. Bakos
G. Murphy
?
D. Ruggles
J. Reed

Motion to Close Nominations

G. Beelen moved the nominations be closed. G. Sutton seconded the motion. Motion Carried.

CHARTER AND BYLAWS COMMITTEE REPORT

No report.

SENATE EXECUTIVE COMMITTEE REPORT

Chair Beaubien reported.

The majority of committee appointments have been completed. Two new committees have been formed. Carolyn Martindale and Allen Viehmeyer have been appointed to the Bookstore Advisory Committee. Soon-Sik Lim, James Mike, Elaine Glasser, and Lauren Schroeder have been appointed to the University Chemical Hygiene Committee, formerly called Hazardous Materials.

Dr. Duane Rost has been appointed to a two-year term on the Faculty Advisory Committee of the Ohio Board of Regents. Robert Campbell is the new Faculty Athletic Representative for a three-year period.

All Senate committees should study the Exposure Draft of the 1991-96 Strategic Plan. All committees should meet by October 15. Chairs are to be announced at the next Senate meeting.

Curriculum changes must clear all levels and be entered into the Inventory of Courses by May 15, 1991. Proposals should reach the University Curriculum Division by March 15, 1991. Joe Mistovich, Allied Health, is Chair of the U.C.D.

The next Senate meeting will be 4:00 p.m., November 7, 1990, in DeBartolo Hall, Room 132. Agenda items are due to M. J. Beaubien by noon, Wednesday, October 24.

See Appendix A for the full report. See Appendix B for a list of committee assignments.

L. Esterly has a report on the "Ohio Articulation and Transfer Policy."

L. Esterly offered his congratulations to D. Rost, his successor. He will be attending his first meeting October 4. There are several interesting issues on the Agenda.

Elaine Hairston, Acting Chancellor, has been selected as Chancellor by the Board of Regents. Matt Filipic has become Vice Chancellor with responsibility for budget development and Ann Moore has become Vice Chancellor for Planning and Organizational Development.

The Final Report of the Commission on Articulation and Transfer has become available. Chancellor Hairston provided FAC members with copies. Chancellor Hairston is now reviewing the Final Report prior to submitting the report--perhaps with her revisions--to the Board of Regents for their consideration and approval. Should the recommendations be accepted, there would be adjustments required at Youngstown State University.

Dr. Mapley has been asked to summarize the changes that would affect Youngstown State University. Selected pages from the total report have been appended to the minutes (See Appendix C) as part of the Faculty-Advisory Committee Report.

G. Mapley--The final draft document refers to Transfer Module Guidelines. Some disagree as to the meaning of Guidelines. L. Esterly and I interpret guidelines to mean policy. Others think guidelines means suggestions.

The problem is that different colleges have different general education requirements. The subcommittee looked for the lowest common denominator when examining the requirements from all schools. It is intended that a component will be interchangeable. The component will include English, Math, Arts and Humanities, Social Sciences, and Natural Sciences. The math course must be one that requires three years' college preparatory courses as a prerequisite; Arts and Humanities can include history; one of the Natural Science Courses must be a lab course.

By Fall 1991 we must have an approved module. Each module for each university must be endorsed.

Youngstown State could address the problem by adding a line for "Transfer Module" to the General Requirements matrix found on Page 41 of the current Undergraduate Bulletin. This line could explain the requirements to meet Transfer Module Requirements. There will not be a tremendous impact, but we need to be aware that the model exists, information must be in the catalog, and students must be properly advised.

G. Sutton--You said the minimum number is 38?

G. Mapley--No, 54 hours are required in the module.

G. Sutton--What will we have to do to meet the requirement? If we change Arts and Humanities to 12 and Social Sciences to 12 hours, the students could meet the requirements.

F. Barger--Under this procedure, if a student transfers in to Arts and Sciences with nine hours of history claimed as a humanity, would we be in a position to require the student to take additional hours in the humanities?

G. Mapley--The idea is that modules are interchangeable. We can't say to other schools that we don't like your module.

F. Barger--If we call courses "capstone courses", could we require them?

G. Mapley--Yes, but that is counter to the intent. The idea is to eliminate unnecessary barriers. We need to be careful of the number of capstone courses.

L. Esterly--The concern was that transfer students be treated the same as native students.

G. Mapley--And in some cases better than native students. This is a compromise document. No one may love it, but all schools understand it.

G. Sutton--Does a transfer module require "C" grades?

G. Mapley--No, the current document allows "D" grades to transfer if the degree is completed. E. Hairston is looking at this issue because if we are moving toward Academic Excellence, how can we accept a "D" grade?

L. Esterly--In the material appended to the Minutes, there is a sample of a transfer module. There is an implementation process. There will be a process for student appeal at every university with a possibility for appeal to an Articulation and Transfer Appeals Review Committee (See item 5 on page 53 of the abstracted report appended to the minutes, Minutes p. 31.) The document suggests that OBOR will monitor the process.

REPORT FROM ELECTIONS AND BALLOTING COMMITTEE

There is no further report.

REPORT FROM CONTINUING EDUCATION SUBCOMMITTEE

M. Horvath reported.

The Continuing Education Subcommittee met during the summer to develop the Guidelines. On September 14, the old and new committee members met and approved the Guidelines for Youngstown State University Noncredit Programs that were available at the back table today. See Appendix D for a copy.

Dr. Loch assured the Committee that Continuing Education has been following the Quality Assurance Guidelines. Departments need to be aware of the criteria. The report is presented for your information and consideration.

OTHER COMMITTEE REPORTS

None.

COMMITTEE CHAIRS

The Chair asked for identification of Committee Chairs already selected. J. Mistovich is Chair of the Curriculum Division and V. Phillips is Chair of the Computer Services Committee.

UNFINISHED BUSINESS

None.

NEW BUSINESS

F. Barger questioned the procedure for dealing with the Exposure Draft.

A. Betz--The Academic Planning Committee will meet tomorrow. By next week, a time line and other information will be forthcoming. It is our understanding that the final plan is to be presented to the Board by June, 1991.

B. Gillis--No comment.

RESOLUTION FOR SENATE APPROVAL OF STRATEGIC PLAN

M. Horvath moved the following resolution.

"Whereas the impetus for development of the Strategic Plan came from the Academic Senate's Academic Planning Committee, and

Whereas the request for input came in July when many faculty are not on campus, and

Whereas curricular matters are the prerogative of the Academic Senate

Be it resolved that Youngstown State University Academic Senate requests the final draft of the 1991-1996 Strategic Plan be reviewed and approved by the Senate before it is sent to the Board of Trustees."

Resolution seconded by L. Hugenberg.

Resolution Carried.

ADJOURNMENT

G. Sutton moved adjournment. Motion seconded. Meeting adjourned at 4:50 p.m.

ATTENDANCE SHEET

Academic Senate, 1990-1991

DATE: October 3, 1990

APPLIED SCIENCE AND TECHNOLOGY

At-Large

Robert Campbell
Ralph Crum
Karen Duda
Margaret Horvath
Anthony Messuri

lec
low
RZD
7/10/7
APM

Departmental

*Madeleine Haggerty, A. H.
**Virginia Phillips, B.E.T.
**Joseph Waldron, Crim. Justice
*William Wood, Eng. Technology
*Jim Dishaw, Home Economics
**Sharon Phillips, Nursing

ma
7/10
[Signature]

ARTS AND SCIENCES

At-Large

Samuel Floyd Barger
George Beelen
Paul Dalbec
Larry Esterly
William Jenkins
Gratia Murphy
Lowell Satre
Thomas Shipka
Ronald Tabak
John White

SFB
GB
PD
LEE
WJ
GM
LS
TS
RT

Departmental

*Anthony Sobota, Biology
**Friedrich Koknat, Chemistry
*Teresa Riley, Economics
**Sandra Stephan, English
*John Sarkissian, Foreign Languages
*William Buckler, Geography
**C. Earl Harris, Geology
*John Neville, Health & Physical Educ.
**George Kulchytsky, History
*~~Ronald~~ Goldthwait, Math and Comp. Sci.
**Linda Tessier, Philosophy & Religion
*Edward Mooney, Physics and Astronomy
**George Haushalter, Political Science
*James Morrison, Psychology
**Guido Dobbert, Sociology, Anthrpology

Richard

[Signature]
TK
SR
AS
WB
AN
JK
LT
EM
GH
JM
GD

BUSINESS ADMINISTRATION

At-Large

James Daly
Inez G. Heal
Donald H. Mathews
Jane S. Reid
Dean Roussos
Eugene A. Sekeres

JDA
IGH
[Signature]
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Departmental

*Richard Magner, Accounting
*Donald Hovey, Management
**Donald Mathews, Marketing

RMM
[Signature]

EDUCATION

At-Large

Dora Bailey
Peter Baldino
Susan deBlois

DB
PB
ScdB

Departmental

*Phillip Ginnetti, Elementary Education
**James Pusch, Foundations
**Lawrence DiRusso, Guidance & Counseling
**James Douglas, Administration & Sec.
*Special Education

[Signature]
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+ Effective:

September 30, 1990

* First year of two-year term
** Second year of two-year term

ACADEMIC SENATE, 1990-1991

ENGINEERING

At-Large

Jack Bakos
Duane Rost

Departmental

**Dilip Singh, Chemical Engineering
**Javed Alam, Civil Engineering
*Jalal Jalali, Electrical Engineering
*Hojjat Mehri, Industrial Engineering
*Ganesh Kudav, Mechanical Engineering

FINE AND PERFORMING ARTS

At-Large

Joseph Edwards
Darla Funk
Les Hicken
Larry Hugenberg
Ted Perkins
David Robinson
James Umble

Departmental

*Generva Kornbluth, Art
*Susan Sexton, Music
**Dan O'Neill, Speech and Theater

STUDENTS

At-Large

Alec Kulik *AK*
Kelly Senzarin *KS*

School/College

, Education
Erin Fogarty, Performing Arts
, Business
Theresia *Theresia* CAST
Najah Hudson, Arts and Sciences
, Engineering

Ex-Officio

, Pres., Stu. Gov.
, V. Pres., Stu. Govt.
Eric Stephens, Second V. President

ADMINISTRATION

Bernard T. Gillis
Bernard Yozwiak
Victor A. Richley
James Cicarelli
David P. Ruggles
George E. Sutton
David Sweetkind

William Barsch
Shirley Carpenter
David C. Genaway
Sally M. Hotchkiss
Gordon E. Mapley
Charles A. McBriarty
Richard A. McEwing
Harold Yiannaki

*First year of two-year term
**Second year of two-year term

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SENATE EXECUTIVE COMMITTEE REPORT

October 3, 1990

The majority of Committee appointments have been completed. The Board, Committee, and Council listings have been distributed to administrators, and individuals have received letters appointing them to various bodies. The names were forwarded by Senate Executive Committee during the summer. A few committee changes are reflected in the list of Senate Committee appointments which will be attached to the minutes of this meeting.

Two new committees have been formed. Carolyn Martindale and Allen Viehmeyer have been appointed to the Bookstore Advisory Committee. Soon Sik Lim, James Mike, Elaine Glasser, and Lauren Schroeder have been appointed to the University Chemical Hygiene Committee, which was formerly called Hazardous Materials.

Dr. Duane Rost, past chair of the Senate, has been appointed to a 2-year term on the Faculty Advisory Committee of the Ohio Board of Regents. Robert Campbell is the new Faculty Athletic Representative for a 3-year period.

Today a directive has been sent to each Senate Committee to study and respond to the Exposure Draft of the 1991-96 Strategic Plan, so that it can be addressed at Senate meetings and can truly reflect the will of the university academic community. Hopefully, all committees will have met by October 15 and the names of chairpersons can be announced and committees can join in

the discussion of the Plan. Curriculum changes must clear all review levels and be entered into the Inventory of Courses by May 15, 1991. To be included in the 1991-92 catalog, they are due to the University Curriculum Division by March 15, 1991. You are encouraged to submit proposals as early as possible, so they can pass college committees, U.C.D., and be circulated for ten working days. Joe Mistovich, Allied Health, is chairman of the U.C.D.

The next meeting of the Academic Senate will be at 4:00 PM, November 7, 1990, in DeBartolo Hall. Items for the agenda should be sent to Dr. Mary J. Beaubien, Home Economics, by noon, Wednesday, October 24.

dr.b4\report\tc

Academic Senate
Committee Appointments 1990-91

NAME	YEAR	DEPARTMENT	COLLEGE/ SCHOOL
Academic Programs Division (6)			
Louis Harris	2	Allied Health	CAST
Ronald Tabak	3	Physics & Astronomy	A&S
Rama Krishnan	1	Business Administrator	WSBA
Joyce Feist	1	Elementary Education	ED
Hojjat Mehri	3	Industrial Engineering	ENG
Lois Hopkins	2	Music	FPA
George Sutton		Dean	ENG
Johnathon Sinn		Student	A&S
Academic Curriculum Division (6)			
Joseph Mistovich	3	Allied Health (Chair)	CAST
Taghi Kermani	2	Economics	A&S
Inez Heal	1	Accounting	WSBA
Janet Beary	3	Elementary Education	ED
Philip Munro	1	Electrical Engineering	ENG
Dennis Henneman	2	Speech Comm. & Theater	FPA
Harold Yiannaki (ex officio)		Registrar	
Student			
Academic Planning (8)			
Alice Betz	3	Allied Health	CAST
Dorothy Kennedy	3	Nursing	CAST
Fred Viehe	2	History	A&S
Larry Esterly	1	Political Science	A&S
Donald Hovey	1	Management	WSBA
Donna McNierney	3	Elementary Education	ED
Jalal Jalali	2	Electrical Engineering	ENG
Fred Owens	2	Speech & Drama	FPA
David Ruggles	2	Dean	ED
Bernard J. Yozwiak		Dean	A&S
Bernard T. Gillis		Provost	
Computer Services (8)			
Virginia Phillips	2	Business Ed. & Tech.	CAST
John Buoni		Mathematics	A&S
Louise C. Sellaro	2	Management	WSBA
Ganesh Kudav	1	Mechanical Engineering	ENG
Mark Taylor	2	Art	FPA
Karen Duda	1	Business Ed. & Tech	CAST
Ebenge Usip	1	Economics	A&S
Jane VanGalen	1	Foundations of Education	ED
Thomas Doctor (ex officio)		Director of Computer Center	
Gordon Mapple		Assistant Dean	A&S
George E. Sutton		Dean	ENG
Student			
Student			

NAME	YEAR	DEPARTMENT	COLLEGE/ SCHOOL
Continuing Education (8)			
Cynthia Campbell	1	Business Ed. & Tech.	CAST
Haiyang Chen	1	Accounting & Finance	WSBA
Bernadette Angle	1	Special Education	ED
Shakir Husain	2	Civil Engineering	ENG
Duane Rost	1	Electrical Engineering	ENG
Leslie Hicken	1	Music	FPA
Steven Kale	2	History	A&S
Victor Wan-Tatah	1	Phil. & Religious Studies	A&S
John R. Loch (ex officio)		Director of Continuing Education	
Gordon Mapley		Assistant Dean	A&S
David Sweetkind		Dean	FPA
Angela Davis		Student, English	A&S
Student			

Library/Media Services (8)

Beverly Howse	1	Home Economics	CAST
Thomas Copeland	2	English	A&S
Hugh Earnhart	3	History	A&S
Eugene Sekeres	3	Marketing	WSBA
Dora Bailey	1	Elementary Education	ED
Martha Cala	1	Industrial Engineering	ENG
Tedrow Perkins	2	Music	FPA
David Robinson	2	Speech Communication	FPA
David Genaway (ex officio)		University Librarian	
Floyd Jackson (ex officio)		Director of Media Center	
Victor Richley		Dean	CAST
David Sweetkind		Dean	FPA
Timothy Labrie		Student	FPA
Monica Rusnov		Student	A&S

Academic Research (8)

Frank Tarantine	1	Mechanical Engineering	ENG
Laurie Harig	2	Allied Health	CAST
Anthony Messuri	2	Engineering Technology	CAST
Vernon Haynes	3	Psychology	A&S
Phyllis Stoll	2	Marketing	WSBA
Susan DeBlois	3	Foundations of Education	ED
James Umble	3	Music	FPA
Irfan Khan	1	Civil Engineering	ENG
Sally Hotchkiss (ex officio)		Dean of Graduate School	
James Cicarelli		Dean	WSBA
David Genaway		Director, Library	
Rokey Suleman		Student	A&S

NAME	YEAR	DEPARTMENT	COLLEGE/ SCHOOL
Student Academic Affairs			
Cheryl Schmidt	2	Nursing	CAST
Pamela Schuster	1	Nursing	CAST
Guido Dobbert	2	Sociology	A&S
Thomas Pressly	2	Accounting & Finance	WSBA
Randy Hoover	2	Secondary Education	ED
John Ritter	1	Civil Engineering	ENG
Jerome Small	1	Psychology	A&S
John Turk	1	Music	FPA
James Cicarelli		Dean	WSBA
Charles A. McBriarty		V.P. Student Services-ex officio	
Bill Shannon		Student	FPA
Brian Schwelling		Student	A&S
Kelly Senzaria		Student	ENG
Carol Grace		Student	ED
Steve Farkas		Student	BUS
Student			

ICP/Honors Programs (8)

Theodore Chrobak	2	Engineering Technology	CAST
Wilda Ferris	1	Nursing	CAST
Lawrance Haims	1	Foundations of Education	ED
Frank Castronovo	2	Speech and Theater	FPA
Melissa Smith	1	Foreign Languages	A&S
Robert K. Smith	1	Chemistry	A&S
Judy Wilkinson	1	Marketing	BA
Scott Martin	1	Civil Engineering	ENG
William O. Barsch		Chair, Engineering Technology	CAST
George Sutton (ex officio)		Dean	ENG
Gordon Mapley (ex officio)		Director ICP (non voting)	
Honors student			
Honors student			
ICP student			
ICP student			

Student Academic Grievances (6)

Kathlynn Feld	1	Allied Health	CAST
Donald Milley	1	Economics	A&S
Homer Warren	1	Marketing	BA
Louis Hill	3	Secondary Education	ED
Robert McCoy	1	Mechanical Engineering	ENG
Lawrence Hugenberg	2	Speech & Theater	FPA
Charles McBriarty		V.P., Student Services (Chair)	
Richard A. McEwing		Assistant Dean	ED
Greg Misel		Student	FPA
Patty Reetman		Student	ED
Elizabeth Bobeck		Student	BUS
Eric Stephens		Student	A&S
Student			
Student			

NAME	YEAR	DEPARTMENT	COLLEGE/ SCHOOL
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Academic Standards and Events (8)

Jean Aboul-Ela	3	Home Economics	CAST
Dorothy Kennedy	1	Nursing	CAST
Jane Reid	3	Marketing	WSBA
James Pusch	2	Foundations of Education	ED
Joseph Edwards	2	Music	FPA
John Cernica	1	Civil Engineering	ENG
Thomas Maraffa	1	Geography	A&S
Linda Tessier	1	Phil. & Religious Studies	A&S
Victor A. Richley		Dean	CAST
Richard A. McEwing		Assistant Dean	ED
Pat Billett		Student	A&S
Dan Welsh		Student	A&S

Report of
Larry E. Esterly
Youngstown State University Representative
1989-90
Faculty Advisory Committee to the
Chancellor, Ohio Board of Regents

First, I wish to offer my best wishes to Dr. Duane Rost whom Dr. Humphrey has appointed as my successor as the YSU representative on the Chancellor's Faculty Advisory Committee. It is my understanding that Duane will be attending his first meeting of FAC this Thursday, 4 October, in Columbus. A number of interesting issues are on the agenda and I look forward to Dr. Rost's report at the November Senate meeting.

I had intended that my report to you at last May's meeting of the Academic Senate would be my final report. Since last May two developments would seem to warrant brief comment today. First, Dr. Elaine Hairston, who was Acting Chancellor during the first half of 1990, has been selected as Chancellor by the Board of Regents. She succeeds William Coulter who retired at the end of December, 1989. A number of additional staff changes have taken place within the OBOR offices. Matt Filipic has become Vice Chancellor with responsibility for budget development; Ann Moore has become Vice Chancellor for Planning and Organizational Development.

Secondly, the Final Report of the Commission on Articulation and Transfer has become available. Chancellor Hairston, on 21 September, provided FAC members with copies of the report. This report is the OBOR response to legislation adopted by the Ohio General Assembly with regard to "implementation of a statewide student credit-hour agreement to address the articulation problems associated with students transferring from state-assisted technical and community colleges to state-assisted universities". (S.B. No. 268) Many of you will recall that I reported to you on several occasions last academic year with regard to the proposed "general education transfer module" which had come to be associated with this project. The Final Report gives much attention to the development of such a module. It is my understanding that Chancellor Hairston is now reviewing the Final Report prior to submitting the report--perhaps with her revisions--to the Board of Regents for their consideration and approval this Fall. Particularly with regard to the "general education transfer module," and should the recommendations in the Final Report be accepted, there would be adjustment required of us here at Youngstown State University. I have asked Dr. Gordon Mapley, who was the YSU representative on the advisory committee to the Commission on Articulation and Transfer to summarize for us the most significant of the implications for YSU should the Chancellor endorse, without revision, and submit to the Regents for adoption the recommendations of the Commission.

Before giving the floor to Gordon, I would note that I have selected a number of pages from the Commission's 53 page report to be included as an appendix to my report as it will appear in the Minutes of today's Senate meeting. Further, I can make available to any interested party my copy of the full report.

L. Esterly

Commission on Articulation and Transfer
FINAL REPORT 6/8/90

OHIO ARTICULATION AND TRANSFER POLICY

PREAMBLE

A major resource of the State of Ohio is its diverse system of higher education within which students may seek and obtain advanced education for their personal and professional betterment. The many public and independent colleges and universities residing in Ohio offer a variety of two-year and four-year undergraduate degrees. Some students begin their collegiate experience in a two-year college before transferring to a four-year institution to achieve their degree aspirations. Others often find that personal, professional, or academic reasons mandate their transfer from one collegiate institution to another.

Ohio's colleges and universities recognize this student mobility and affirm that public policy and institutional diversity can combine to facilitate and encourage a necessary transfer and a maximum utilization of learning.

The following policy provides basic concepts and guidelines for assuring this maximum learning utilization for those students who desire to transfer from one institution to another during their undergraduate education.

BACKGROUND

Senate Bill 268 and Amended Substitute House Bill 111 from the General Assembly of the State of Ohio directed the Ohio Board of Regents to develop and implement a statewide student articulation and transfer policy (Appendix A). In November, 1989 the Chancellor of the Ohio Board of Regents appointed a 21-member Commission on Articulation and Transfer to develop a policy framework for a statewide articulation and transfer process (Appendix B). The Chancellor charged the Commission to develop guidelines for articulation and transfer which focus on students and encourage students to move as far through the educational system as they can. The rationale of the policy drafted by the Commission is based on several important concepts:

1. Transfer students and native students should be assured equitable consideration and treatment by each college and university.
2. Those students who begin their collegiate studies at a community college or university regional campus should

be encouraged to complete an Associate of Arts or Associate of Science degree before transferring to a baccalaureate institution.

3. Institutional autonomy and integrity of the General Education program of each college and university will be assured.

EXECUTIVE SUMMARY

The Commission's policy (which follows) was developed to facilitate the transfer of students and credits from one college or university to another. It encourages students to complete "units" of educational experience, especially the Associate of Arts (AA) and Associate of Science (AS) degrees. It encourages faculty recognition of comparable and compatible learning experiences and expectations in the first two years of a student's collegiate education. And, finally, it outlines a process to be used to ensure implementation and continual review of the articulation and transfer policy. The Articulation and Transfer Policy provides only a beginning. Considerable attention must be given to the implementation of the policy statewide and the development of strong local or regional bilateral relationships between colleges and universities.

The following concepts are included in the policy:

Admission. The policy preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines, and payment of fees. It strongly urges, however, that transfer admission priority be given to students who have completed Associate of Arts or Associate of Science degrees. Admission to a given institution does not guarantee admission to degree granting programs, all majors, minors, or fields of concentration.

Transfer and Acceptance of Credit. The policy distinguishes between the acceptance of transfer credit by the receiving institution and the application of transfer credit to the student's chosen program. Transfer credits will be accepted by the receiving institution and posted to the student's record and transcript. Students who have earned an AA or an AS degree with an overall grade point average of 2.0 or better will receive

Commission on Articulation and Transfer
FINAL REPORT 6/8/90

transfer credit for all college level courses which they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution will determine how credits will or will not be applied toward degree requirements at the receiving institution. (See Flowchart, Appendix D.)

Transfer Module. It is assumed that a common body of knowledge, comprised of a subset of the general education curriculum, can be found at all institutions, and from this broader general education curriculum can be drawn a "transfer module." Each institution will need to identify its transfer module according to the guidelines appended. Students who successfully complete the transfer module at one institution will be considered to have met the transfer module requirements of the receiving institution.

Major, Minor, and Field of Concentration. Application of transfer credit for requirements in a specific academic major, minor, or field of concentration will be made on a course-by-course basis.

Electives. Transfer courses not applicable to the receiving institution's general education curriculum, major, minor or field of concentration (including non-traditional credits not available at the receiving institution) will count as free electives.

Student Responsibilities. In addition to defining institutional responsibilities, the policy encourages students to plan their course of study carefully and early. Students are also encouraged to seek out the necessary information and advice from both the transfer and the prospective receiving institutions.

Appeals Process. A multi-level campus appeals process is proposed which provides students with an intra-institutional mechanism for their concerns to be addressed. Each institution will be required to notify students of the availability of an appeals process and the procedures involved. In order to further protect the interests of students, the policy includes a statewide appeals review committee to which students may appeal if they have exhausted all institutional appeals procedures. The appeals review committee will function much like an "ombudsman,"

Commission on Articulation and Transfer
FINAL REPORT 6/8/90

informally hearing both sides of the case and making a non-binding recommendation back to the institution.

Ongoing Implementation. The Commission has recommended that an Articulation and Transfer Advisory Council be appointed by the Ohio Board of Regents to serve as a continuing forum for the implementation and maintenance of this policy. The Advisory Council will be a representative body with members to be nominated by college and university presidents. A standing faculty committee will be appointed by the Articulation and Transfer Advisory Council to review each institution's transfer module regarding appropriateness of the courses included in the transfer module and make recommendations to the Advisory Council. (See Appendix E for additional implementation recommendations.)

POLICY

I. INTRODUCTION

The Ohio Board of Regents is required by law to coordinate the Ohio institutions of higher education in the development and implementation of a statewide student credit-hour transfer policy to address the articulation problems associated with students transferring between institutions of higher education. As a result, the following policy has been developed to facilitate the transfer of students and credits from one institution to another so that a transfer student with an equivalent academic record may complete a degree comparable to that of the student who began at the receiving institution. However, all residency requirements (e.g., the minimum number of lower and/or upper division credits) must be successfully completed at the receiving institution prior to the granting of a degree.

The Commission on Articulation and Transfer which drafted this document was guided by assumptions that the policy should:

- (1) Create an academically sound and facilitative system to afford students an opportunity to attain their goals.
- (2) Encourage students to move as far through the educational system as they can.

a. GENERAL EDUCATION REQUIREMENTS

Most institutions of higher education have a set of liberal education courses which make up a general education requirement which all students must complete. This general education requirement may be called "General Requirements," "University Requirements," "Core Requirements," or even "Liberal Education Requirements," etc. Individual degree programs within the institutions often have liberal education course requirements which go beyond those required for the institution's general education requirement and which are appropriate to the particular field of endeavor (e.g., a foreign language requirement in Colleges of Arts and Sciences). All such requirements, which are determined by the institution, serve, in part, to give each institution and program its distinctive character.

Although the philosophical basis for the general education requirements and the extended liberal education requirements of the various programs, the structuring of these requirements, the total hours required, and the method of delivery vary between institutions and even between programs within institutions, there is, within this general education requirement, a common body of knowledge and academic skills which is required at all institutions which make up this appropriately diverse academy. For this reason, the receiving institutions have been able to apply transfer credit to some of the general education requirements for equivalent or similar courses.

It is the intent of this section to describe the process for continuing this practice with one modification. In order to recognize successful completion of the A. A. and A. S. degrees (e.g., in a manner similar to the acceptance of baccalaureate degrees by graduate schools), this section provides a means for recognizing a common body of knowledge from among the general education requirements of the various institutions, so that

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holders of these degrees can be recognized as fulfilling the courses required to obtain this common body of knowledge.

This common body of knowledge, which will be called the "Transfer Module," represents a subset of courses from among the general education requirements of the institution. Institutions will need to define such a "Transfer Module" within one-year of adoption of this policy by the Ohio Board of Regents, in order to implement this policy. The "Transfer Module" will need to be defined explicitly in the Catalog for the benefit of the students and the receiving institutions.

Guidelines for establishing a "Transfer Module" have been taken from an examination of the general education requirements of institutions of higher education in the State of Ohio and from the legal definitions of general education requirements which have been established for two-year institutions in the State of Ohio (Appendix C).

Such a "Transfer Module" assumes 54-60 quarter hours or 36-40 semester hours of courses in (1) English composition; (2) mathematics; (3) arts/humanities; (4) social and behavioral sciences; (5) natural and physical sciences; and (6) interdisciplinary coursework, for the A. A., the A. S., and the baccalaureate degrees (see Appendix C for a "Transfer Module" Example). For the A. A. and A. S. degrees, the study of a foreign language should be encouraged since these degrees articulate quite well with programs in Colleges of Arts and Sciences as well as some other programs, which require foreign languages.

The Associate of Applied Business, Associate of Applied Science, Associate of Technical Study and the Associate of Individualized Study degrees generally do not have the complete set of traditional general education requirements commonly found in A. A., A. S. and baccalaureate degrees. Except for some specially designed "two-plus-two" technical degree programs, they are not

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designed to articulate with college or university programs. Since these degrees will have only a portion of the general education requirement, students who choose to extend their studies to a baccalaureate degree or who change to an A. A. or A. S. degree may need a substantial amount of coursework to meet the entire set of general education requirements or the "Transfer Module."

(1) Transfer students with an earned A. A. or A. S. degree which contains an identifiable "Transfer Module" will have met the "Transfer Module" requirements of the receiving institution. The application of transfer work to general education requirements which go beyond those contained in the "Transfer Module" will be done on a course-by-course basis.

(2) Other transfer students who have completed the transfer module with grades of C or better in each course (as certified by the sending institution) will be considered to have met the "Transfer Module" requirement of the receiving institution. The application of transfer work to general education requirements which go beyond those contained in the "Transfer Module" will be done on a course-by-course basis.

(3) Students transferring without an earned A. A. or A. S. degree and who have not completed the "Transfer Module," will have the application of transfer work to the general education requirements done on a course-by-course basis.

Students with or without an A. A. or A. S. degree which has no identifiable "Transfer Module," will have the application of transfer work to the general education requirements done on a course-by-course basis.

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Courses found to be equivalent to general education courses at the receiving institution will be applicable to the General Education requirements of the receiving institution. Non-equivalent courses which were used to satisfy general education requirements at the sending institution and which are in the general area of the courses used to satisfy the general education requirements in the receiving institution may be counted toward the general education requirements, but these applications will be determined by the receiving institution.

(4) Many institutions have general education requirements which go beyond the "Transfer Module." Many degree programs have specific requirements in the liberal education area which go beyond those required to meet the institution's general education requirements. Often additional requirements are prerequisites for more advanced courses in the program; sometimes they are external professional accrediting agency requirements; and sometimes they are part of the pedagogy of the field or the philosophical intent of the degree. For example, foreign languages are generally required by Colleges of Arts and Sciences as part of the philosophical basis of the degree. Likewise, foreign languages are required in chemistry because they are needed in the field and for graduate study.

Completion of the "Transfer Module" or the entire set of general education requirements does not constitute completion of the above specific requirements unless they have been successfully completed as part of the

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.

SAMPLE TRANSFER MODULE

UNIVERSITY B

Instructions: The Transfer Module must include 54-60 quarter credit hours of introductory courses in the following areas: English Composition, Mathematics, Arts/Humanities, Social and Behavioral Sciences, and Natural and Physical Sciences. Students should follow these direction 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, including interdisciplinary courses.
NOTE: Be sure to check with an academic adviser to assure the courses selected are most appropriate for the major and the transfer college or university selected, and are consistent with the minimum graduation requirements of this university.

ENGLISH COMPOSITION (minimum of 6 quarter credit hours, with emphasis on written composition)

- * College English I (3)
- * College English II (3)
- Intermediate Expository Writing (3)
- Creative Writing (3)
- Introduction to Shakespeare (3)
- Major Modern Writers:
 - British and American (3)
 - Great Books I (3)
 - Great Books II (3)

MATHEMATICS (minimum of 3 quarter credit hours)

- College Algebra (4)
- Intuitive Calculus (3)
- Algebra and Trigonometry (4)
- Analytic Geometry and Calculus I (5)
- Analytic Geometry and Calculus II (5)

ARTS/HUMANITIES (minimum of 9 quarter credit hours; select from at least two areas)

- * The Greek Achievement (3)
- * The Roman Achievement (3)
- * History of Civilization I (3)
- * History of Civilization II (3)
- * History of the United States: The Formative Period (3)

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- * History of the United States: The Modern Period (3)
- * Interpreting the Black Experience: Towards a New Community-Beginnings to 1865 (3)
- * Interpreting the Black Experience: Towards a New Community-1865 to Present (3)
- * Introduction to Philosophy (3)
- * Introduction to Ethics (3)
- * Comparative Religious Thought (3)
- * Understanding Architecture (3)
- * Survey of Architectural History (3)
- * Art History I (3)
- * Art History II (3)
- * The Understanding of Music (3)
- * Music as a World Phenomenon (3)
- * The Art of the Theater (3)

SOCIAL AND BEHAVIORAL SCIENCES (minimum of 9 quarter credit hours; select from at least two areas)

- * Intro. to Cultural Anthropology (3)
- * Prehistoric Archaeology (3)
- * Principles of Physical Anthropology (3)
- * Principles of Macroeconomics (3)
- * Principles of Microeconomics (3)
- * Introduction to Geography (3)
- * Survey of Geography (3)
- * Physical Geography (3)
- * Problems of Population and Environment (3)
- * Human Geography (3)
- * World Geography (3)
- * Geography of The United States and Canada (3)
- * American National Government (3)
- * International Relations (3)
- * Comparative Politics (3)
- * General Psychology (3)
- * Educational Psychology (3)
- * Psychology of Adjustment (3)
- * Child Psychology (3)
- * Primitive Art (3)
- * Introduction to Sociology (3)
- * Individual and the Society (3)
- * Inequality in Societies (3)
- * Communities in America (3)

NATURAL AND PHYSICAL SCIENCES (minimum of 9 quarter credit hours; at least one course must be a laboratory course)

- * Human Biology: Cells and Systems (3)
- * Biological Structure and Function (5)
- * Biological Principles I (4)
- * Biological Principles II (4)
- * Zoological Foundations of Medicine I (4)
- * Zoological Foundations of Medicine II (4)
- * Basic Microbiology (5)
- * Invertebrate Zoology (4)
- * Fundamentals of Chemistry (3)
- * Introduction to Organic Chemistry (2)
- * Inorganic and Organic Laboratory (1)
- * General and Elementary Organic Chemistry (1)
- * General Chemistry I (4)
- * General Chemistry II (4)
- * Honors General Chemistry (5)
- * Physiological Chemistry (5)
- * Earth Dynamics (3)
- * Earth Evolution (3)
- * Environmental Geology (3)
- * Oceanography (3)
- * Mineralogy (4)
- * Petrology (4)
- * General Physics I (5)
- * General Physics II (5)
- * Energy and the Environment (3)
- * Frontiers in Astronomy (3)
- * Introductory Astronomy (3)
- * Intermediate Astronomy (3)
- * Physical Science (3)

OHIO ARTICULATION AND TRANSFER POLICY

IMPLEMENTATION RECOMMENDATIONS

1. The Chancellor of the Ohio Board of Regents should begin immediately to appoint and activate the Articulation and Transfer Advisory Council.
2. The Articulation and Transfer Advisory Council should begin immediately to address the following implementation issues and make procedural, program and budgetary recommendations to the Ohio Board of Regents:
 - a. Informational needs of both the sending and receiving institutions regarding student migration and success patterns, including components for a student data tracking system;
 - b. Informational needs of students and faculty/counselors/advisors regarding major and graduation requirements of both sending and receiving institutions (e.g., electronic transfer guide);
 - c. Academic support services needed to assure the retention and success of transfer students;
 - d. State and regional resources needed to support the development and/or strengthening of bilateral agreements (e.g., counterparts councils; statewide faculty forum, etc.);
 - e. Institutional and statewide resources needed to maintain and enhance the Articulation and Transfer Policy over time;
 - f. Consideration of articulation and transfer issues specifically related to AAS, AAB, ATS, and AIS degree programs;
 - g. Transfer student financial aid issues and their resolution;
 - h. Student support services needed to assure the retention and success of transfer students.

3. The Ohio Board of Regents should include in the 1991-93 operating budget recommendations the resources necessary to implement the Articulation and Transfer Policy, such as the following:
 - a. Development and maintenance of a student data tracking system;
 - b. Provision of adequate financial aid for transfer students;
 - c. Development of a statewide faculty forum;
 - d. Development and maintenance of local/regional bilateral agreements between colleges and universities;
 - e. Development and maintenance of an Electronic transfer system.
4. The Articulation and Transfer Advisory Council should determine steps needed to implement the Policy in all public colleges and universities by Fall term 1991. These steps should include, but not be limited to the following:
 - a. Development of operating procedures for the work of the Articulation and Transfer Advisory Council.
 - b. Review by the Standing Faculty Committee of the Articulation and Transfer Advisory Council of the Transfer Modules of each institution, checking to be sure the modules meet the spirit of the Policy and are comparable to and compatible with the transfer modules of other colleges and universities across the state.
 - c. Provision of advice on a uniform Policy summary that will appear in the catalogs of each institution adopting the Policy; approval of catalog statements that are proposed in lieu of the uniform summary statement.
5. Prior to the Fall term 1991, the presidents of Ohio's public colleges and universities (and independent colleges/universities adopting the Board policy) should appoint an Articulation and Transfer Appeals Review Committee, appoint a chairperson and establish the rules of procedure for the Appeals Review Committee. Information regarding committee membership and procedural rules should be made available to the Articulation and Transfer Advisory Council and the Chancellor of the Ohio Board of Regents.
6. Upon adoption by the Board of Regents of the proposed Articulation and Transfer Policy, the Board should report to the General Assembly on the Policy adoption and proposed implementation.

GUIDELINES FOR YSU NONCREDIT PROGRAMS

The Guidelines for YSU Noncredit Programs were developed to serve the following purposes:

1. To serve as a basis for determining the noncredit programs to be cosponsored with the Office of University Outreach by the academic departments and external agencies;
2. To enable University departments to be aware of the program timelines necessary and criteria to undertake a cosponsored offering with the Office of University Outreach;
3. To provide criteria for the Office of University Outreach to undertake a noncredit offering in association with University departments and external agencies; and
4. To insure that quality noncredit offerings are presented by the University through the Office of University Outreach in all of its offerings.

Part I: QUALITY STANDARDS

The Office of University Outreach and the University endorse and adopt the Standards for the Quality Assurance in Noncredit Continuing Education endorsed by the Ohio Board of Regents in December, 1984 as operating guidelines.

Noncredit programs offered will fall within one of the categories listed below and will in No. 2 and No. 3 require the review of program content by the appropriate academic department or professionals in the field, should no academic department exist in the content area.

The categories of programs shall include

1. Academic Department Initiated
2. University Outreach Initiated
3. Externally Initiated

Programs will be undertaken by the Office of University Outreach on a planning cycle which takes into account the timelines identified below. The Director of University Outreach shall receive appeals and request that the Senate Subcommittee be convened to review the circumstances should an agreeable solution to the potential appeal not be achieved.

In all academic department initiated noncredit programs, the signature of the academic department chairperson and dean of the school/college shall be required prior to the Office of University outreach undertaking the program.

Part II: GUIDELINES

The Standards for Quality Assurance in Noncredit Continuing Education shall guide the offerings in addition to the timelines identified below:

1. **Size of Activity:** The anticipated enrollment for a noncredit continuing education program shall serve as an informal guide in establishing the advance-time necessary to carry out the appropriate arrangements;

10-75 participants	10-12 weeks
76-150 participants	3-6 months
151-300 participants	6 months or more

2. **Development-Time Required.** The development of some noncredit educational programs requires more time to insure that presenters, materials and promotion meet the Standards:

Existent Program	10-12 weeks
Develop from Start	3-8 months

3. **Marketing-Time Required.** Depending upon the ability to target the program and the geographic area into which the program will be marketed and the need to develop mailing strategies to reach the desired audience, lead time can play an important part in the development of a plan which can lead to achieving the enrollment targets.

University Service Region	10-12 weeks
Cleveland (Cleveland-Pittsburgh)	3-4 months
Ohio and contiguous states	4-6 months
National	12 months or more

4. **Assessment of Need.** The assessment of need and/or interest in a noncredit program is an essential step in the commitment of resources to the development of noncredit programs. If none has been documented in the geographic region or for the audience to be served three to eight weeks should be added to the advance time lines identified in No. 2 to undertake the necessary assessment of need.

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Quality Assurance in Noncredit Continuing Education

The Quality Standards for Noncredit Continuing Education Programs were developed by a Task Force sponsored by the Ohio Board of Regents. The Task Force included continuing educators from Ohio's colleges and universities as well as educators from related areas, including vocational education and private industry.

The Standards were endorsed by the Ohio Board of Regents on December 21, 1984, as the nation's first statewide standards for noncredit continuing education. The Regents urged Ohio's colleges and universities to adopt the Standards, and they asked the Ohio Continuing Higher Education Association (OCHEA) to take responsibility for their implementation.

The OCHEA Executive Board formally accepted the Standards on behalf of the Association and assigned the task of implementation to the Organizational Development Committee.

This edition of the Standards is published by OCHEA for member institutions as part of OCHEA's goal of promoting and encouraging top quality continuing education programs.

March 1987

INTRODUCTION

The Standards for Non-credit Programs were developed to serve the following purposes:

1. To provide institutions with a basis for self-study and assessment
2. To enable collegiate continuing education organizations to identify themselves as having met professionally accepted standards
3. To serve as a foundation for the continuing development of noncredit program standards and processes for quality assurance
4. To provide criteria by which the public can identify quality noncredit programs

In developing standards for noncredit programs, Ohio chose to measure achievement in terms of goals and objectives, with an emphasis on institutional self-study and assessment. These standards follow closely the model developed by the North Central Association. Colleges and universities should *adapt* these standards to their particular noncredit offerings. Quality control ultimately lies with continuing educators and their institutions.

The standards are presented in two parts. In **Part I**, seven categories of standards are defined. In **Part II**, questions for self-study are presented in each of the seven categories. These questions are not meant to be exhaustive; rather, they are intended to amplify and stimulate the self-study process.

PART I: STANDARDS FOR NONCREDIT CONTINUING EDUCATION PROGRAMS

I. Mission (Goals, Objectives, Functions)

- A. The educational mission of the sponsoring institution must be clearly stated, and the goals, objectives, and functions of continuing education must be consistent with that mission.
- B. Continuing education *programs* must be consistent with the institution's educational functions, resources, and expertise.

II. Organization/Administration/Personnel

- A. A recognizable organization, with clearly defined purposes, must be in operation to design, approve, administer, and assess continuing education programs.
- B. Continuing education must be administered within the sponsoring institution to ensure that all programs are organized and coordinated in an effective manner.

III. Instructional Personnel

- A. Continuing education faculty must be competent to carry out the level of instruction to which they are assigned and should possess academic preparation and/or expertise appropriate to the fields taught.
- B. Specific criteria and a systematic process must be identified for the selection and evaluation of faculty for continuing education programs.
- C. Skill in teaching adults, in addition to subject matter competence, must be required of noncredit faculty.

IV. Resources and Facilities

The institution must provide resources and facilities to enable continuing education to meet its goals and objectives

V. Educational Offerings

- A. Continuing education offerings must be organized learning experiences designed to meet specific learning objectives.
- B. Continuing education offerings must specify the clientele, the competencies, the prerequisites, the content, and the instructional and evaluation strategies.
- C. Course descriptions and syllabi must be on file and accessible by the public.
- D. Students must have an opportunity to evaluate continuing education offerings, including an evaluation of goals, objectives, content, and instruction.

VI. Recruitment, Admissions, and Student Services

- A. Continuing education promotional materials must be accurate and must provide students with specific information about the program, the topics, the benefits, and the completion requirements.
- B. Institutional continuing education policies, including fee schedule, refund schedule, program cancellation, record maintenance, and student services must be readily available to students.

VII. Program Evaluation

- A. Continuing education must engage in a continuous review of its organization, administration, and offerings through the interrelationships of the curricula, faculty, students, professional organizations, and other available resources.
- B. The results of the evaluation must be used to modify and improve continuing education.
- C. Continuing education must have plans for the long-range development of its organization and offerings; these plans must be a part of a design for total institutional development.

PART II: QUESTIONS FOR INSTITUTIONAL SELF-STUDY

I. Mission (Goals, Objectives, Functions)

- A. Are the goals, objectives, and functions of continuing education consistent with the mission of the institution?
- B. Are the continuing education offerings appropriate to postsecondary education?
- C. Are *program offerings* related to the goals, objectives, and functions of continuing education?

II. Organization/Administration/Personnel

- A. Is continuing education organized in a clear, well-defined manner consistent with its stated goals, objectives, and functions?
- B. Does the continuing education organization function as depicted in the organizational chart of the institution?
- C. Is continuing education administered in an efficient and effective manner?
- D. Does the continuing education staff possess the necessary professional competencies to carry out their assigned responsibilities?
- E. Are continuing education policies clearly stated and communicated throughout the institution?

III. Instructional Personnel

- A. Do specific written policies exist for the identification, selection, employment and evaluation of continuing education faculty?
- B. Are specific personnel policies clearly stated and communicated to continuing education faculty?
- C. Is there a reasonable relationship between the number and diversity of instructional offerings and the size and diversity of continuing education faculty?

IV. Resources and Facilities

- A. Are appropriate and adequate administrative facilities and services available for continuing education?
- B. Are appropriate and adequate instructional facilities and equipment, including laboratories, computers, and library facilities, available for continuing education offerings?
- C. Are learning resources and support services, e. g., audio-visuals, available to continuing education faculty?

V. Educational Offerings

- A. What rationale is used to determine what is to be offered?
- B. Is there evidence of a systematic process for proposing, approving, and implementing continuing education offerings?
- C. Is a syllabus developed for each continuing education offering?
- D. Do offerings include statements of purpose and objectives?
- E. Is a file maintained for each offering, including syllabus, handout materials, and instructor of record?
- F. Is the content of each offering selected and organized in accordance with recognized principles of adult teaching and learning?
- G. Is there evidence that offerings are pre-planned, including opportunities for input by faculty, continuing education personnel, and target clientele?
- H. Are systematic methods used to measure student performance?

VI. Recruitment, Admissions, and Student Services

- A. Is informational and promotional material about continuing education offerings accurate? Does it provide students with details about the nature of the offerings, the topics to be treated, the objectives to be achieved, and the necessary prerequisites?
- B. Are written policies regarding fees, refunds, cancellations, CEU's, registration, certificates, and maintenance of records available to students?
- C. Are attendance records maintained to verify student participation in continuing education offerings?
- D. Are permanent student records maintained? Are student records available to students, employers, and others at the request of the student?
- E. Are policies on the use of learning resources and availability of student services communicated to continuing education students?
- F. Are continuing education staff available to provide information to students?

VII. Program Evaluation

- A. Are systematic methods used to measure the effectiveness of continuing education in terms of its stated objectives?
- B. Are evaluation results used to modify and improve continuing education offerings?
- C. Are evaluation results used in the systematic refinement of the continuing education mission and operation?