

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

**FROM: VIRGINIA PHILLIPS, SECRETARY, ACADEMIC SENATE**

**RE: MEETING OF THE ACADEMIC SENATE  
WEDNESDAY, JUNE 3, 1992, 4:00 P.M.  
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL**

**AGENDA**

1. Call to Order.
2. Approval of Minutes for May 6, 1992, meeting.
3. Elections and Balloting Committee Report.
4. Charter and Bylaws Committee Report.  
912-20 Revision of Section 2, Bylaw 6.
5. Senate Executive Committee Report.
6. Reports From Other Senate Committees.  
912-21 University Curriculum Division Committee Report.  
912-22 University Curriculum Division Committee Report.  
912-23 University Curriculum Division Committee Report.  
912-24 University Curriculum Division Committee Report.  
912-25 Academic Research Committee Report.  
912-26 Ad Hoc Committee on the Computer Services Committee Report.  
912-27 Subcommittee on Continuing Education Committee Report.  
912-28 Library and Media Services Committee Report.  
912-29 Academic Programs Division Committee Report.  
Changes approved for Engineering Technology (Computer Information Systems), Physics (BS in Physics with Math Minor), and Speech Communications and Theater (B.F.A.) can be viewed by contacting W. Jenkins, Chair or V. Phillips, Secretary.  
912-30 Academic Planning Committee Report.  
912-31 ICP/Honors Programs Committee Report.
7. Unfinished Business.
8. New Business.
9. Adjournment.

**IMPORTANT ANNOUNCEMENT:**

This will be the last meeting of the Academic Senate for this year; if, however, some business is left unfinished because of the lack of a quorum, then a meeting will be called for Wednesday, June 10, 1992, at 4 p.m.

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

Date May 15, 1992

Report Number (For Senate Use Only) 912-20

Name of Committee Submitting Report Charter and Bylaws

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

elected

Names of Committee members: Mary J. Beaubien (chair), Stanley Browne, Barbara Engelhardt, Kathryn Lynn Feld, Duane Rost, Edward Tokar

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

Revision of Section 2, Bylaw 6, to reflect current practice in committee operation.

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

If so, state the motion: Moved that the Academic Senate approve the Bylaws changes as per the attachment to this cover sheet.

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

Other relevant data: Chairs of Curriculum Division and Academic Programs Division participated in development of these recommendations.

Mary J. Beaubien  
chair

## Changes to Bylaws of University Academic Senate

Bylaw 6, Section 2, has been rewritten to reflect current practice in committee operation. The "committee as a whole", as outlined in the present document, has been unworkable and largely ignored for several years. Current operating practice has been efficient and effective in expediting the required work, and so the Charter and Bylaws Committee is recommending that the Academic Senate approve the simplified version attached to the Senate agenda of June 3.

Motion to accept the following changes:

### Bylaw 6, Section 2

#### b. Academic Programs Committee

The committee shall be composed of six faculty members, one from each undergraduate college/school, and one undergraduate student. One representative of administration and the chair of the Undergraduate Curriculum Committee are nonvoting ex officio members.

The responsibility of the Academic Programs Committee shall include the examination and processing of proposals for new programs, change in existing programs, or termination of existing programs, as such proposals are forwarded by the undergraduate colleges/schools of the university.

#### c. Undergraduate Curriculum Committee

The committee shall be composed of six faculty members, one from each undergraduate college/school, and one undergraduate student. The university Director of Enrollment Services and the chair of the Academic Programs Committee are nonvoting ex officio members.

The responsibility of the Curriculum Committee shall include the examination and processing of proposals for new courses, changes in existing courses, deletion of courses, as such proposals are forwarded by the undergraduate colleges/schools of the university.

#### d. Honors Program and Individualized Curriculum Program Committee

The committee shall be composed of eight faculty members with representation from each undergraduate college/school of the university, two undergraduate students who are, or have been, enrolled in honors courses, two undergraduates who are enrolled in the Individualized Curriculum Program, and three representatives from administration, one of whom shall be director of the Individualized Curriculum Program who is a nonvoting ex officio member.

The committee shall be responsible for making recommendations to the Academic Senate, as to policy related to honors courses and programs, and as related to the development of the Individualized Curriculum Program.

e. Continuing Education Committee

The committee shall consist of eight faculty members, with representation from each undergraduate college/school of the university, two undergraduate students, and three representatives from administration, one of whom is the Director of University Outreach who is a nonvoting ex officio member.

The committee shall be responsible for making recommendations to the Academic Senate as to policy related to the development of continuing education courses and programs.

f. Computer Services Committee

g. Library and Media Center Committee

h. Academic Research Committee

i. Academic Standards and Events Committee

j. Student Academic Affairs Committee

j-1 Student Academic Affairs Subcommittee

5/15/92

Section 2. Appointed Chartered Committees and Standing Subcommittees,  
Composition of and Charges to:

(a) Academic Planning Committee

- (1) The committee shall be composed of eight faculty, with representation from each undergraduate college/school of the University; two undergraduate students; three representatives from administration, one of whom shall be an undergraduate college/school Dean.
- (2) The committee shall be responsible for making recommendations to the Academic Senate concerning academic planning.

(b) Academic Programs and Curriculum Committee

- (1) The committee, as a whole, shall be composed of twelve faculty members, with two representatives from each undergraduate college/school of the University; two undergraduate students, two representatives from administration, one of whom shall be the Registrar as a non-voting ex officio member; and, ex officio as liaison members, the chairs of the committee's standing subcommittees. The Chair of the Academic Programs and Curriculum Committee shall be designated as liaison member to the Academic Standards and Events Committee and shall not be eligible to serve as chair of either division of the Academic Programs and Curriculum Committee.
- (2) The committee, as a whole, shall be responsible for making recommendations to the Academic Senate as to policy related to academic programs and curriculum matters. This responsibility shall include the review and coordination of division reports and the making of recommendations to the Academic Senate on the basis of such review and coordination. Following decision by the committee, as a whole, on proposals which, if adopted, would affect University general requirements, undergraduate college/school degree requirements, such proposals must be referred to the Academic Standards and

Events Committee for review. In such instances a joint recommendation to the Academic Senate shall be required. The committee is to develop, subject to approval by the Academic Senate, procedures to govern both committee and division processing of program and course proposals.\*

- (3) The Academic Programs and Curriculum Committee shall consist of two divisions:

The responsibility of the Academic Programs Division shall include the examination and processing of proposals for new programs, change in existing programs, or termination of existing programs, as such proposals are forwarded by the undergraduate colleges/schools of the University. The Academic Programs and Curriculum Committee shall be composed from the Academic Programs and Curriculum Committee as follows: one representative from each undergraduate college/school of the University; one undergraduate student; one representative from administration.

The responsibility of the Curriculum Division shall include the examination and processing of proposals for new courses, change in existing courses, or deletion of existing courses, as such proposals are forwarded by the undergraduate colleges/schools of the University. The Curriculum Division shall be composed from the Academic Programs and Curriculum Committee as follows: one representative from each undergraduate college/school of the University; the Registrar as a non-voting ex officio member; and one undergraduate student. (Ex officio members, other than for the Registrar, shall be excluded from division membership, nor shall any other member serve on both divisions of the committee.)

\*Until new procedures are drafted by the committee, and adopted by the Academic Senate, relevant provisions of Section 2 (e) of the 5 November 1979 edition of Bylaws of the Charter of the Academic Senate will govern.

(b-i) Honors Program and Individualized Curriculum Program Subcommittee.

- (1) The subcommittee shall be composed of eight faculty members, with representation from each undergraduate college/school of the University; two undergraduate students who are, or have been, enrolled in Honors courses; two undergraduates who are enrolled in the individualized curriculum program; three representatives from administration, one of whom shall be the director of the Individualized Curriculum Program as a non-voting ex officio member. The chair of the Honors Program and Individualized Curriculum Program Subcommittee shall be designated as a liaison member to the parent Academic Programs and Curriculum Committee.
- (2) The subcommittee shall be responsible for making recommendations to the parent committee, and to the Academic Senate, as to policy related to the development of Honors courses and programs, and as related to the development of the individualized curriculum program.

(b-ii) Continuing Education Subcommittee

- (1) The subcommittee shall be composed of eight faculty members, with representation from each undergraduate college/school of the University; two undergraduate students; three representatives from administration, one of whom shall be the Director of Continuing Education as a non-voting ex officio member. The chair of the Continuing Education Subcommittee shall be designated as liaison member to the parent Academic Programs and Curriculum Committee.
- (2) The subcommittee shall be responsible for making recommendations to the parent committee, and to the Academic Senate, as to policy related to the development of continuing education courses and programs.

(c) Computer Services Committee

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

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

Date March 11, 1992 Report Number (for Senate use only) 912-21

Name of Committee submitting report University Curriculum Division

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

Appointed Charter

Names of Committee members: T. Kermani, S. DeBlois, R. Foulkes, I. Heal,

M. Haggerty, H. Yiannaki, D. Henneman

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The following proposals have been approved by UCD and  
circulated through proper channels and there are no objections.

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

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

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

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

T. Kermani  
Chair



PREPARED BY CURRICULUM COMMITTEE

92-014 Mathematical and Computer Sciences (Add)  
755 Ordinary Differential Equations 1

A first course in differential equations with emphasis on the mathematical structure of the subject. Substantial use of the concepts and techniques of linear algebra will be made. Topics include: first order nonlinear equations with discussion of fundamental existence theorems, higher order linear equations, linear systems, and additional topics selected by the instructor. Prereq.: MATH 674 and MATH 725 4 q.h.

92-015 Mathematical and Computer Sciences (Add)  
855 Ordinary Differential Equations 2

A second course in differential equations with emphasis on non-linear problems and qualitative methods or on boundary value problems. Topics will be chosen from: proofs of fundamental theorems, phase plane analysis, limit cycles and the Poincare-Bendixon theorem, biological models, stability via linearization, stability via Liapunov functions, asymptotic methods, and boundary value problems. Prereq.: MATH 752 and 755 4 q.h.

92-026 Accounting and Finance (Add)  
602 Financial Accounting

A study of the accounting cycle and generally accepted accounting principles including preparation of the financial statements. Prereq.: Sophomore standing with a "C" or better in ACCTG/MGT/MKTG 601 or CIS 500 4 q.h.

92-027 Accounting and Finance (Add)  
603 Managerial Accounting

A study of the accounting informational needs of management. Emphasis placed on techniques of planning and control. Prereq.: "C" or better in ACCTG 602 4 q.h.

92-028 Accounting and Finance (Delete)  
605 Elementary Accounting 1

Study of the accounting cycle and introduction to generally accepted accounting principals for business entities with emphasis on proprietorships and corporations. Coverage of basic accounting systems and financial statements for service and merchandising organizations. Prereq.: Sophomore standing 5 q.h.

92-029 Accounting and Finance (Delete)  
606 Elementary Accounting 2

Further study of basic accounting concepts and principles. Emphasis on accounting for partnerships and corporate accounting for stock, bond, and investment transactions. Includes financial statement analytical techniques useful in making various business decisions. Introduction to accounting for manufacturing operations. Prereq.: "C" or better in ACCTG/MGT/MKTG 601 or CIS 500 and ACCTG 605 5 q.h.

92-030 Accounting and Finance (Change)  
707 Individual Income Taxes

Taxes for the individual and those who operate, or plan to operate, a small business, farm or hobby. Major emphasis will be placed on federal income tax laws for individuals. However, state and local income taxes will be included. The students will be working with current year tax forms. (Not available for credit to Accounting major.) Prereq.: MGT 511 or ACCTG 602 3 q.h.

92-031 Accounting and Finance (Change)  
711 Basic Cost Accounting

Study of cost accumulation for products manufactured under job order or continuous manufacturing techniques. Cost behavior and profit-volume relationships; cost structures for control and motivation; and, relevant costs. Prereq.: "C" or better in ACCTG 603 4 q.h.

92-032 Accounting and Finance (Change)  
720 Business Finance

A study of the financial problems associated with the life cycle of business. This course consists of the analysis of problems relating to estimating the financial needs of an enterprise and to evaluating the alternative means of providing temporary and permanent capital. The relationship of current financial decision with financial policy is analyzed from the viewpoint of management and the investor. Prereq.: ACCTG 603 4 q.h.

92-033 Accounting and Finance (Change)  
721 State and Local Taxes

The theory applicable to state and local taxation concepts is reviewed in detail. Primary emphasis is on taxation principals in current use by state and local government units located throughout the United States. Case law is studied and some representative tax returns are prepared. Prereq.: "C" or better in ACCTG 603 4 q.h.

92-034 Accounting and Finance (Change)  
820 Governmental and Funds Accounting

Generally accepted accounting principles for not-for-profit and governmental organizations as established by the appropriately recognized, standard-setting bodies are discussed. Organizations include state and local governments, school districts, colleges and universities, hospitals, voluntary health and welfare organizations and others. Prereq.: "C" or better in ACCTG 603 4 q.h.

92-035 Accounting and Finance (Change)  
703, 704, 705 Intermediate Accounting 1, 2, 3

A comprehensive study of the theories and concepts underlying financial accounting. Emphasis on income determination, asset valuation, measurement of liabilities, corporate equity accounting and changes in financial position. Current issues in financial reporting and pronouncements of authoritative bodies are studied. Prereq.: for ACCTG 703 is a "C" or better in ACCTG 603. Prereq.: for ACCTG 704 is a "C" or better in ACCTG 703. Prereq.: for ACCTG 705 is a "C" or better in ACCTG 704 4 + 4 + 4 q.h.

92-036 Speech Communication & Theatre (Add)  
730 Communication Theories

An in-depth study of key historical and contemporary theories, concepts, models and pertinent literature in communication. Prereq.: SPCH 530 4 q.h.

92-037 Speech Communication & Theatre (Change)  
763 Scene Design

The history of design in terms of stage scenery; an investigation of current trends, techniques, and media; practical execution of models and sketches by the student. Prereq.: SPCH 561 and 661, or consent of instructor 4 q.h.

92-038 Speech Communication & Theatre (Change)  
765 Stage Lighting

This course includes a study of historical development, basic electrical theory, switchboards and lighting instruments; color theory, principles and practices in stage lighting. Laboratory hours to be arranged. Prereq.: SPCH 561 and 661, or consent of the instructor 4 q.h.

92-040 Business Technology (Delete)  
635 Visual Presentation

The principles involved in interior, industrial, and window display of merchandise; organization, functions, and management of display departments, and their importance and placement in both retail and industrial settings. Prereq.: BUTEC 530 3 q.h.

92-041 Business Technology (Delete)  
533 Fundamentals of Public Relations

Introduction to public relations - its development, definitions, practice and tools. Prereq.: BUTEC 500 4 q.h.

92-042 Business Technology (Delete)  
512 Concepts of Real Estate Listing

Concepts of listing and selling approach with emphasis on a customer-oriented, problem-solving, need-satisfying theory of selling and listing. Two hours of lecture and three hours of laboratory a week. Prereq.: BUTEC 510 3 q.h.

92-043 Business Technology (Delete)  
511 Real Estate Problems

Transactions encountered in the profession of real estate: topics include proration of taxes, area and volume appraising, mortgage amortization, and closing statements. Prereq.: MATH 506 3 q.h.

92-044 Office Services & Administration (Delete)  
730 Shorthand 4

Emphasis is on dictation speed and transcription and refinement of transaction skills. A speed of 120 words a minute should be attained. Students must spend an additional three hours in individualized laboratory. Prereq.: BET 623 and BET 631 or equivalents. 4 q.h.

92-045 Business Technology (Delete)  
501 Introduction to Transportation

A survey course on the development of all modes of transportation. Includes location analysis, warehousing, inventory management, and materials handling. Analysis of the role of transportation in the national and international economic development 4 q.h.

92-046 Engineering Technology (Change)  
800 Building systems

An overview of the relationships between the environmental systems and structural systems of buildings. Architecture, structural systems, plumbing systems, HVAC systems and electrical systems. Three hours lecture and three hours project laboratory per week. Prereq.: CET 604 and EET 625 or equivalent and junior standing 4 q.h.

92-047 Engineering Technology (Delete)  
740 Microprocessor Fundamentals

An introductory treatment of microprocessor software and hardware microprocessor components, systems, programming and application. Three hours of lecture and three hours of laboratory. Prereq.: ELTEC 620 4 q.h.

92-048 Engineering Technology (Delete)  
840 Microprocessor Applications

An introductory study of microprocessor applications in the commercial, industrial, and residential areas. Both hardware and software are discussed. Prereq.: ELTEC 740 4 q.h.

92-049 Engineering Technology (Delete)  
614 Business Systems and Procedures

Study of methods of analysis and evaluation of information flow in real-life information systems including forms design, use of equipment, and employee training. Prereq.: CIS 608. (SP) 3 q.h.



92-057 Nursing (Change)  
844 Nursing Systems 9

Nursing assistive actions and the system of nursing care are studied as they apply to communities and clients experiencing therapeutic self-care requisites. To be taken concurrently with NURSG 844L. Prereq.: NURSG 842 and NURSG 841 3 q.h.

92-058 Nursing (Change)  
847 Nursing Systems Synthesis

Synthesis of the professional practice of nursing as it relates to clinical practice in a variety of nursing situations. To be taken concurrently with NURSG 847L. Prereq.: Completing of all clinical courses except concurrent clinical courses 1 q.h.

92-059 Elementary Education and Reading (Change)  
831 Early Childhood Education: Part 2

The second in a series of three courses designed to prepare the student for teaching children, pre-school and K-3. Preparation of a workable environment for the young child with emphasis on his or her physical, mental and social characteristics. Prereq.: ELED. 830 3 q.h.

92-060 Elementary Education and Reading (Change)  
832 Early Childhood Education: Part 3

The last in a series of three courses designed to prepare the student for teaching children, pre-school and K-3. A study of teaching procedures, methods and materials used on the kindergarten level. Areas of curricular investigation include social studies, science, language arts, numbers and music. Prereq.: ELED 830, 831 3 q.h.

92-061 Elementary Education and Reading (Change)  
884 Reading Internship

Supervised experience in reading diagnosis and instruction, including developmental reading and related language arts. Students are expected to spend six hours per week in a designated school and to attend a two hour seminar. Prereq.: ELED 812, 881, 882, 883 4 q.h.

92-062 Allied Health (Change)  
708 Preventive Public Health Care

Application of current health care philosophies in disease prevention. In-depth case study of a specific public health problem and its prevention. Prereq.: Graduation from an Associate degree health related program or permission of instructor 4 q.h.

92-063 Allied Health (Change)  
704 Fundamentals of Pulmonary Rehabilitation

This course is designed to demonstrate the multidisciplinary nature of a rehabilitation program for patients with C.O.P.D. It will also present the key elements that should be present in a quality pulmonary rehabilitation program. Prereq.: RESPC 607 or permission of instructor 3 q.h.

92-064 Allied Health (Delete)  
707 Multidisciplinary Health Care Delivery

Health care delivery methodologies useful in the reduction of duplication of health care services will be examined, including the team approach to health care delivery. Prereq.: Graduation from a health related program or permission of the instructor 4 q.h.

92-065 Allied Health (Change)  
709 Periodontics

The study of the periodontium and periodontal therapy as it relates to total case planning and the role of the dental hygienist. Prereq.: DENHY 603L or permission of instructor 4 q.h.

92-066 Allied Health (Change)  
710 Gerodontology

An indepth study of geriatrics as it relates to dental hygiene care and specific concerns of the elderly. An extramural experience with a geriatric patient will be included. Prereq.: DENHY 601 or permission of instructor 4 q.h.

92-067 Allied Health (Change)  
720 Emergency Medical Services Management

A review of EMS system design, staffing, chain of command, medical education, policies and procedures, record keeping, inter-agency relationships, community resources and involvement, and legal aspects relevant to private and public emergency medical services. Prereq.: EMT 601 or permission of instructor 4 q.h.

92-068 Allied Health (Change)  
721 Pediatric Emergency Procedures

A study of the pathophysiology, symptomatology, advanced diagnostic and therapeutic techniques of medical and traumatic emergencies unique to the pediatric patient. Prereq.: EMT 601 or permission of instructor 4 q.h.

92-069 Allied Health (Change)  
801 Special Topics in Allied Health

The directed study and research of a special problem or issue related to the health field. The topic of interest will allow the student to participate in the investigation of aspects of administration, education, business, or research as these pertain

to the particular health specialty. Prereq.: AHLTH 803 or permission of instructor. May be repeated for a total of 10 hours. 1-5 q.h.

92-070 Allied Health (Delete)  
802L. Advanced Cardiac Life Support Laboratory

The laboratory will involve obtaining skills necessary to meet the goals and objectives of the American Heart Association's Advanced Cardiac Life Support Course. Students will practice intubation, utilized airway adjuncts, defibrillation, direct Mega codes and learn algorithms according to ACLS protocols. Must be taken concurrently with AHLTH 802. Student must receive a grade of C or better to receive certification. 3 hours lab per week. 1 q.h.

92-071 Allied Health (Delete)  
802 Advanced Cardiac Life Support

The course is designed to follow the goals and objective of the American Heart Association's Advanced Cardiac Life Support program. Included will be ECG recognition, pharmacology of cardiovascular drugs, resuscitation techniques and airway management. Course may be used for initial ACLS certification. Prereq.: Biol. 551, 552 or its equivalent with a C grade or better, successful completion of BCLS course, documentation of one of the following: R.N. or LPN license, CRTT or higher EMT-P certification, or enrollment in 2nd year of NEOUCOM program. Two hours lecture. Concurrent with AHLTH 802L. 2 q.h.

92-072 Allied Health (Change)  
803 Current Issues in Health Care

Problems and issues facing the health care system including access to care, financing and rationing of services. A major project will be included. Prereq.: AHLTH 708 or permission of instructor 4 q.h.

92-073 Allied Health (Change)  
805 Concepts in Health Care Education

University as well as hospital-based programs will be reviewed in regard to accreditation, clinical vs. didactic instruction, use of simulations, and evaluation techniques. Public health education and the role of the Allied Health professional will also be investigated. A major learning unit and/or research project will be required. Prereq.: AHLTH 803 or permission of instructor 4 q.h.

92-074 Allied Health (Change)  
806 Research Methodology for Health Sciences

Measurement and interpretation of health data and their application in the research process. Research design considerations, data collection methods and data analysis of health care research projects will be discussed. Prereq.: AHLTH 708 or permission of instructor 4 q.h.



92-075 Allied Health (Change)  
807 Epidemiology for the Health Care Practitioner

A study of the interrelationship of the host, agent, and environment in determining the causation, frequency, and distribution of disease. Prereq.: AHLTH 708 or permission of instructor  
4 q.h.

92-076 Allied Health (Change)  
808 Environmental Concerns for the Health Care Practitioner

Industrial hygiene, hazardous and infectious waste, air and water quality, and sanitation policies in health care facilities. Pertinent federal, state, and local legislation included. Prereq.: AHLTH 708, or permission of instructor  
4 q.h.

92-077 Allied Health (Change)  
810 Management Skills for the Health Care Supervisor

A study of the conceptual framework of supervision in Health Care Organizations with emphasis on managerial skills, formulation of policies, principles of budgeting, performance appraisals, and community relations. Prereq.: AHLTH 804 or permission of instructor  
4 q.h.

92-078 Allied Health (Add)  
812 Advanced Cardiac Life Support

ECG interpretation, cardiovascular drug pharmacology, airway management and resuscitation techniques used in the management of cardiac emergencies. The course meets the objectives of the American Heart Association's Advanced Cardiac Life Support program for initial certification or recertification. Two hours of lecture and three hours of laboratory. Prereq.: AHLTH 705 or permission of instructor  
3 q.h.

92-079 Allied Health (Add)  
814 International Health Care Systems

Comparison and evaluation of medical services in select countries including their capacity to address major health problems. The role of the World Health Organization will also be investigated. Prereq.: AHLTH 803 or permission of instructor  
3 q.h.

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

Date April 29, 1992 Report Number (For Senate Use Only) 912-22

Name of Committee Submitting Report University Curriculum Division

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

Appointed Charter

Names of Committee members: T. Kermani, S. DeBlois, R. Foulkes, I. Heal,  
M. Haggerty, H. Yiannaki, D. Henneman

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

The following proposals have been approved by UCD and circulated through  
proper channels and there are no objections.

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

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

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

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

Taghi Kermani  
Chair

PREPARED BY CURRICULUM COMMITTEE

92-127 Home Economics (Change)  
635 Fashion Experience

Projecting and maximizing an appropriate professional image consistent with goals and objectives; resources and processes for the analysis and forecasting of fashion trends; emphasis on influential designers; application of fashion theory. Prereq.: HOMECE 525, MKTG 625. Identical with MKTG 635. 4 q.h.

92-129 Home Economics (Change)  
525 The World of Fashion

Social, cultural and business aspects of fashion in apparel; career opportunities, current problems, challenges and strategies created by constant changes in retailing products which make up the near environment. Identical with MKTG 525. 3 q.h.

92-130 Electrical (Add)  
890 Power Electronics

The design and analysis of power circuits using solid state power devices. Topics include rectifiers, thyristor commutation techniques, phase-controlled rectifiers, applications of forced commutation techniques, AC voltage controllers, converters and inverters, and DC/AC drives. Prereq.: ELEGR 703, 705, and 708. 4 q.h.

92-159 Marketing (Change)  
525 The World of Fashion

Social, cultural and business aspects of fashion in apparel; career opportunities, current problems, challenges and strategies created by constant changes in retailing products which make up the near environment. Identical with HOMECE 525. 3 q.h.

92-160 Marketing (Change)  
635 Fashion Experience

Projecting and maximizing an appropriate professional image consistent with goals and objectives; resources and processes for the analysis and forecasting of fashion trends; emphasis on influential designers; application of fashion theory. Prereq.: HOMECE 525, MKTG 625. Identical with HOMECE 635. 4 q.h.

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

Date May 12, 1992 Report Number (For Senate Use Only) 912-23

Name of Committee Submitting Report University Curriculum Division

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

Appointed Charter

Names of Committee members: T. Kermani, S. DeBlois, R. Foulkes,  
M. Haggerty, D. Henneman, H. nnaki, I. Heal

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

The following proposals have been approved by UCD and circulated through proper channels and there are no objections.

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

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

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

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

Taghi Kermani  
Chair

PREPARED BY CURRICULUM COMMITTEE

92-161	Heat and Power Cycles	Change
610	A continuation of Thermodynamics, including study of heat transfer, the Rankine, cycle, the Otto cycle, the Deisel cycle, and the performance of pumps and heat exchangers. Three hours lecture and three hours laboratory per week. Prereq.: METEC 605, METEC 615. 4 q.h.	
92-162	Nursing Systems I	Change
645	Fundamental nursing assistive actions and the system of nursing care are studied with adults in a partly compensatory and educative-supportive nursing situation. the health focus is wellness/disease prevention and recovery from illness. To be taken concurrently with 645L. Prereq.: NURSG 643.4 q.h.	
92-163	Health Deviation Self-Care Requisites	Change
646	Knowledge from basic and clinical science is applied to the understanding of biological alterations which affect individuals' ability to perform self-care activities. Prereq.: BIOL 710, 792, and either 702 or 787/787L 5 q.h.	
92-164	Nursing Process and Clinical Pharmacology	Change
750	Nursing implications of drug therapy with emphasis on clinical decision making, client education, and self-care. Prereq.: BIOL 792. 3-4 q.h.	
92-165	Nursing Research	Change
749	Concepts, methods and techniques of research in the investigation of nursing problems are explored. Prereq.: BET 613, CIS 500 or CS 530, Psych 613, or permission of instructor. 3-4 q.h.	
92-166	Clinical Internship 1	Add
704L	Eighteen hours per week of practical application of skills in affiliate hospitals and private laboratories. Prereq. Completion of previous five quarters of MLTEC curriculum with a grade of C or better and a minimal 2.5 GPA. 3 q.h.	
92-167	Clinical Internship 2	Change
705L	Thirty hours per week of practical application of skills in affiliate hospitals and private laboratories. Prereq.: Completion of the previous six quarters of the MLTEC curriculum with a grade of C or better and a minimal 2.5 GPA. Taken concurrently with MLTEC 706. 5 q.h.	

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

Date May 18, 1992 Report Number (For Senate Use Only) 912-24

Name of Committee Submitting Report University Curriculum Division

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

Appointed Charter

Names of Committee members: T. Kermani, S. DeBlois, R. Foulkes,  
M. Haggerty, D. Henneman, H. Yiannaki, I. Heal

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

The following proposals have been approved by UCD and circulated through proper channels and there are no objections.

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

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

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

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

Taghi Kermani  
Chair

PREPARED BY CURRICULUM COMMITTEE

92-168      Counseling      Change  
879      Consultation With Gifted/Talented Students  
            and their Families

A study of consulting and referral practices related to the developmental, social, and personal difficulties often experienced by gifted/talented students and their families. A field study component is also included. Prereq.: SPED 874, 878 or permission of instructor.      4 q.h.

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

Date 5/21/92 Report Number (For Senate Use Only) 912-25

Name of Committee Submitting Report Academic Research

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

appointed chartered

Names of Committee members: Hotchkiss, Kushner, Tokar, Spay, Harig, Rollin,

Vendemia, Cicarelli, Alam, Mincey, Genaway, White, Wilkinson

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

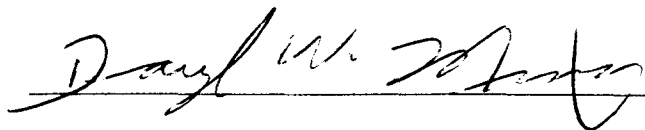
Results of Research Questionnaire and Recommendations to increase the amount of external funding attracted to Youngstown State University.

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

If so, state the motion: Resolve to support a concerted effort of the Administration including its public service groups, Faculty, Faculty Union, Graduate Council, Sigma Xi, and any other interested individuals or organizations to increase the amount of external grant funds attracted to Youngstown State University. Next years' Academic Research Committee should be charged to formalize the implementation of these suggestions.

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? No

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



Chair



TO: Academic Senate

DATE: May 19, 1992

FROM: Daryl W. Mincey  
Department of Chemistry  
Chair, Academic Research Committee

SUBJECT: Year End Report

Most of the University community heard this fall a very disturbing "rumor" that somehow, Youngstown State University was to be placed into a IIB state subsidy grouping. It was to be proposed that The Ohio State University and the University of Cincinnati would be the most subsidized four-year/graduate degree granting institutions. All others, such as Akron, Bowling Green, Cleveland State, Kent State, Miami, Ohio, and Wright State would be in group IIA. The support by the Ohio Board of Regents for this group would be less. However, a IIB group would be supported to even a lesser extent. The two members of this group were to be Youngstown State and Shawnee State Universities. The scholarly pursuits of the faculties in this grouping would be significantly hampered.

The university community responded with phone calls, letters, and documentation protesting this classification. Dr. Nancy White prepared what seemed to be quite favorable statistics indicating a noteworthy increase in the publication productivity of the faculty. It now seems obvious that this data was not thought by some in Columbus to be the most relevant. A suggestion of what is relevant appeared in the March 1989 report by the Inter-University Council of Ohio, titled "Investing in Ohio's Future: The Social and Economic Impact of Ohio's Public Universities". In this report, it was stated that "the first round of the Ohio Board of Regent's Research Challenge awards, which totaled \$27 million, have resulted in over \$107 million in federal grants and other contracts, a four to one rate of return". From such statements it is clear that the ability of the members of an institution to attract external (non-state) funding is certainly thought to be a very significant criterion in evaluating future state subsidy support. As reported in the Vindicator, separately budgeted research dollars per FTE student, YSU (\$19) more closely compared to Shawnee State (\$0) than other state institutions. The next highest figure is Bowling Green (\$105) with The Ohio State University (\$2,781) being the highest. We should, through all available avenues, argue for the inclusion of additional criteria. However, we seriously doubt that this criterion will, or perhaps should, disappear. Our 1991-1993 Research Challenge Subsidy reflects this. Our allocation at \$28 thousand is significantly down from the highest figure of approximately \$100 thousand. It is only \$3,000 more than Shawnee State and \$48,000 less than Central State, the next highest.

In addition, It can be argued that increasing our ability to attract external funding would have other beneficial effects, including alternate funding sources for students, technical staff and faculty members, permitting reallocation of existing funds, increased university prestige, and increased economic prosperity of the local community. An estimate of the return on a \$100,000 grant that the university is presently spending and would be able to reallocate would include approximately \$10,000 in undergraduate and graduate student support, \$10,000 in faculty summer support (instead of teaching), and \$10,000 in supplies and equipment to support student research activities. \$30,000 in indirect costs would be available for the university to allocate where needed. The publicity from such a grant may be harder to gauge, but a conservative estimate would be at least several thousands. This totals at least \$60,000 in general benefit to the university.

To this end, the Academic Research recommends that the University Senate resolve to support a concerted effort of the Administration including its public service groups, Faculty, the Faculty Union, Graduate Council, Sigma Xi, and any other interested individuals or organizations to increase the amount of external grant funds attracted to Youngstown State University

To provide some idea of the present condition of research activities at Youngstown State University, a Research Questionnaire was conducted last spring. The results of this questionnaire is attached. A brief summary of the results is also included. After evaluating this data and through many committee discussions we would further offer the following suggestions.

1. Support of research efforts should be closely tied to productivity. The precise definition of productivity may vary from one discipline to another, but should be specifically stated. For example, a Research Professorship could automatically be awarded to individuals receiving a certain amount of external funding or publishing a certain number of publications. The ability to include a percentage of a faculty's salary, as part of a grant, is becoming dramatically reduced. The Research Match Fund should be re-established. Research Assistant funding should not be allocated strictly on a first-come, first-served basis. The amount of Research Assistant funding should vary to reflect need and, again, productivity. Students should be considered for Research Assistant positions based on interest and capabilities more than class rank and GPA.
2. "Workload" should include a clearly defined **Scholarship** component, which should effect the level of the **Teaching** component. A mechanism is needed to allocate workload based on productivity in scholarship. Such a mechanism would allocate research workload to productive faculty with a record of meeting the established criteria. Departmental input should be solicited in determining the distribution of workload.
3. A faculty member that involves one or more students in a "research experience" at either the undergraduate or graduate level should be given meaningful credit. For example, for every credit hour a student is enrolled in a designated research course, the faculty member responsible for the research should receive a reduction in teaching (not work) load.
4. New faculty should be given the "best" chance of scholarly success. For example, a "start-up" budget line item should be established. Some Research Professorships should be offered to entering faculty and continued if productivity is evidenced. The number of *different* courses taught during a quarter and from year to year, their degree of difficulty, and when courses are scheduled throughout the day and week can also have a significant impact of research productivity.
5. The number of graduate assistants must be increased. For example, the University of Akron has 35 biology graduate assistants in their masters program, YSU has 5. The amount of stipend must be competitive to attract students capable of efficiently assisting faculty. Perhaps some assistantships could be awarded to a faculty member as a university contribution to a external grant. Research that involves students directly should be valued, since it ties research with teaching.

6. Technical Staff in some areas is needed to provide the continuity necessary to maintain a supportable research effort. For example, sophisticated research-grade instrumentation requires someone to be responsible for their daily operation and maintenance. All of the 1989-1991 "separately budgeted research dollars" were granted to Biology, where two technicians were provided by Academic Challenge Grants.
7. It is the contention of the committee that "small investments" of encouragement, if properly focused, could dramatically increase the ability of Youngstown State University faculty members to attract external funding and soon this ability would be self-sustaining.
8. Finally, a brief note to those colleagues who would argue that research is overplayed and who feel that "quality" teaching itself is a lauded enough pursuit. Teaching is arguably, a primary function of a school like Youngstown State University, however it must be kept in mind that no university has ever gotten financial reward from its notability as a teaching facility. Recognized Research Activity is what brings a school its reputation and concomitant monetary rewards. These rewards are of as much benefit to the teacher as to the researcher. If the status of YSU is degraded to a level felt more reflective of its reported research output, then financial cuts are sure to follow. Reduced travel funds, limited student assistants, fewer library books, audio-visual equipment, limited media center staff, reduced phone allowances, limited mailing privileges, and curtailed copying and print shop services, are bound to hinder the teacher as sorely as they do the active researcher. An enhanced research reputation for Youngstown State University benefits us all, directly and indirectly.

## RESEARCH QUESTIONNAIRE

### INTRODUCTION

The following questionnaire was distributed to all full service faculty in the spring of 1991. The questions, as they were asked, appears at the bottom of the every front page. On the front of each page, the answers are presented by school(college) with the college of Arts and Sciences being divided into liberal arts and sciences and mathematics(for an internal college study). University totals for each response are the last set of numbers. The back of each page is a break-down of responses by department, if known. Some observation from the questionnaire are listed below:

1. Approximately one half of the faculty replied. It is assumed that these represent faculty more concerned with research matters and are probably more active researchers. Of those responding, 77% felt research is a significant part of the university function. 34% of the respondents strongly felt this.
2. 82% are involved predominately with instruction at the baccalaureate and/or masters level.
3. 40% of the faculty have been at YSU for more than 16 years. In some specific colleges this percentage varies notably.
4. Of the faculty that responded very few state that they were not involved at all with research, however 26% spend less than 10% of their time conducting research. 6% stated they spend more than 40% of their time involved in research activities.
5. 65% of the respondents have had some release time to perform research within the past 5 years.
6. 40% have not published in a journal in the last five years, however 22% have published more than four articles in this time period.
7. 58% have not received any internal grants in the past five years, while 73% have not received any external funding over the same time period. This figure may be one of the most telling since outside organizations often use external funding as a "benchmark" of university status.
8. 38% of the faculty have presented more than 4 papers in the past five years. This is approximately twice the percentage of faculty that have published. Ways of increasing the conversion of papers presented to papers published should be investigated.
9. Other scholarly activities such as reviewing articles, editing journals, publishing books and reports, and receiving research contracts show the same relative productivity as papers published.
10. The percentage of faculty receiving internal (27%) and external (12%) financial is of concern.
11. Students both undergraduate and graduate assisting in research activities were available to (30-35%) of the faculty, while 52% of the faculty stated that student assistance was required in their research efforts.
12. The perception of the importance of research decreases in programs from Ph. D. to Associate.
13. Most respondents (56-71%) did not feel that the administration or the union recognized research in the same manner as teaching.
14. Questions 27- 36 gauge the respondents impressions of the support given by various administrative/academic officials and organizations.

15. Questions 37-48 should serve as an indication of where additional support is required by individuals conducting research at YSU. Most suggest that additional support is required. Physical facilities, Library, and mechanical repair and fabrication, support appears to be the ones in the best condition. The lack of "start-up funds" was mentioned.
16. Questions 52-55 tend to support the actions of the administration to establish the Technology Development Corporation.
17. All comments were transcribed in verbatim. They make for interesting reading.
18. Interpretations of the questionnaire by members of individual colleges follow:

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

Date May 22, 1992 Report Number (For Senate Use Only) 912-26

Name of Committee Submitting Report Committee to Review Computer Services Committee

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

Ad Hoc

Names of Committee Members: David Decker, Chair, Richard Gaydos, Dan O'Neill,

Philip Munro, Virginia Phillips, Sidney Roberts, Howard Pullman, Samuel Skarote

Sheila Routh, <sup>C</sup>Gavid Genaway, Tom Doctor, Floyd Jackson, Jeffrey Glasnapp, Linda Kadilak

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

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

If so, state the motion: see attached

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

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

DD  
Chairman (please initial)

- by JP

TO: Bill Jenkins--History  
Virginia Phillips--Business Education & Technology

FROM: David R. Decker DRD

DATE: May 20, 1992

SUBJECT: Ad Hoc Committee to Review the Computer Services Committee  
Final Recommendations and Results of Written Ballot

Written ballots were distributed to committee members on April 24. The question was whether to approve the final recommendations contained in the minutes of the April 23 meeting, which are printed below. Seven responses were received:

Approving the recommendations:	7
Disapproving the recommendations:	0
Abstaining:	0

The committee will hold a final meeting in the next week. It is not anticipated that there will be any changes to the recommendations; if there are, they will be forwarded to you expeditiously.

**Recommendation No. 1**

That the Computer Services Committee and the Library and Media Services Committee be dissolved.

**Recommendation No. 2**

That two new committees be created: the Library Committee and the Integrated Technologies Committee.

**Recommendation No. 3**

That the charge for the Library Committee be as follows: 'The committee shall be responsible for making recommendations to the Academic Senate concerning policy related to faculty and student instructional and research use of Maag Library. This responsibility shall include the making of recommendations concerned with allocation of budgeted resources for the acquisition of instructional and research materials for Maag Library.'

**Recommendation No. 4**

That the composition of the Library Committee be as follows:

Voting members shall be eight faculty members, with representation from each undergraduate college/school of the university, and two undergraduate students.

Nonvoting members shall be four representatives from Administration, one of whom shall be the University Librarian.

#### Recommendation 5

That the charge for the Integrated Technologies Committee be as follows:

The committee shall be responsible for making policy recommendations to the Academic Senate concerning faculty and student use of, acquisition of, and accessibility to instructional and research technologies. This shall include computing and networking hardware and software; video, audio, and text materials; access to and distribution of electronically stored and transmitted data; support, maintenance, and training; and classroom and laboratory design.

This committee has no policy responsibility for the content of materials acquired by Maag Library; however, it does have policy responsibility for the electronic compatibility of such materials within the existing computing infrastructure.

The committee should receive information-only copies of program and course proposals which involve such technologies."

#### Recommendation No. 6

That the composition of the Integrated Technologies Committee be as follows:

Voting members shall be eight faculty members, with at least one member from each school or college of the university, and two students.

Nonvoting members shall be two academic deans, the University Librarian, the Director of the Computer Center, the Director of the Media Center, and two members to represent such areas as the Fine and Performing Arts Materials Center, Foreign Language Lab, Education Curriculum Resource Center, Telephone, Electronic Maintenance Service, and Mail Room, Writing Center, Reading Laboratory, and Mathematics Laboratory.

#### Reference Materials

Current charge of the Library and Media Services Committee:

The committee shall be responsible for making recommendations to the Academic Senate, as to policy related to faculty and student instructional and research use of Maag Library; and as to policy related to faculty instructional and research use of Media Center facilities and services. This responsibility, in regard to Maag Library, shall include the making of recommendations concerned with allocation of budgeted resources for the acquisition of instructional and research materials.

Current charge of the Computer Services Committee

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



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

Date May 21, 1992 Report Number (For Senate Use Only) 912-27

Name of Committee Submitting Report Subcommittee on Continuing Education

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

Appointed chartered

Names of Committee members: H. Chen, L. Hicken, G. Kulchytsky, L. Smith, G. Mapley,  
J. Loch, D. Sweetkind, V. Wan-Tatah, C. Campbell, J. Mistovich

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

A verbal report summarizing reasons for motion will be presented on  
Senate floor.

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

If so, state the motion: In order to implement the goals and objectives of the YSU

Five-Year Marketing Plan to enhance techniques for the recruitment of

non-traditional students, the Senate Sub-Committee on Continuing Education

recommends that YSU solicit a proposal from the College Board to undertake a

Community Assessment Program to establish a profile of Non-traditional student  
If there are substantive changes made from the floor in your committee recommendation,

demand for adult higher education.

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

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

Jeslie W. Hicken

Chair

# Community Assessment Program™

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## Office of Adult Learning Services™

\$ 30,000

The Community Assessment Program (CAP), a major service offered by the Office of Adult Learning Services (OALS), is a five-part market survey for colleges, universities, and organizations that want to determine the supply and demand for adult learning in their communities. It can guide you in improving and/or expanding your services to adults.



CAP is unique. Most surveys of adult learning deal with “need” or “interest,” but such studies usually yield results that grossly over estimate what adults actually do. CAP is not a needs assessment program: rather, it examines the actual *demand* for learning. In order to acquire accurate information about probable adult-learning behavior, CAP surveys adults to find out what they have studied in the past year and what study plans they have for the following year. CAP also surveys organizations to identify their actual plans for further education and training.

CAP provides clients with information on:

- Potential demand for adult higher education, as revealed by community surveys of individual adults and organizations.
- Potential supply of adult higher education, as revealed by surveys of faculty and administration, and an examination of the offerings of other colleges.
- The context for adult higher education, as revealed by demographic data for the area serviced by the college.



**The College Board**

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A five-step survey and analysis process is undertaken:

**STEP ONE:** *Analysis of the community.* CAP maps out demographic and socioeconomic characteristics of the community by assembling data available from the U.S. Bureau of the Census, and from state, regional, and local sources. Information gathered reveals: who is currently living in the area; who is moving in or out; who are likely to be learners; whether the workplace is changing; and whether these conditions affect learning.

**STEP TWO:** *Surveys of adults.* CAP identifies their study plans through in-depth telephone interviews designed and supervised by the College Board. Information gathered reveals the number of adults who plan to study; what courses they would like to take; when; at which locations; how much they would spend; and which colleges they would choose.

**STEP THREE:** *Surveys of organizations.* CAP surveys business and industry, government agencies, and voluntary associations to find out what education and training they want for their employees, clients, or members. Face-to-face interviews are conducted by college staff with officials of larger organizations. Telephone or mail interviews, designed and supervised by the Board, are conducted with smaller organizations. These data reveal: how many need to study; what subjects; when; where; and what help is provided by the organizations.

**STEP FOUR:** *Analyses of colleges, universities, and other educational providers within the area.* These analyses identify their services to adults, and information gathered reveals: what is being offered; what is in greatest demand; what is not being offered; what are the locations; what potential feeder programs are available.

**STEP FIVE:** *Survey of the college or university requesting this service.* Faculty and administrators are questioned to determine their viewpoints about educating adults. The information collected reveals: how they feel about adult learning; whether they want to attract more adults; how and where they are willing to teach adults; what they consider should be changed at their college to better serve adults.

CAP provides two reports: The *Policy Report* gives advice about decisions you face, such as:

- Should you meet the demands?
- Should you organize separate programs?
- Should you develop new programs?
- Should you provide service to local employers?
- Should you move off campus?
- Should you change any college policies?
- Should you cooperate or compete with other institutions?

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The *Technical Report* contains data that will help you find the answers to such questions as:

- Who is demanding what?
- What does the faculty prefer?
- What are the program gaps?
- What do employers want?
- Where do learners live?

From contract signing to final reports, CAP takes about four months. A College Board staff member makes visits to the college or university about three times during the contract period, and during that time the following procedures are undertaken:

- A design of the overall assessment of the demand and supply for adult learning.
- Identification of the pending policy and administrative decisions, many of which could be made after an analysis of the demand and supply.
- Specification of data sources for defining demand among adults and public-sector and private-sector organizations.
- Specification of data sources for defining the supply of adult higher education programs at other colleges, and identification of faculty and administrators at the college requesting the service.
- Specification of data sources for analyzing the community and its potential for adult learning.
- Prescription of the samples to be drawn from each data source and a sampling procedure to be used.
- Selection of data-collection procedures and a timetable for their use.
- Preparation of all survey instruments for studying individual adults, organizations, other colleges, faculty and administrators, and adaptation of existing instruments for local conditions when appropriate.
- Collection of data from all sources, relying primarily on college or university staff for data from the organizations they have surveyed.
- Tabulation and analysis of the data collected from all sources for preparation of the *Policy Report* (offering answers to pending policy and administrative questions), and the *Technical Report* (presenting data collected and major findings).

For further information about CAP, call or write:

Office of Adult Learning Services, The College Board  
45 Columbus Avenue, New York, New York 10023-6992  
(212) 713-8000

## GUIDE FOR PREPARATION OF PROJECT PROPOSALS

### PROJECT PROPOSAL

### Date

Submitted by: John R. Loch, Ph.D.

November 15, 1991

Name YSU NAILS/Liaisons

Area or Committee University Outreach

A project may be a piece of equipment, a program for a particular purpose, a completely equipped facility or any defined unit for which construction, operating and/or endowment funds are needed.

### Descriptive Title (What is it?)

YSU NAILS - Youngstown State University Network for Area Industry and Labor Seniors--is proposed as a component of University Outreach to assist in establishing a business industry agency and labor liaisons. YSU NAILS would be comprised of retired mid-level to executive officers of business, manufacturing, agency, health care, retail and labor who after experiencing training would become a liaison to the community to represent YSU to local settings to encourage and facilitate establishing a positive local training network.

Need What are present limitations? What objectives need to be achieved by the project? What are the implications for students, faculty, other areas of the university, and the external publics served?)

At present the staff of the Continuing Education office, the Education Outreach and the Center for Quality and Productivity is unable to consistently represent the University to the variety of small, medium and large-sized business, retail, agency, health care and labor settings in the Mahoning and Shenango valleys. There is need to develop a network of informed, trained and experienced liaisons (YSU NAILS) to call on regional settings to assist the University in extending its teaching and research roles in noncredit and credit instruction. The availability of new funding to establish a paid network (full-time staff of 2 to 5 with secretarial support) is not on the horizon.

The University has many programs, credit and noncredit, and outreach services that local business is not aware of based on the fact that no staff function or role is positioned with an outreach information service and sales function. The University has established an admissions staff (information/sales) to its traditional educational programs. There is need to establish a parallel service for the adult and business/labor community.

A better informed business community would look to YSU for educational assistance which would position the University at the center of the delivery of the education and training. Retired, early and regular, individuals represent a resource the University

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A better informed business community would look to YSU for educational assistance which would position the University at the center of the delivery of the education and training. Retired, early and regular, individuals represent a resource the University

has overlooked except for its linkage with SCORE/ACE. This project is significantly different from SCORE/ACE in that it is directly linked to the University.

The YSU NAIL liaisons would serve a dual role of sales and referral but would also be involved in the development of new programs through their identification and assessment of new training needs.

The retired middle, upper or executive in regional enterprises are "known quantities" through the informal business and social affiliations that have been built over their work lives. They also have a practical knowledge of the world of business and labor. Most have graduated from college and have a wealth of day-to-day experience in the people business. This project proposes that the University identify 8-12 individuals to work as YSU liaisons to represent noncredit and credit programs to the business and labor communities.

The YSU NAILS would provide for the creative and constructive involvement of a most important segment of the community in the life of the University. It would seem to present a WIN-WIN situation for all--liaison, business and labor community and the University.

**Proposed Solution** (Describe all personnel, facilities, and/or equipment needed and the manner in which they will be used.)

As indicated, a part-time staff of 8-12 liaisons working 10-20 hours weekly would require the establishment of shared offices on campus with secretarial support and the existence of computerized data collection to enable the swift retrieval and tracking of relationships with business and labor settings.

Criteria for the selection of YSU NAIL Liaisons will be developed but will focus on their content areas, experience and knowledge of the Mahoning and Shenango Valleys.

**Initial Cost** (Estimate initial cost of project including additional space, remodeling, furnishings, moving, and installation, if required. If cost figures are not readily available give specifications on which cost estimates can be based.)

Establish 6 (8' x 10') offices and a secretarial work and reception area. Equip the offices with linkage to a local area network and provide full time secretarial support. Three telephone lines with an 800 number will be essential. As the YSU NAILS expands the initial six would share the office to permit expansion to 12 part-time staffers (YSU NAILS).

The retirees would have pensions and health care benefits from their places of prior employment. Thus, the need to compensate should be significantly reduced. Each liaison might be compensated

at a \$10 per hour (\$100-\$200 weekly). Extended over 40 weeks each liaison in the YSU NAILS would earn between \$4000 and \$8000 annually. Local mileage would be reimbursed. The function would be highly externalized and would provide for \$3000 (11538 miles at \$.26 per mile). There will undoubtedly be the need to provide a line of representational funding to cover business lunches (\$3600).

The coordinative factor has not been addressed at this time. There will be need to provide direct oversight and coordination of these efforts through Continuing Education and University Outreach.

**Operating Cost** (Assume project in being and estimate gross cost of annual operation over current requirements. Include all related costs such as maintenance and administrative services. List any new annual savings and/or income that can be expected).

Currently we operate with lost opportunity. The YSU NAILS liaisons would help to generate new noncredit and credit income.

The liaisons office should be located proximate to the Continuing Education office as there is intended a close sales/program development role.

Staffing (6 @ 30 hours weekly/40 weeks)	\$48,000
Benefits	7,680
Secretary	20,000
Secretarial Benefits	6,000
Office Equipment and Furnishings	15,000*
Mileage	1,000
Printing/Supplies	4,000
Telephone	2,000
Representational	<u>3,600</u>
Annual operating budget with a one-time \$15,000 equipment and furnishing cost.	\$92,280

**Source of Funds** (Suggest where and why support might be sought outside the university. Indicate any individuals who might be good points of contact with these sources).

Initially the source of funds might be a local foundation or the YSU foundation. It is estimated that the return on the annualized investment will be 5-10 times the operating cost by the fifth year. That would result in an ROI of \$461,400 to \$922,800 from new training and service contracts. (Year 2-\$230,700/year 3-\$300,000/Year 4-\$369,120/Year 5-\$461,400).

As the project is set in place there is need to provide a three to four year window to establish the business to reach the first tier of income at a 10 times the investment.



The University could not otherwise afford to hire the expertise of individuals who might serve as YSU NAILS. Their value and contribution to the University after in place will be incalculable.

Individuals like Mike Sakmar, Gibby James, Edgar Giddens, Donald McGowan, Arthur Young, Henry Evans, Pat Cummings, Peter Fetterolf, Al Mason, Doug Shasby, James Lewis, Martha Murphy, Betty DeLuca, Nate Monus, provide a sampling of individuals who might serve in this role.

**Selling Arguments** (List most persuasive reasons for external support of this project.)

Many individuals retiring today and in the future will be looking to establish new and meaningful roles to fill out their retirement years. They will be more active, alert and healthy than the "retirees" of an earlier time. The University at the right price can establish a business/labor liaison network that will work on behalf of the University and the community.

The YSU NAILS would function as a part of a newly created department in University Outreach. The new unit is to be titled the Center for Creative Retirement with the College for the Over Sixty, YSU NAILS, an Institute for Learning in Retirement, A Senior Leadership Academy, Literary and Tutoring Services and ElderHostel, Senior Community Volunteers Network, Pre-Retirement Institute, Senior Services to Business, Retirement Issues Forum, Senior Wellness Center, Senior Outreach to Labor, Edutravel, Service Center for Senior Organizations and a Faculty/Community Research Institute linked under this service/outreach umbrella.

**Time Table** (Indicate when project is required and how long it will take to put it in operation once support is assured.)

Proposal-Senior Mentors	November 15, 1991
Senate Subcommittee	
Review by Associate Provost Hotchkiss	November 15, 1991
Provost Gillis	
President Humphrey	
Review by Board of Trustees	December 15, 1991
Seek External Funding	January 15, 1992
Board of Trustees Approval	March, 1992
Selection of YSU NAILS liaisons	April, 1992
Training	May, 1992
Operational	June, 1992

Name any faculty or advisory committees that will consider this project.

College for the Over Sixty Senior Mentors  
Senate SubCommittee  
Associate Provost  
Special Assistant to the President for University Marketing

Who should be contacted for more detailed information, if needed?

John R. Loch, Director of University Outreach

(Do not write below this line. Use additional sheets if more space is needed.)

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

Date 5/19/92 Report Number (for Senate use only) 912-28

Name of Committee submitting report Library and Media Services Committee

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

Names of Committee members: John Yemma, David Sweetkind, Helen Savage, David Robinson,  
Ted Perkins, James Morrison, Floyd Jackson, Alan Goidics, David Genaway, Michelle  
Donley, Thomas Copeland, Martin Cala, Janet Boehm, Dora Bailey

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Budget allocations will be made according to a formula involving  
four factors: past spending patterns (up to but not beyond amounts allocated),  
current book and journal prices, and special current and future needs. The two  
price figures and the spending patterns are mathematically determined; the special  
needs will be addressed by discretionary allocation of a portion of the budget.

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

If so, state the motion: (The formula is still being hammered out. A budget will  
be ready for voting by the time of the meeting.)

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? No.

Other relevant data: Deans (or their representatives) of all six schools/colleges have  
met with the committee to make known new programs, certification requirements, etc.

T. A. Copeland  
Chair

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

Date May 19, 1992

Report Number (for Senate use only) 912-29

Name of Committee submitting report UCC - Academic Programs Division

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

Appointed - Chartered

Names of Committee members: L. Harris (Allied Health), A. Stocks (Economics), R. Krishnan (Mgmt), M. Siman (Elec. Engineering), L. Hopkins (Music), G. Sutton (Engineering), J. Feist-Willis (Elem Education/Reading), J. Holovatyk (Student Government)

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

Approval of program changes for Engineering Tech (Computer Information Systems), Physics (BS in Physics with Math Minor) and Speech Comm & Theatre (B.F.A.)

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

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

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

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

Louis H. Harris 5/19/92  
Chair

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

Date May 26, 1992 Report Number (For Senate Use Only) 912-30

Name of Committee Submitting Report Academic Planning Committee

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

Chartered

Names of Committee Members: Patraicia Humbertson, Chair, Mary Beaubien, Duane Rost,

Nancy White, Donald Hovey, Nancy Sweeney, Jalal Jalali, Fred Owens

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

See attached

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

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

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

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

Senate 89-90/covlet.sen

PH  
Chairman (please initial) ( by PH )

# INTEROFFICE CORRESPONDENCE



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To: V. Phillips, Secretary, University Senate  
From: P. Humbertson, Academic Planning Committee *PH*  
Date: May 22, 1992  
Subject: **Annual Report of Academic Planning Committee**

Activity of the Academic Planning Committee for this year has been limited to (1) general discussions of the impact of the profound fiscal restraints already imposed and those to be expected in future University budgets, (2) what, if any, role the Academic Planning Committee could have in assisting departments to restructure or evaluating their programs, and (3) review of the draft of the Strategic Plan.

In light of probable tightening budgets it appears likely that academic programs will be closely scrutinized to identify areas of particular relative strengths and weakness. Thus, the Committee discussed prospects for developing evaluatory methods which could be uniformly applied to diverse academic programs. No specific recommendations were made, but the Committee recognizes that such procedure would be of value to the academic community as a whole.

The major recommendation for modification to the draft of the Strategic Plan as forwarded to and accepted the Strategic Planning Committee, dealt with the Academic Programs, Academic Structure and Planning sections of the Plan. After the Plan is inspected and endorsed by the incoming administration the Academic Planning Committee should renew efforts to develop a program review procedure.

The final meeting for the year for the Academic Planning Committee is planned for *TUES., JUNE 2,*

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

Date May 5, 1992 Report Number (For Senate Use Only) 912-31

Name of Committee Submitting Report ICP/Honors Programs

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

Appointed chartered

Names of Committee members: Genevra Kornbluth (chair); William Barsch, Theodore Chrobak,  
Wilda Ferris, David Porter, Melissa Smith, Judy Wilkinson; George Sutton and  
Hugh Earnhart (ex officio); Jason Bryan and Cindy Olenik (student government)

Please write a brief summary of the report which the Committee is submitting to the  
Senate: (attach complete report) During 1991-92, the committee has instituted a new  
form for the approval of Honors courses, articulating previously nebulous criteria.\*  
We have also begun consideration of a course proposed by Speech/Theater/Communications.

\*see attached form

We have also secured approval from the Senate for a new limit on ICP's.

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

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

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

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

Genevra Kornbluth  
Chair

REQUEST FOR APPROVAL OF AN HONORS COURSE

Requestor(s): \_\_\_\_\_ Date: \_\_\_\_\_

Submit with this form the syllabus of this proposed course and the syllabus of any related non-honors course. Both syllabi should include information on texts/readings to be used, tests, papers, presentations, projects, etc., and topics to be covered.

Course title and description: proposed honors course

Course title and description: related non-honors course

List admission criteria for the proposed course (GPA, placement tests, portfolios of previous work, personal interviews, etc.). It is expected that students registering for honors courses who have completed college-level course work will have, in their major and/or the offering department, a GPA of at least 3.4.

What primary sources, original experiments and research, experiential learning, etc. will be added to the work normally assigned in a related non-honors course?



When compared to a non-honors course, an honors course should

- (1) cover material in greater depth
- (2) encompass more complex concepts, stressing analysis
- (3) include discussion of applicable theories in the field, and
- (4) require of each student more preparation and class participation.

How would the proposed course meet these requirements? List these explanations in order of greatest impact.

What kind of evaluations will be used to prove the student's mastery of this material?

Signatures and dates:

(1) Approved: \_\_\_\_\_ (2) Approved: \_\_\_\_\_  
Department Chair Academic Dean

(3) Reviewed: \_\_\_\_\_ (4) Approved: \_\_\_\_\_  
Director, Honors Program Chair, HICP

hicp 5-92

TO: Members of the Academic Senate  
FROM: Dr. David C. Genaway, University Librarian  
DATE: June 3, 1992  
RE: Minority Report. Ad Hoc Committee on the Computer Services Committee. Report 912-26.

The following comments and/or changes to Recommendation 3 and Recommendation 5 are proposed.

Recommendation 3.

That the charge for the Library Committee be as follows: "The committee shall be responsible for making recommendations to the Academic Senate concerning policy related to faculty and student instructional and research use of Maag Library. This responsibility shall include making recommendations concerned with allocation of budgeted resources for the acquisition of instructional and research materials for the Maag Library ***regardless of the format of these materials (books, periodicals, microforms, other text materials, and electronically stored and transmitted data such as CD-ROMs, OCLC catalog records, and databases).***

Additions indicated in bold italic type.

**Rationale:** This addition is essential to clarify the newer types of "instructional and research materials" in the Maag Library that should be under the Library Committee's jurisdiction. Policy regarding access to and control over these materials should not be relinquished to any other committee.

Recommendation 5.

That the charge for the Integrated Technologies Committee be as follows:

The committee shall be responsible for making policy recommendations to the Academic Senate concerning faculty and student use of, acquisition of, and accessibility to instructional and research technologies. This shall include computing and networking hardware and software: access to and distribution of electronically stored and transmitted ***administrative, student, and other non-library related data***, support, maintenance and training; and classroom and laboratory design.

Additions indicated in bold italic type.

Deletions: "video, audio, and text materials."

The committee has no policy responsibility for the content ***or format*** of materials acquired by Maag Library. ***While*** it does have policy responsibility for the electronic compatibility of the computing infrastructure, ***it does NOT have any policy responsibility that would preclude the Maag Library from adherence to national and international standards or participation in state, regional, or national networks.***

Second sentence modified. Additions in bold italic type.

**Rationale:** Insertion in paragraph one clarifies the type of material being stored and transmitted. The insertions and modification of the sentences in paragraph two clarify their relationship to the Maag Library, whose first responsibility must be conformity to national and international standards set by the professional library world. The Maag Library is committed to participation in state, regional, and national networks in order to best serve the instructional and research needs of the faculty and students at YSU. A prime example is the national inter-library loan network which provides electronic online requests for materials from libraries all over the U.S. Policies and standards for participation in these various networks are established at state, regional, and national levels.