

**ACADEMIC SENATE AGENDA**  
Wednesday, March 5, 2014, 4:00 P.M.  
Room 132, DeBartolo Hall

**AGENDA**

- 1. Call to Order**
- 2. Approval of Minutes for October 2, 2013 meeting** – The minutes can be downloaded at the following URL: <http://ysu.edu/acad-senate/1314/oct13age.pdf>
- 3. Report of the Charter and Bylaws Committee** – Francois Fowler, Committee Chair
- 4. Senate Executive Committee Report** – Chet Cooper, Senate Chair
- 5. Ohio Faculty Council Report** – Ken Learman, Representative
- 6. Report of the Elections and Balloting Committee** – Ken Learman, Committee Chair
- 7. Reports from Other Senate Committees**
  - a. Academic Events Committee (Tom Wakefield, Chair) – **No Report**
  - b. Academic Programs Committee (Adam Earnhardt, Chair) – **To Be Distributed**
  - c. Academic Research Committee (Ken Miller, Chair) – **No Report**
  - d. Academic Standards Committee (Beckey Curnalia, Chair) – see [Attachments #1-3](#)
  - e. General Education Committee (Joe Palardy, Chair) – see [Attachment #4](#)
  - f. Honors Committee (Jill Gifford, Chair) – **No Report**
  - g. Library Committee (Susan Clutter, Chair) – **Verbal Update to Be Presented**
  - h. Professional Conduct Committee (Ken Learman, Chair) – **No Report**
  - i. Student Academic Affairs Committee (Karen Larwin, Chair) – **No Report**
  - j. Student Academic Grievance Committee (Teri Riley, Chair) – **No Report**
  - k. Undergraduate Curriculum Committee (Karen Giorgetti, Chair) – See [Attachment #5](#)
- 8. Unfinished Business**

“Paperless Curriculum Submission”: Progress Report – Carol Lamb
- 9. New Business**

Discussion regarding Dunn Resignation (Helene Sinnreich)

Invited Guest – Mr. Ken Schindler, Associate Vice President/Chief Technology Officer

New Travel Procedures (Michael Jerryson)

Revision of 1998 YSU Statement of Ethics (Mike Crist)– see [Attachment #6](#)

Student Athlete Academic Report (Chet Cooper) – see [Attachment #7](#)
- 10. Adjournment**

**Attachment #1**

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

Date Nov. 14, 2013 Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Academic Standards

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

Names of Committee Members

**Tom Diggins, Rebecca Curnalia, Chris Bellas, David Stout, David Porter, Ou Hu, Bill Buckler, Bill Vendemia, Joe Mosca, Teri Riley, Denise Walters Dobson, Jeanne Herman, Michael Slavens, Catie Carney**

Please write a brief summary of the report the Committee is submitting to the Senate:

**The conditional admission policy was last substantially revised and approved by the Senate on May 2, 2012. This current revision not only reflects omissions and procedural experience with the policy since the last revision was instituted, but, with minor language change in the first two paragraphs, allows for a more critical examination of applicants before they are admitted under conditional admission status.**

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

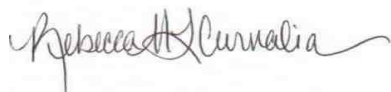
If so, state the motion:

**We move that the conditional admissions policy be modified to reflect the attached revisions, effective for Spring 2014 admissions decisions.**

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

**No**

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



Rebecca M. L. Curnalia, Academic Standards Committee Chair

Chair

## **Revision of the Conditional Admission Policy**

**(Approved by Academic Standards Committee November 13, 2013 & February 4, 2014)**

### Conditional Admission

Students with a high school grade point average below 2.00 (out of 4.00) or a composite ACT below 17 (or SAT critical-reading and math composite below 820), or transfer students with a transfer GPA below 2.0 (out of 4.00), are not eligible for regular admission, but may be admitted with conditions.

If a student has not taken the ACT or SAT, or does not have a high school GPA, the student is not eligible for regular admission, but may be admitted with conditions until a placement test is taken. Following the placement test, if a student tests into RSS 1510B or ENGL 1539, the student will remain conditionally admitted. If a student tests out of both RSS 1510B and ENGL 1539, the conditionally admitted status is removed.

Conditionally admitted students must meet the following requirements:

1. Conditionally admitted students shall not be admitted during the summer session. Students who place into conditional admission status based on placement testing in the summer term will have their start date deferred to the fall semester.
2. Conditionally admitted students are required to attend freshman orientation (SOAR); failure to do so will defer admittance to a subsequent semester. Transfer students may meet this requirement by attending a regular or transfer SOAR or by completing the online orientation module for transfer students.
3. Conditionally admitted students shall be classified as having an *undetermined* major within their college, or in the case of STEM and CCAC a *pre-major* designation, a status that shall remain until the student satisfies all requirements to exit the conditional admission classification.
4. During their first semester, conditionally admitted students must fulfill a contract with the Center for Student Progress, which includes meeting weekly with their coordinator and two times during the term with their college academic advisor.
5. Conditionally admitted students cannot register for more than 14 semester hours of courses in a single semester.
6. Students placing into RSS 1510A, RSS 1510B, ENGL 1539, or ENGL 1540 must take these courses in their first semester. Students may not withdraw from these courses unless they make a complete withdrawal from the university.
7. Conditionally admitted students are restricted to an approved list of courses (see course listing below).
8. All conditionally admitted students are to be advised by their college's professional advisors and not by faculty or departmental advisors.
9. Conditionally admitted students must receive approval of their course schedule by a college academic advisor and may not make further changes without approval of the advisor.

10. Conditionally admitted status is not to be applied to students in BCHHS's *Emergency Medical Services Certificate* and *Police Academy* programs. Students accepted in the *Police Academy* are not required to take the placement test.
11. If a Youngstown Early College (YEC) student has earned a GPA of 2.00 or above and has passed all required developmental courses, the student's ACT or SAT test score will not be considered in establishing the student's conditional admission status.
12. Students entering Distance Learning Programs will not be considered for conditional admission status.
13. Failure to fulfill the first semester guidelines and achieve good academic standing (a GPA of 1.75 or above for students with less than 32 s.h. of earned credit and a 2.00 GPA or higher for all others) shall result in the conditionally admitted student being dismissed from the university. The student may not be admitted to any other YSU college until the dismissal period has expired.

The restrictions imposed on coursework and semester hours will be removed when the student has done the following:

1. Successfully completed all developmental courses into which the student has tested (RSS 1510A, RSS 1510B, ENGL 1539 or ENGL 1540).
2. Successfully completed six semester hours of non-developmental courses.
3. Achieved good academic standing, which, for freshmen, is a GPA of 1.75 or above. See the *Undergraduate Bulletin* for more information on academic standing.
4. Fulfilled the conditional admission contract.

A student fulfilling these requirements may file a petition with a college academic advisor to have the restrictions and their conditionally admitted status removed.

Approved courses for conditionally admitted students:

AFRST 2600<sup>G</sup> Introduction to African Studies 1 (3 s.h.)  
 AFRST 2601<sup>G</sup> Introduction to African Studies 2 (3 s.h.)  
 COUN 1587<sup>G</sup> Introduction to Health and Wellness in Contemporary Society (3 s.h.)  
 COUN 1589 Success in Careers and Life Planning (3 s.h.)  
 CSIS 1500 Computer Literacy (3 s.h.)  
 ECON 1503<sup>G</sup> Rich and Poor - Diversity and Disparity in the U.S. Workplace (3 s.h.)  
 ENGL 1539<sup>D</sup> Fundamentals of College Writing (4 s.h.)  
 ENGL 1540<sup>D</sup> Introduction to College Writing (3 s.h.)  
 ENGL 1550<sup>GT</sup> Writing 1 (3 s.h.)  
 ENGL 1551<sup>GT</sup> Writing 2 (3 s.h.)  
 ENST 1500<sup>G</sup> Introduction to Environmental Science (3 s.h.)  
 ENST 1500L<sup>G</sup> Introduction to Environmental Science Lab (1 s.h.)  
 GEOL 1500/L<sup>G</sup> Environmental Geology (4 s.h. + 0 s.h.)  
 HAHS 1510 Investigations into Economic Class in America (3 s.h.)  
 HIST 1501<sup>G</sup> American Dreams - Introduction to U.S. History (3 s.h.)  
 HPES 1500<sup>G</sup> Physical Activity Core Concepts (1 s.h.)

Two HPES activity courses must be taken in addition to this course to satisfy the requirements for GER credit. Taking HPES 1500 and any two of the following activity courses counts as 3 s.h. for the SPS Domain of the GER: HPES 1502, 1507, 1510, 1511, 1512, 1513, 1514, 1515, 1519, 1520, 1521, 1522, 1523, 1524, 1526, 1528, 1529, 1530, 1531, 1537, 1544, 1545, 1548, 1554, 1555, 1556, 1557, 1564, 1565, 1566, 1588, and 2697.

MATH 1500<sup>D</sup> Number Concepts and Beginning Algebra (5 s.h.)  
 MATH 1501<sup>D</sup> Elementary Algebraic Models (5 s.h.)  
 MATH 1502<sup>D</sup> Beginning Algebra 1 (3 s.h.)  
 MATH 1503<sup>D</sup> Beginning Algebra 2 (3 s.h.)  
 MATH 1504<sup>D</sup> Intermediate Algebra and Trigonometry (5 s.h.)  
 MATH 1507<sup>D</sup> Intermediate Algebra (3 s.h.)  
 MATH 1508<sup>D</sup> Introduction to Trigonometry (2 s.h.)  
 MATH 1513<sup>R</sup> Algebraic and Transcendental Functions (5 s.h.)  
 MATH 2623<sup>T</sup> Survey of Mathematics (3 s.h.)  
 MUED 2621<sup>G</sup> Music Literature and Appreciation (3 s.h.)  
 MUHL 2616<sup>G</sup> Survey of Jazz (3 s.h.)  
 PHLT 1531<sup>G</sup> Fundamentals of Public Health (3 s.h.)  
 PHLT 1568<sup>G</sup> Healthy Lifestyles (3 s.h.)  
 POL 1550<sup>G</sup> Politics and Globalization (3 s.h.)  
 RSS 1510A<sup>D</sup> Advanced College Success Skills (3 s.h.)  
 RSS 1510B<sup>D</sup> Basic College Success Skills (3 s.h.)  
 RSS 1510C<sup>D</sup> STEM Advanced College Success Skills (4 s.h.)  
 SOC 1500<sup>G</sup> Introduction to Sociology (3 s.h.)  
 THTR 1560<sup>G</sup> Understanding Theater (3 s.h.)  
 THTR 1590<sup>G</sup> History of Motion Pictures (3 s.h.)  
 TCOM 1595<sup>GS</sup> Survey of American Mass Communication (3 s.h.)  
 Any college-based first-year orientation course

A limited number of additional college-based courses are available with consultation with, and the expressed approval of, the student's college advisor.

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<sup>D</sup>Developmental course

<sup>S</sup>Second semester or later only

<sup>G</sup>General education course

<sup>T</sup>Only if tested or placed into

<sup>R</sup>Transfer students only

Although not stated in the *Undergraduate Bulletin* description of Conditional Admissions, the following policy procedures are to be followed:

1. Policy implementation will go into practice the day following approval by the Academic Senate.
2. Conditionally admitted students shall be notified by letter by the Office of Admission as to their admission status and the guidelines under which they must follow.
3. A student's conditionally admitted status is noted on the student's Starfish screen.

4. Students admitted conditionally will be designated as such within Banner by the Office of Admissions. When a conditionally admitted student tests out of conditional status, the Center for Student Progress coordinator will send notice to the Office of the Registrar requesting that the 14 s.h. course limit be removed for that student.
5. Conditionally admitted students shall not be advised by faculty or a departmental representative; they are only to be advised by a professional academic advisor from one of the colleges.
6. Conditionally admitted students are restricted from enrolling in courses other than those on the approved list or on the college discretion list. In exceptional cases, a college advisor may approve an alternative course.
7. The list of approved courses shall be periodically reviewed by a committee consisting of college advisors, the coordinator of academic advising and the CSP coordinator of conditional admission. Revisions to the list of approved courses do not need the approval of the Academic Standards Committee or the Academic Senate.
8. Although recognizing that financial aid may rest on fulltime status, an initial part-time course schedule may better assure conditionally admitted students success, especially if they are working fulltime and/or have families.
9. Each college shall designate a single academic advisor or administrator to which the CSP conditional admission coordinator shall communicate information relative to conditionally admitted students.
10. The CSP's conditional admission coordinator shall evaluate a conditionally admitted student's adherence to the guidelines at the end of the student's first semester. If during the first semester the conditionally admitted student has met with the coordinator at least 11 times and a college academic advisor at least 2 times, and is in good academic standing (at least a GPA of 1.75), the student shall be continued as a YSU student. If these standards have not been met, the student shall be dismissed from the university. If the student has not fulfilled the first semester guidelines but is otherwise in good academic standing, the student has the right to file an appeal with the appropriate college dean to remain in the university.

The guidelines below are adopted to aid in the evaluation of conditionally admitted students for continuation of enrollment and to foster uniformity in conditional admission policy implementation among the colleges. While objective and reasoned in overall scope, the procedure allows individual deans flexibility in their decision making while maintaining policy integrity.

1. If a student has a minimum of a 2.00 GPA, then the student will be permitted to continue into the next semester even if the student has not fulfilled his/her obligation to meet with a CSP coordinator and/or academic advisor the required number of times.
  - An exception to this continuation may apply to a student who received a "NC" in ENGL 1539-40 and/or RSS 1510A-B. If the "NC" is replaced with a grade of "F" and the student's GPA is still at a minimum of a 2.00 GPA, the student will be evaluated under guideline #4 below. Continued success requires mastery of ENGL 1539-40 and RSS 1510A-B skills.

2. If a student has earned a GPA below 1.75, then the student will be dismissed even if he/she has met the required number of meetings with a CSP coordinator and academic advisor.
  - One possible exception may be a student who received a “D” or “F” in a MATH course but received a “C” or better in all other classes.
3. If a student has earned a GPA of 1.75 or greater, and has satisfied all other obligations of the conditional admission policy, the student will be continued.
4. If a student has earned a GPA between 1.75 and 1.99, but has not met other guidelines of the conditional admission policy, the CA advisors will provide the following information to the dean or his/her designee so a final decision on the issue of dismissal can be judiciously made.
  - Did the student meet with a CSP coordinator 11 or more times; if not, then how many times did the student meet with a CSP coordinator?
  - Did the student meet with an academic advisor 2 times; if not, then how many times did the student meet with an academic advisor?
  - What grades did the student receive in each course?
  - Did the student share any information regarding extenuating circumstances that were interfering with his/her studies during the semester (i.e. self/family health issues, death in their family, etc.)
  - Was the student a member of the Metro Learning Community?
  - Were there any flags raised for the student on Starfish?
  - Did the student receive an “NAF” in any course(s); if so, which courses?
  - Is the student eligible for a late withdrawal?
5. The dean or his/her designee reserves the right to request a meeting with any student who falls within the circumstances listed in item 4 to determine if he/she should be dismissed or given another opportunity to continue.
6. From each college a resulting list of students who are to be dismissed will be sent to the Registrar to be administratively withdrawn from courses in which they may have registered for the subsequent semester. The Registrar will mail a dismissal letter to each student who is dismissed. The brochure, *Making the Transition from YSU to Eastern Gateway Community College*, may be included with each dismissal letter. Each college has the option of contacting their dismissed conditionally admitted students and offering the brochure.
7. Within the calendar year following dismissal, the student will not normally be considered for reinstatement to a degree-granting program by a different YSU college from which he/she was initially dismissed. After a calendar year, any student dismissed from YSU may petition the college dean or his/her designee for reinstatement into YSU. The dean or his/her designee will review the student’s academic accomplishments since leaving YSU and the student’s plan on how he/she will now be successful before a final decision on reinstatement is rendered. A student who is reinstated will again be placed on conditional admission status.
8. Students who are administratively removed from the university for failing to meet the obligations of the conditional admission policy will be withdrawn under the category *conditional admission dismissal* and a withdrawal code of *CD* will be used.

9. Conditionally admitted students who are to be dismissed from the university under the policy guidelines will be notified of such dismissal by the Registrar.

The following are college-based discretionary courses that, based on the professional judgment of the college advisors, conditionally admitted students are permitted to take with the expressed approval of the advisor. This list is to be periodically reviewed and may be revised without the expressed approval of the Academic Standards Committee or Academic Senate.

At the Discretion of BCHHS Advisors Only

CJFS 3777	POTA – Law Enforcement (6-12 s.h.)
CHFM 1514 <sup>S</sup>	Introduction to Early Childhood Education (3 s.h.)
EMS 1500	Emergency Medical Technician (4 s.h.)
EMS 1500C	Emergency Medical Technician Clinical and Field Internship (1 s.h.)
EMS 1500L	Emergency Medical Technician – Laboratory (2 s.h.)
FNUT 1543 <sup>ES</sup>	Personal Nutrition (1 s.h.)
HMGY 1500	Introduction to Hospitality Industry (3 s.h.)
MRCH 1506	Clothing and Image Development (3 s.h.)
MRCH 1508	Apparel Production (3 s.h.)
MRCH 1510 <sup>S</sup>	Apparel Evaluation (3 s.h.)

At the Discretion of BCOE Advisors Only

FOUN 1501 <sup>S</sup>	Introduction to Education (3 s.h.)
RSS 1570	Approaches to Professional Assessment (3 s.h.)

At the Discretion of CCAC Advisors Only

ART 1501 <sup>S</sup>	Fundamentals of 2D Design (3 s.h.)
ART 1521 <sup>S</sup>	Foundation Drawing (3 s.h.)
CMST 2600 <sup>S</sup>	Communication Theory (3 s.h.)
DNCE 1540	Modern Dance (1 s.h.)
DNCE 1541	Modern Dance 2 (2 s.h.)
DNCE 1542	Dance Composition (1 s.h.)
DNCE 1550	Wellness for Actors and Dancers (1 s.h.)
DNCE 1565	Topics in Dance (1-2 s.h.)
DNCE 1570	Tap and Jazz 1 (1 s.h.)
DNCE 1571	Tap and Jazz 2 (2 s.h.)
DNCE 1572	Ballet 1 (1 s.h.)
DNCE 1573	Ballet 2 (2 s.h.)
DNCE 2698 <sup>GS</sup>	Survey of Dance (3 s.h.)
MUAC 1581	Keyboard Musicianship 1 (1 s.h.)
MUEN 0002	Dana Chorale (0-1 s.h.)
MUHL 2622	Popular Music in America (3 s.h.)
TCOM 1500	Orientation to Telecommunication Studies (1 s.h.)
THTR 1500 <sup>S</sup>	Auditions and Portfolios (1 s.h.)
THTR 1512	Survey of Musical Theater (3 s.h.)



THTR 1559	Play Production (3 s.h.)
THTR 1561	Stagecraft (3 s.h.)
THTR 1563	Costume Construction and Craft. ( 3 sh)
THTR 2668	Acting 1: Fundamentals (3 s.h.)

At the Discretion of CLASS Advisors Only

No discretionary courses approved.

At the Discretion of STEM Advisors Only

DDT 1503 <sup>S</sup>	AutoCAD 1 (2 s.h.)
DDT 1504 <sup>S</sup>	Drafting and Plan Reading (2 s.h.)
ENGR 1500	Engineering Orientation (1 s.h.)
ENTC 1500 <sup>NRS</sup>	Technical Skills Development (4 s.h.)
ENTC 1505 <sup>R</sup>	Engineering Technology Concepts (4 s.h.)
STEM 1513 <sup>PQ</sup>	Studies in STEM Connectivity (3 s.h.)
STEM 1551	STEM Careers (1 s.h.)

At the Discretion of WCBA Advisors Only

No discretionary courses approved.

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<sup>D</sup>Developmental course

<sup>E</sup>Must be qualified to take ENGL 1550

<sup>G</sup>General Education course

<sup>N</sup>Not to be taken concurrently with MATH 1501

<sup>P</sup>Must be eligible to take MATH 1501 or 1507/1508

<sup>Q</sup>Must have placed out of RSS 1510A and 1510B (no reading placement)

<sup>R</sup>Transfer students only

<sup>S</sup>Second semester or later only

<sup>T</sup>Only if tested or placed into

Attachment #2

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

Date 2/18/2014 Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Academic Standards

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

Names of Committee Members **Tom Diggins, Rebecca Curnalia, Chris Bellas, David Stout, David Porter, Ou Hu, Bill Buckler, Bill Vendemia, Joe Mosca, Teri Riley, Denise Walters Dobson, Jeanne Herman, Michael Slavens, Catie Carney**

Please write a brief summary of the report the Committee is submitting to the Senate:

**The ASC proposes that the Senate adopt the attached policy. The policy recommends instances when a student's absence should be excused. This policy also outlines a procedure for students, faculty members and academic units that are sponsoring activities, and instructors to follow. The ASC is proposing this policy to aid in student success and retention:**

- **Students should be encouraged to participate in activities such as conference presentations, university-sponsored community service and professional development opportunities, athletics, and university-sponsored ceremonies such as Honors Convocation.**
- **Students' successful completion of a course should not be jeopardized by circumstances beyond the student's control, such as the death of a family member, government-required obligations such as military assignments and jury duty, or personal illness.**

**The ASC understands that instructors cannot be required to excuse absences without the agreement of the YSU OEA, and recommends that the Senate work with the YSU OEA to formalize this policy, thereby making it enforceable. Until such an agreement is reached, this policy is a recommended procedure to be included in the Undergraduate Bulletin on page 44, in the section titled "Absence from Class and Examinations."**

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

If so, state the motion:

**The Academic Standards Committee moves that the Senate adopt the attached "Recommended Excused Absences Policy" for inclusion in the Undergraduate Student Bulletin.**

If substantive changes in your committee recommendation are made from the floor, would the

committee prefer that the matter be sent back to committee for further consideration? **Yes**

Other relevant data: **The attached policy should be included on Page 44 of the Undergraduate Bulletin**

Rebecca M. L. Curnalia, ASC Chair  
Chair

## Current Bulletin Language (page 44):

### **Absence from Classes and Examinations**

The problem of excessive class absence concerns instructor and student, and consequently requires their mutual effort. All students must realize that for their own welfare they are expected to attend all class meetings of courses in which they are enrolled.

The instructor, however, has the prerogative of determining the relationship between class attendance, achievement, and course grades, and the responsibility for communicating the relationship to the students at the beginning of each term.

A student must have the instructor's consent in order to take any examination at a time other than that scheduled.

### **Recommended Excused Absences Policy**

(to be inserted in the Bulletin, on page 44, immediately following the existing language):

The faculty believes that classroom activities are essential to learning. The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation, as indicated by the course instructor.

The responsibility for work missed during absence rests with the student. The instructor has no obligation to give makeup graded coursework or to review other class work missed by a student as a result of absence except under those specific conditions cited below:

- a. Participation in University sponsored activities. University sponsored activities are those that are scheduled by academic, student affairs, and athletic units. They include, but are not limited to, intercollegiate athletic competitions; activities approved by academic units, including artistic performances; R.O.T.C. functions; academic field trips; professional conferences; and special events connected with coursework.
- b. Government required activities, such as military assignments, jury duty, or court appearances.
- c. Religious observances that prevent the student from attending class.
- d. Death of an immediate family member, including father, mother, sister, brother, spouse, children, stepchildren, stepparent, parent- in- law, sons- in- law, daughters- in- law, brothers- in- law, sisters- in- law, grandparents, foster parents, foster children, legal guardians, any person who stands in the place of a parent (*loco parentis*) or a domestic partner.
- e. Documented personal illnesses.

## **PROCEDURE**

The following guidelines describe procedures for students, sponsors of appropriate activities, and instructors.

Students shall:

- Provide all scheduled activity dates to their instructors at the start of the semester. For unforeseen absences, notify the instructor as early as possible in the semester of the upcoming activity.
- In the case of a University sponsored event, provide the sponsor of the activity with a list of classes that conflict with the proposed activity.
- In the event the absence was due to illness or injury, verification from a health center or medical professional should be presented to the instructor. If the illness was not severe enough to warrant a medical visit, instructors should use their best judgment in determining if it should be excused.
- Be responsible for all material covered in class during their absence. Students are responsible for completing any work resulting from their absence. In no case is an excuse from class to be interpreted as a release from class responsibility.
- Out of courtesy, remind the instructor of the absence approximately one week prior to the absence.

Sponsors of University sponsored activities shall:

- Provide each participating student with a signed letter for each of the student's affected classes, to be given to their instructors, including the time, date, and location of the event.

This letter should be provided at the beginning of the semester, or as early as possible in the semester.

- Address any concerns a faculty member might have related to the scheduled activity.

Instructors shall:

- Inform the student about graded coursework that will be or was missed.
- Determine an alternative due date for graded coursework missed

Attachment #3

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

Date 2/18/2014 Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Academic Standards

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

Names of Committee Members **Tom Diggins, Rebecca Curnalia, Chris Bellas, David Stout, David Porter, Ou Hu, Bill Buckler, Bill Vendemia, Joe Mosca, Teri Riley, Denise Walters Dobson, Jeanne Herman, Michael Slavens, Catie Carney**

Please write a brief summary of the report the Committee is submitting to the Senate:  
**The committee voted to change the drop/add date for summer terms from 8 days, which is the current practice, to 4 business days. The current 8 day policy is used in the Fall, Spring, and all Summer terms. In the summer, students that miss the first 8 days of a six week class are at a significant disadvantage:**

- **In the summer, 8 days amounts to missing more than 1/6 of the class; students who start a class after the 8 days have missed a lot of course material.**
- **Professors are not obligated to allow students to make-up work missed during those first 8 days of the semester.**
- **Other NE Ohio universities only allow 1-4 days for drop / add in the summer; YSU is an outlier.**

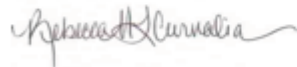
Do you anticipate making a formal motion relative to the report? Yes

If so, state the motion:

**The ASC moves that the date to drop or add a class in the full, first, second, and middle summer terms be 4 business days from the start date of the respective term. This change will take effect in the 2014-2015 academic year.**

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

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



Rebecca M. L. Curnalia, ASC Chair

Chair

**Attachment #4**

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

Date **Jan 27, 2013** Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report  
**General Education Committee**

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)  
**Elected/Appointed**

Names of Committee Members

**Elected Members**

Julie Boron: CLASS, Peter Reday: WCBA, Sally Lewis: EDUC, Phil Munro: STEM, Ewelina Boczkowska: FPA, Zara Shah-Rowlands: HHS

**Appointed Members**

Randall Goldberg: AH, Alan Tomhave: SPA, W. Greg Sturrus: NS, Guy Shebat: Skills, Brad Shellito: SS, Hillary Fuhrman: Assessment, Julie Felix: Advisors, Ciara Andrews: Student, Lindsey Farran: Student

Please write a brief summary of the report the Committee is submitting to the Senate:

The following proposals were approved and circulated:

GEC #	Department	Course #	Course Title	Date		Circulated
				Received	Hearing	
13001	Mathematics and Statistics	STAT 2601	Introductory Statistics	11/27/2013	MATH 12/11/2 013	yes
13002	Economics	ECON 1503	Rich and Poor: Diversity and Disparity in the U.S. Workplace	12/7/2013	SPA-DD 12/11/2 013	yes

**Notes:** STAT 2601 was already an Ohio Transfer Module Course;  
ECON 1503 was already a Gen. Ed. SS course

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

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

**Yes**

Joseph Palardy, Chair General Education Committee (2013-2014)



**Attachment #5****MEMO**

TO: Senate Members, Faculty, and Administrators  
 FROM: Karen Giorgetti  
 University Curriculum Committee Chair, 2013-14  
 RE: Course Proposals approved by the UCC  
 Date: February 5, 2014

Key: [A = Add; D = Delete; C = Change; FT = Fast track pre-req change; CL = Cross Listed].

UCC#	Course	Course Title	Action	Cross list	Decision
14-001	HPES 1567	Performance and Analysis of Invasion Games	C	N	Approve
14-002	HPES 1574	Performance and Analysis of Lifetime Sports	C	N	Approve
14-003	HPES 2610	Intro to Outdoor Pursuits	C	N	Approve
14-004	HPES 2661	Games Analysis	C	N	Approve
14-005	HPES 2689	Scientific Basis of Fitness	A	N	Approve
14-006	HPES 2670	Into to Biomechanics	D	N	Approve
14-007	HPES 3722	Phys Ed in Elementary Grades for Classroom Teachers	D	N	Approve
14-008	HPES 3768	Advocacy and Best Practices in Health & Phys. Ed.	A	N	Approve
14-009	HPES 4852	Psychosocial Aspects of Phys. Ed.	D	N	Approve
14-010	DHYG 3703	Dental Hygiene Seminar	C	N	Approve
14-011	BUS 4860	International Business internship	C	N	Approve
14-012	MET 2630	Manufacturing techniques	C	N	Approve
14-013	MET 3700	Physical Measurements	D	N	Approve
14-014	MET 3705	Thermodynamics	C	N	Approve
14-015	MET 3706	Machine Design 1	C	N	Approve
14-016	MET 3710	Tool Design	C	N	Approve
14-017	MET 3711	Heat and Power Cycles	C	N	Approve
14-018	MET 3714	Fluid Mechanics & lab	C	N	Approve
14-019	MET 3715	Fluid Power Systems	D	N	Approve
14-020	MET 3720	Mechanisms	C	N	Approve
14-021	MET 4810	Manufacturing Systems	C	N	Approve
14-022	MET 4812	Numerical Control	C	N	Approve
14-023	MET 4812L	Numerical Control Lab	A	N	Approve
14-024	MET 4820	Machine Systems	C	N	Approve
14-025	MET 4870	Applied Finite Element Methods	C	N	Approve
14-029	ART 3792	Video Art	C	N	Approve
14-030	ART 4835	Advanced Digital Media Studio	C	N	Approve
14-031	ART 2691	Introduction to Digital Media	C	N	Approve
14-032	ART 2669	Intro to Interactive	FT	N	Approve

	ART 4869 ART 3762 ART 3765 ART 4861 ART 4864 ART 4867 ART 4863	Adv. Interactive Adv. Typography Motion for Interactive Publication Design Packaging Design Graphic Design Internship Identity Systems			
14-033	ART 4834	Advanced 3D Studies	C	N	Approve
14-036	MKTG 4850 MKTG 1520	Marketing Internship Selected Marketing Topics	FT	N	Approve
14-037	ENT 3700 ENT 3750 ENT 4800 ENT 4850 ENT 4851	New Venture Creation Small Business Financial Management Business Plan Development Entrepreneurship Internship Field Studies in Entrepreneurship	FT	N	Approve
14-038	MET 1515	Mechanics 1	FT	N	Approve
14-039	CCET 2604 CCET 3705 CCET 3706 CCET 3724 CCET 3730	Prop. & Strengths of Materials Computing for Technologists Structural Design Hydraulics and Land Development Transportation Technology	FT	N	Approve
14-042	HPES 2671	Principles and Analysis of Motor Development	D	N	Approve
14-043	ART 2641	Ceramics for Non-Majors- Wheel & Alternative Processes	A	N	Approve
14-044	ART 2640	Ceramics for Non-Majors- Handbuilding	A	N	Approve
14-047	ENGL 1550	Writing 1	FT	N	Approve
14-048	ANTH 2600	Human Osteology	C	N	Approve
14-049	ANTH 4881	Forensic Anthropology II	C	N	Approve
14-050	BIOL 4834	Advanced Physiology: Integrative Mechanisms	C	N	Approve
14-051	BIOL 4834L	Advanced Physiology: Integrative Mechanisms Lab	C	N	Approve
14-052	BIOL 4835	Advanced Physiology: Regulatory Mechanisms	C	N	Approve
14-053	BIOL 4835L	Advanced Physiology: Regulatory Mechanisms Lab	C	N	Approve
14-054	STEM 1520	STEM First Year Experience	A	N	Approve

## Attachment #6

### Proposed Revision

## YOUNGSTOWN STATE UNIVERSITY STATEMENT OF ETHICS

### Preamble

We, the faculty and administrative members of the Youngstown State University [\(YSU\)](#) community, strive to create an environment that fosters excellence in teaching, learning, scholarship, university, and public service. The YSU Statement of Ethics is intended to guide [all](#) faculty and administrators as we work together to fulfill this mission. These core principles describe appropriate relations among members of the University community, the constituencies we serve, and the larger society in which we work.

This Statement serves as a guide of conduct through articulating the principles that underlie our behavior. This Statement assists individuals in resolving ethical dilemmas by describing some of the rights, responsibilities, freedoms, and constraints upon our actions. As a community, we recognize the difficulty in discerning the resolution of these dilemmas and their ensuing conflicts. For example, freedom of expression and academic freedom carry with them the responsibility to respect the worth and dignity of each human being. Likewise, the unfettered search for and dissemination of knowledge requires honesty both in its pursuit and communication. Moreover, professional autonomy, a hallmark of higher education, is preserved when it is exercised within the context of the principles this Statement supports.

Although interpretation of the Statement's principles is mediated by personal values, culture, and experiences, the University community affirms the fundamental values of integrity, competence, respect, and responsibility that this Statement articulates. Achieving a community which practices these ideals requires not only the expression of these ideals but also a personal commitment to a lifelong effort to act ethically.

### Integrity

We, the faculty and administrative members of the YSU community, uphold our commitment to cultivate integrity in all areas of University life. In so doing, we adhere to the principle of moral inclusion, i.e., rules of morality, honesty, and fair play are applied to all regardless of age, race, gender, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

Furthermore, as members of the University community, we become aware of our own moral perspectives as we engage in the process of values clarification. We do so in order to eliminate biases that would hinder the application of the principle of moral inclusion. Members of the University community foster integrity through educational efforts in campus [media](#), seminars, lectures, and other programs.

There are three key areas in which integrity plays a major role. First, the performance of duties and job responsibilities requires integrity insofar as these encompass the resolution of conflicts of interests among students and employees of the University. Next, interactions within the YSU community require integrity insofar as these interactions encompass the proper use of power.

Power is not to be used in an abusive manner. Thirdly, in the distribution of resources within our community, integrity is present insofar as distributions are equitable and fair.

Furthermore, a commitment to integrity requires that publication credit accurately reflect the relative and proportional professional contributions of the individuals involved. When major contributions of a professional character are made by several persons to a common project, these are recognized by joint authorship. In valuing integrity, we also recognize student authorship of written work, and that a student is usually listed as the principal author of any multiple-authored article that is substantially based on [that student's](#) dissertation or thesis.

## **Competence**

We, the faculty and administrative members of the YSU community, uphold our commitment to maintain competence and expertise in our chosen fields. In so doing, we engage in professional activities that will both increase and maintain our awareness of current information and our maintenance of performance standards.

Furthermore, we recognize our limitations and seek appropriate guidance and education to broaden them. In recognizing the need to further our competence, we actively pursue excellence in our areas of expertise and their related fields. Furthermore, we recognize that we are to maintain a level of education, training, and research. In doing so, we further our goals of effective teaching, supervision, and participation in the activities required of us in our individual academic environments.

Finally, we recognize that a commitment to competence requires an obligation to be accountable for our individual actions and judgments. We uphold professional standards of conduct. If our performance or conduct is impaired and our expected duties cannot be fulfilled, then reasonable steps must be taken to prevent harm to those we encounter.

## **Respect**

We, the faculty and administrative members of the YSU community, adhere to a universal, comprehensive respect for persons. Implicit in such respect is a valuing of what it is to be human so as to preserve and encourage the rights of all individuals. Although we possess certain rights, our rights do not exist in a vacuum; they are activated in a web of relationships such that there is reciprocity between rights and the conditions that make them possible. This reciprocity leaves us necessarily respectful of one another.

Through a respect for persons, we guarantee some basic rights and equal access to these rights as the respective benefits of the many facets of our environment. We all have a right to be heard. Included in this right is the requirement to work toward an environment that not only allows people to be heard but also empowers them to the point of making themselves heard. This includes the duty of not silencing others through discriminatory or prejudicial behavior, as well as the duty of seeking to eradicate that behavior which drowns out the voices [of the minority](#). We all have a right to be safe. Included in this right is the freedom from exploitative power relationships. Within any community there are power differentials, but when such distinctions are enacted with an underlying respect for persons and their role in the community, destructive effects are minimized. Finally, we all have a right to be valued. Included in this right is the requirement to value others, such that we respect their privacy and confidentiality.

Inevitable in a framework of rights are the ensuing conflicts that arise within any community when desires are [incongruent](#). Yet, when such conflicts arise against the backdrop of a commitment to respect, these conflicts are resolved in such a manner as to allow for a positive and productive future after conflict. As members of the YSU community, we support this future—a future based on mutual respect.

## **Responsibility**

As educational leaders, faculty and administrative members of our University community must demonstrate responsibility to our students, colleagues, institutions, disciplines, and community.

Within the YSU community, we recognize the responsibility to value all students. In order to contribute to the ongoing development of students, we will value their opinions, time, and academic contributions. Within this framework of responsibility, classroom performance will be assessed in ways that are valid, open, fair, and consistent. As members of the YSU community, we recognize the responsibility of demonstrating that we value the dignity of our colleagues in such a way as to preserve their academic, professional, and personal reputation. Members of our community are to work cooperatively with colleagues to foster professional development.

Members of the [University](#) are to be aware of and value the educational goals, policies, and standards of the [University](#). Members agree to work for the good of the [University](#) as a whole and will endeavor to abide by stated University policies and regulations that pertain to its well-being. Neither outside commitments nor personal gain will be allowed to come into conflict with this responsibility.

Members of the YSU community shall maintain a high regard for and a continued involvement in the discipline in which they are involved. This requires gaining and maintaining a high level of valid knowledge that ensures that professional expertise is accurate, current, representative, appropriate, and without personal bias. Furthermore, we will take steps to understand alternative ways of presenting knowledge and skills. Finally, we shall take steps to foster an environment that develops these practices.

| As members of the [University](#), we will represent [YSU](#) to the community for the mutual enrichment of both. We recognize that we have the responsibility to share knowledge and skills and to provide important leadership and enlightenment to the communities in which we live. This responsibility will manifest itself in terms of community and public service, often reflecting, but not limited to, our areas of expertise.

## **Conclusion**

We, the faculty and administrative members of the YSU community, make this commitment to the values of integrity, competence, respect, and responsibility. In so doing, we recognize this is a fundamental, though not an exhaustive, list of ethical principles that can serve as a framework for our relationships to one another within the context of continuous moral development.

Approved by the Academic Senate on June 4, 1997

| Accepted by the Board of Trustees on March 13, 1998

| [Revision Approved by the Academic Senate on](#)

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## *Youngstown State Athletics*

# M e m o r a n d u m

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TO: YSU Community

FROM: Elaine Jacobs, Associate Director of Athletics

DATE: January 10 2014

RE: Fall Semester 2013 Grade Results

**The following 25 student-athletes have a *cumulative 4.00 gpa* through Fall Semester 2013:**

Michael Podolsky	Basketball	Taylor Hvisdak	Basketball
Greg Smith	Baseball	Brad Good	Football
Robert Switka	Baseball	Dylan Greenberg	Football
Mia Barchetti	Golf	Corey Henry	Football
Kayla Cerimele	Golf	Jacob Wood	Football
Haleigh Guerrero	Golf	Heather Coonfare	Soccer
Alexa Schmidt	Softball	Rachel Hutton	Soccer
Katrina Gerbrand	Swimming	Jackie Podolsky	Soccer
Hannah Reynolds	Swimming	Samantha Vaughn	Soccer
Michele Saladino	Swimming	Annina Brendel	Tennis
Robert Dixon	Track & Field	Sarina Mauerman	Track & Field
Elizabeth Rogenski	Track & Field/CC	Mackenzie Sturtz	Track & Field/CC
Nicole Waibel	Track & Field		

**The following 47 student-athletes (ALL-TIME HIGH) earned *semester GPA's* of 4.00 during Fall Semester 2013:**

Michael Podolsky	Basketball	Taylor Hvisdak	Basketball
Kevin Hix	Baseball	Liz Hornberger	Basketball
Pat O'Brien	Baseball	Heidi Schlegel	Basketball
David Saluga	Baseball	Brad Good	Football
Greg Smith	Baseball	Dylan Greenberg	Football
Robert Switka	Baseball	Corey Henry	Football
Josh White	Baseball	Torrian Pace	Football
Mia Barchetti	Golf	Dom Rich	Football
Kayla Cerimele	Golf	Jacob Wood	Football
Haleigh Guerrero	Golf	Heather Coonfare	Soccer
Emily Rohanna	Golf	Rachel Hutton	Soccer
Courtney Ewing	Softball	Allison Ludwig	Soccer
Alexa Schmidt	Softball	Jackie Podolsky	Soccer
Katrina Gerbrand	Swimming	Kearsten Sego	Soccer
Hannah Reynolds	Swimming	Samantha Vaughn	Soccer
Michele Saladino	Swimming	Sebastian Hagn	Tennis
Annina Brendel	Tennis	Zeeshan Ismail	Tennis
Robert Dixon	Track & Field	Dumitru-Siliviu Mistreanu	Tennis
Jon Hutnyan	Track & Field/CC	Erika Airhart	Track & Field
Garrett Mathias	Track & Field	Monica Ciarniello	Track & Field/CC
John Seaver	Track & Field/CC	Sarina Mauerman	Track & Field
Jessica Parham	Track & Field	Elizabeth Rogenski	Track & Field/CC
Mackenzie Sturtz	Track & Field/CC	Nicole Waibel	Track & Field
Missy Hundelt	Volleyball		

**YOUNGSTOWN STATE UNIVERSITY**  
**INTERCOLLEGIATE ATHLETICS**

<b>TEAM</b>	<b>CUM. GPA</b>	<b># ON TEAM</b>	<b>3.00&lt; CUM GPA</b>	<b>3.00&lt; SEMESTER GPA</b>
Women's Cross Country	3.50	12	9	9
Women's Basketball	3.46	13	10	10
Women's Tennis	3.41	5	4	4
Softball	3.38	16	10	10
Women's Golf	3.38	10	9	9
Soccer	3.36	28	21	20
Men's Tennis	3.35	7	6	6
Women's Track & Field	3.20	39	24	24
Men's Golf	3.15	10	7	8
Volleyball	3.14	15	11	14
Baseball	3.13	35	20	20
Swimming & Diving	3.08	22	15	18
Men's Basketball	3.07	14	6	7
Men's Track & Field	2.98	32	15	17
Men's Cross Country	2.97	9	5	5
Football	2.75	104	36	43
<b>TOTAL**</b>	<b>3.07</b>	<b>349*</b>	<b>193 55%</b>	<b>209 59%</b>

\*Multi-sport student-athletes only count once in totals.

**Source:** YSU Permanent Records



## Six-Year YSU Graduation Rates

