## ACADEMIC SENATE AGENDA
Wednesday, May 6, 2015 4:00 P.M.
Room 132, DeBartolo Hall

### AGENDA

1. **Call to Order**

   2. **Approval of Minutes for April 1, 2015 meeting** – The minutes can be downloaded at the following URL: http://academicsenate.ysu.edu/wp-content/uploads/2014/09/April15Minutes.pdf

3. **Senate Executive Committee Report** – Chet Cooper, Senate Chair

4. **Report of the Charter and Bylaws Committee** – **No Report**

5. **Ohio Faculty Council Report** – Ken Learman, Representative

6. **Report of the Elections and Balloting Committee** – Ken Learman, Committee Chair- **Verbal Report on Elections**

7. **Reports from Other Senate Committees**

   a. Academic Events Committee– **No Report**

   b. Academic Programs Committee – **Attachment 1**

   c. Academic Research Committee – **No Report**

   d. Academic Standards Committee (M. Slavens and J. Schriner-Briggs, Co-Chairs) – **Attachment 2**

   e. General Education Committee (Joe Palardy, Chair) – **Attachments 3-7**

   f. Honors Committee – **No Report**

   g. Library Committee – **Verbal Report**

   h. Professional Conduct Committee (Ken Learman, Chair) – **No Report**

   i. Student Academic Affairs Committee – **No Report**

   j. Student Academic Grievance Committee (Teri Riley, Chair) – **No Report**

   k. Undergraduate Curriculum Committee (Karen Giorgetti, Chair) – Attachment 8

8. **Unfinished Business**

9. **New Business**

10. **Adjournment**

**Attachment 1**

Date    May 6, 2014    Report Number (For Senate Use Only) _____

Name of Committee Submitting Report
**Academic Programs Committee**

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

Names of Committee Members:
Adam Earnheardt (CCAC, chair), David Asch (STEM), Kevin Ball (Admin.), Michael Barkett
(Student), William Buckler (Advising), Jayne Caputo (Admin.), Maria Delost (HHS), Mary Beth
Earnheardt (CLASS), Karen Giorgetti (UCC Chair), Karen Henning (Admin.), Anthony Kos
(WCBA), Johanna Krontiris-Litowitz (STEM), Kyoung Mi Choi (Education), Cynthia L
Vigliotti (CLASS).

*Upcoming Meetings:*  This concludes the work of the APC for the 2014-2015 academic year.

*Proposals Reviewed, Approved and Circulated:* Since our last report to the Academic Senate the
Academic Programs Committee (APC) approved the following proposals. These proposals are
reported for informational purposes only:

| Proposals 2014-15 AY Department | Name/Title |
|---|---|
| Teacher Education | Coaching Ed P-16 (minor) |
| Molecular Biology and Biotechnology | Biological Sciences |
| Communication | Telecommunication Studies |
| Management | MIS |
| School of Technology (delete program) | Electric Utility Tech – MST Option (Associates) |
| School of Technology (delete program) | Electric Utility Tech – Instrument and Control Sys Tech Option (Associates) |
| School of Technology (delete program) | Electric Utility Tech – Electrical Systems Tech Option (Associates) |
| School of Technology (delete program) | Electric Engineering Tech Instrument and Control Option (Associates) |
| School of Technology (delete program) | Electric Engineering Tech Computer Engineering Tech Option (Associates) |
| Marketing | Marketing |
| Art | Interdisciplinary Studio Art (BFA) |
| Dana School of Music | B.M. (emphasis on recording technology) |
| History | Certificate in Historic Preservation |
| Teacher Ed | Early Childhood Education |
| Management | BSBA Management |
| Management | MIS (minor) |
| Management | Employee Relations (minor; formerly HR) |
| Management | Management (minor) |
| Health Professions | Medical Lab Science |
| School of Technology | Electrical Engineering Tech BSAS |
| School of Technology | Electrical Engineering Tech AAS |
| English | Creative Writing (minor) |
| English | English (major) |
| Teacher Education | Middle Childhood Ed |

**Attachment 2**

Date _____**4/28/15**_____ 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 **Michael Slavens, Jacob Schriner-Briggs, Rebecca Curnalia, Tom Diggins, Chris Bellas, Betty Greene, David Stout, Bill Buckler, Bill Vendemia, Joe Mosca, Teri Riley, Denise Walters Dobson, Jeanne Herman, Karen Giorgetti (ex officio), Adam Earnheardt (ex officio)**

Please write a brief summary of the report the Committee is submitting to the Senate:
**After a unanimous vote in committee, the ASC proposes changing the language regarding Student Load and Baccalaureate Degree, within the Undergraduate Bulletin, to clear up language and to give departments the opportunity to decrease their program requirement from 124 hours to 120 hours.**

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

If so, state the motion:

**The ASC moves that the changes to the Undergraduate Bulletin be made, in regards to Student Load and Baccalaureate Degree, as shown in the attached document.**

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:

_____


_____
Chair

<u>**Changing Degree Minimum**</u>

- Places in Undergraduate Student Bulletin where it would need changed (other than the individual program mentions)
    - o  P. 37

        ### Student Load

        The semester hours of credit a student carries per term depend on the degree sought and on the curriculum being followed. A minimum of 124 semester hours must be satisfactorily completed to earn a baccalaureate degree; a minimum of 64 semester hours for an associate degree. Students expecting to complete a bachelor's degree in four years or an associate degree in two years should average 16 credits per term. Students interested in taking 21 credit hours or more per term must seek approval from the dean of their college.

        - ▪
        - ▪  <u>Revisions:</u>
        - ▪  ~~The semester hours of credit a student carries per term depend on the degree sought and on the curriculum being followed.~~ A minimum of ~~124~~ <u>120 degree-required</u> ~~semester~~ <u>credit hours</u> must be satisfactorily completed to earn a baccalaureate degree; a minimum of 64 <u>degree-required</u> credit hours for an associate degree. Students expecting to complete a bachelor's degree in four years should average ~~16~~ <u>15 degree-required</u> credit hours per ~~term~~ <u>semester</u>. <u>Students expecting to complete an associate degree in two years should average 16 degree-required credit hours per</u> ~~term~~ <u>semester</u>. Students interested in taking 21 credit hours or more per ~~term~~ <u>semester</u> must ~~seek~~ <u>acquire</u> approval from the dean of their college.
        - ▪  <u>New Language:</u>
        - ▪  A minimum of 120 degree-required credit hours must be satisfactorily completed to earn a baccalaureate degree; a minimum of 64 degree-required credit hours for an associate degree. Students expecting to complete a bachelor's degree in four years should average 15 degree-required credit hours per semester. Students expecting to complete an associate degree in two years should average 16 degree-required credit hours per semester. Students interested in taking 21 credit hours or more per semester must acquire approval from the dean of their college.

    - o  P. 48

**Baccalaureate Degree**

A *minimum* of 124 semester hours must be successfully completed to earn a bachelor's degree. In addition to requirements stated under Candidacy for a Degree, the following requirements must also be fulfilled for a baccalaureate degree:

Revisions:

▪ A minimum of ~~124 semester~~ <u>120 credit</u> hours must be successfully completed to earn a bachelor's degree. In addition to requirements stated under Candidacy for a Degree, the following requirements must also be fulfilled for a baccalaureate degree:
(no changes to rest of section)
● New Language:

● A minimum of 120 credit hours must be successfully completed to earn a bachelor's degree. In addition to requirements stated under Candidacy for a Degree, the following requirements must also be fulfilled for a baccalaureate degree:

(no changes to rest of section)

**Attachment 3**

## *The "Messy Problem" task for assessment of Arts and Humanities and Social Sciences*

### *Motivation*

YSU's General Education Goals for Arts and Humanities (AH) and Social Science (SS) and their subsequent learning outcomes, reflect a desire for students to have a broad multi-discipline perspective of art, society, and the human endeavor. However, the focus of each specific course within those domains is primarily one of discipline-specific content. How that discipline-specific content begets the broader level of understanding is difficult to assess. We propose using an ill-defined or ill-structured problem to assess those broad goals. In cases where a problem is ill-defined or ill-structured, approaches to those problems diverge considerably often reflecting the background or expertise of the solvers. For instance, a student having studied art may have a different approach to solving a problem about race relations then a student having studied music or literature.

### *Assignment*

Students would receive a performance task most likely in their capstone course that would feature the particular learning outcomes of a single domain. This performance task prompt would consist of the following:

1. An open-ended problem
2. The required response to that problem
3. Supporting documents

The Collegiate Learning Assessment (CLA+) has an example that looks at critical-thinking and written-communication skills (http://cae.org/images/uploads/pdf/CLA_Plus_Practice_PT.pdf)

This performance task would be developed by a team of faculty volunteers from the respective General Education Domains. The team of faculty volunteers that developed the performance task would also develop an evaluation rubric based on relevant learning outcomes. The current plan is for the students to have one hour for their responses.

### *Evaluation*

Evaluation of the performance task would be done by a team of faculty during a scoring day. Responses could be uploaded to the ROAD allowing for additional analysis using student information.

### *Norming*

 A key aspect of the assessment is our expectations about student performance. The General Education Committee will set minimum expected scores for all students on campus. Individual programs may desire higher standards. For instance, the Art department could set a higher standard for AH outcomes.

*Timeline for Pilot*

Fall 2015:
1. AH and SS groups meet and develop prompts
2. AH and SS groups meet and develop evaluation rubric

Spring 2016:
1. Rubric norming for pilot programs
2. Performance tasks administered to pilot programs during capstone courses.

Summer 2016:
1. Scoring day

*Goals and Learning Outcomes*

## Arts and Humanities

# Goals

Students will interpret significant writings and works of art with a focus on aesthetics, historical responses, and the nature of the human condition.

# Learning Outcomes

1. Students will analyze and evaluate the elements and the personal and societal impact of multiple types of literary and artistic expressions.
2. Students will demonstrate awareness of ethical or cultural values in shaping the human experience.

## Social Sciences

# Goals

Students will demonstrate understanding of the development, diversity, and complexity of human behavior, institutions, and culture.

# Learning Outcomes

1. Students will demonstrate understanding of the contexts and development of human cultures and institutions.
2. Students will demonstrate understanding of individual and social behavior.
3. Students will demonstrate an understanding of methodologies used in the social sciences.

**Attachment 4**

## Policy and Procedures International Student SPA-General Education Credit

**Policy:**

**The General Education Committee recommends that Undergraduate International Students also be eligible for LASS 2610 so long as they have:**

1. **Completed 12 credit hours of study at YSU with a GPA of 2.0 or higher.**
2. **Maintained residency at YSU for the equivalent of a semester.**

**Justification:**

International students are experiencing an international perspective while attending YSU. Therefore, they should be eligible for the same SPA-IP waiver that our study abroad students receive. One of the primary benefits of this policy would be to facilitate international transfer articulation agreements. Often, foreign schools have a more technical focus and have fewer distributive (general education) requirements. Therefore, it becomes difficult to create 2+2 or similar types of programs with foreign institutions. Granting a one-course SPA waiver could help with those agreements.

**Procedure:**

Upon completion of 12 credit hours of study at YSU with a GPA of 2.0 or higher, and international student may request that LASS 2610 be added to his or her transcript. The course would carry zero credit hours and the student would receive a grade of CRX (credit by exam).

**Recommended Description and Title Changes for LASS 2610:**

Old

LASS 2610. *International Perspectives Credit for Study Abroad*. The Social and Personal Awareness requirement will be reduced to one course for students who complete at least 3 semester hours of YSU approved coursework with a grade of 'C' or better while residing outside the United States for the equivalent of a semester. To receive the requirement reduction, the coursework must be approved by the Center for International Studies and Programs prior to the student studying abroad.
0 s.h.

New

   LASS 2610. *International Perspectives Credit for International Experiences*. The Social and Personal Awareness requirement will be reduced to one course for students who: 1) complete at least 3 semester hours of YSU approved coursework with a grade of 'C' or better while residing outside the United States for the equivalent of a semester or 2) are international students that completed 12 credit hours of study at YSU with a GPA of 2.0 or higher while in residency at YSU for the equivalent of a semester. For Study Abroad Students to receive the requirement reduction, the coursework must be approved by the Center for International Studies and Programs prior to the student studying abroad.   0 s.h.

# HLC Criteria

## Criterion One. Mission
The institution's mission is clear and articulated publicly; it guides the institution's operations.

## Criterion Two. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

## Criterion Three. Teaching and Learning: Quality, Resources, and Support
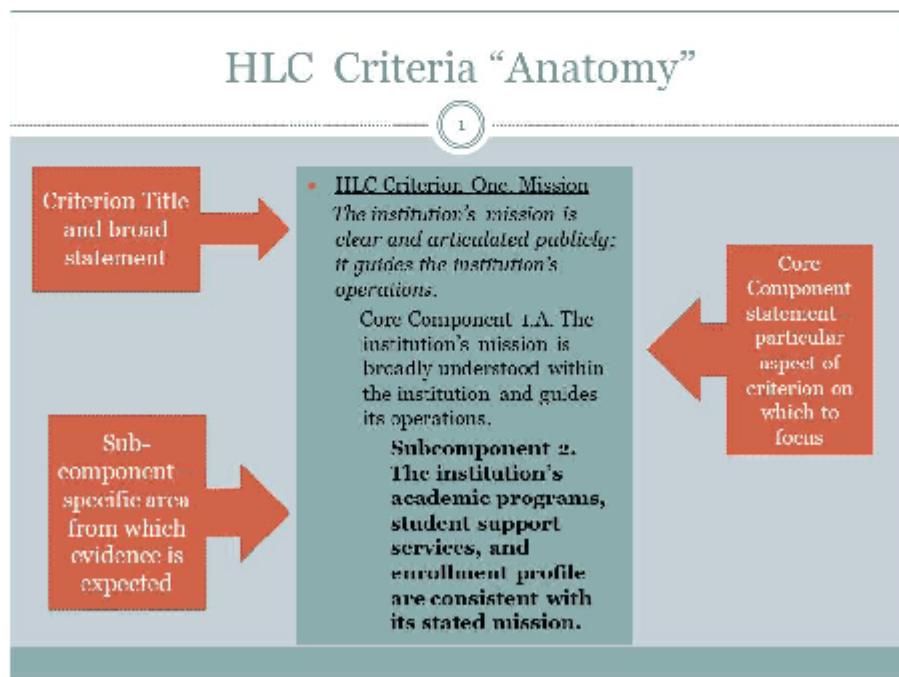The institution provides high quality education, wherever and however its offerings are delivered.

## Criterion Four. Teaching and Learning: Evaluation and Improvement
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

## Criterion Five. Resources, Planning, and Institutional Effectiveness
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.
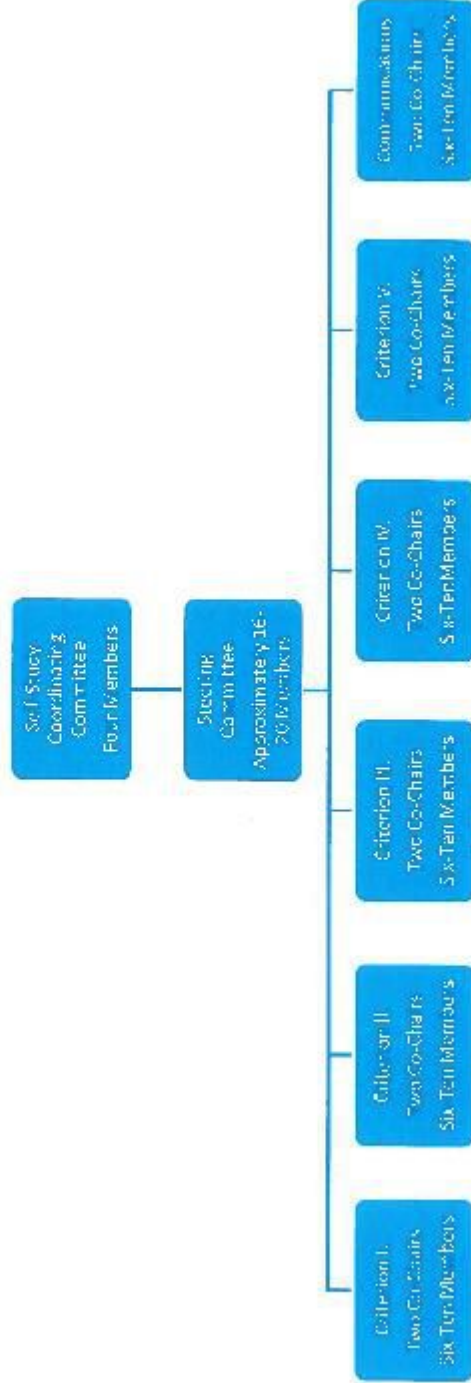
## HLC Criteria "Anatomy"

**Criterion Title and broad statement** →

- **HLC Criterion One. Mission**
  *The institution's mission is clear and articulated publicly; it guides the institution's operations.*

  ← **Core Component statement particular aspect of criterion on which to focus**

  Core Component 1.A. The institution's mission is broadly understood within the institution and guides its operations.

**Sub-component specific area from which evidence is expected** →

  Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

**HLC Policy requires that all core components be met in order for an individual Criterion to be met.**

# HLC Accreditation Self-Study

## Tentative Organization

**Approximate Number of Participants: 58-86**

Self-Study Coordinating Committee
Four Members

Steering Committee
Approximately 16-20 Members

Criterion I.
Two Co-Chairs
Six-Ten Members

Criterion II.
Two Co-Chairs
Six-Ten Members

Criterion III.
Two Co-Chairs
Six-Ten Members

Criterion IV.
Two Co-Chairs
Six-Ten Members

Criterion V.
Two Co-Chairs
Six-Ten Members

Communications
Two Co-Chairs
Six-Ten Members

HIGHER LEARNING COMMISSION

POLICY

## Policy Title:   Criteria for Accreditation

## Number:        CRRT.B.10.010

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

### Criterion One. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Core Components

1.A. The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B. The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

1.C. The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

1.D. The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Criterion Two. Integrity: Ethical and Responsible Conduct
The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.
    1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
    2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
    3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.
    4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.
    1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
    2. Students are offered guidance in the ethical use of information resources.
    3. The institution has and enforces policies on academic honesty and integrity.

Criterion Three. Teaching and Learning: Quality, Resources, and Support
The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

3.A. The institution's degree programs are appropriate to higher education.
    1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

    2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
    3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.
    1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.D. The institution provides support for student learning and effective teaching.
1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

3.E. The institution fulfills the claims it makes for an enriched educational environment.
1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Criterion Four. Teaching and Learning: Evaluation and Improvement
The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution demonstrates responsibility for the quality of its educational programs.
  1. The institution maintains a practice of regular program reviews.
  2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
  3. The institution has policies that assure the quality of the credit it accepts in transfer.
  4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
  5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
  6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.
  1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
  2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
  3. The institution uses the information gained from assessment to improve student learning.
  4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.
  1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
  2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
  3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
  4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Criterion Five. Resources, Planning, and Institutional Effectiveness
The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Components

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
  1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.
1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

5.D. The institution works systematically to improve its performance.
1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Attachment 6**

Students in associate degree programs must take a minimum of six general-education courses, including Writing I and Writing II, and four courses selected from at least three of the following domains: mathematics, speech, natural science, arts and humanities, social science, and social and personal awareness. No more than one course counted toward this requirement may be in mathematics.

Current Checklist

| Course Type | Number of Courses | Transfer Module Approved? |
|---|---|---|
| ENGL 1550 | 1 | yes |
| ENGL 1551 | 1 | yes |
| MATH/CMST 1545/AH/SS/NS/SPA | 4 (from 3 categories) | Not required |
| **Total** | **6 (18 hours)** | |

**Draft New Language for Applied Associates Degrees at YSU**

Students in applied associates degree programs must take a minimum of six general-education courses, including Writing I and Writing II, one course in mathematics, two courses representing two of the following domains: natural science, arts and humanities, social science, and one elective course from any of the domains: speech, natural science, arts and humanities, social science, and social and personal awareness. To ensure transferability of an Associates Degree within the State of Ohio, students should take only Ohio Transfer Module (OTM) Approved Courses in arts and humanities, social science.

Proposed Checklist

| Course Type | Number of Courses | Transfer Module Approved? |
|---|---|---|
| ENGL 1550 | 1 | yes |
| ENGL 1551 | 1 | yes |
| MATH | 1 | Not required |
| AH/SS/NS | 2 (must be from different domains) | AH/SS yes, NS not required |
| CMST 1545/AH/SS/NS/SPA | 1 | Not required. |
| **Total** | **6 (18 hours)** | |

**Draft New Language for Academic Associates Degrees at YSU**

Students in the Associates of Arts Program must fulfill the same Gen. Ed. requirements as required for Baccalaureate Programs. To ensure transferability of an Associates Degree within the State of Ohio, students should only take Ohio Transfer Module (OTM) Approved Courses.

**New Guidelines:**
https://www.ohiohighered.org/sites/ohiohighered.org/files/Academic-Program_Review_Guide_DRAFT4_020415.pdf (pages 60-62)

## Applied Associate Degrees

Applied associate degrees (Associate of Applied Business, Associate of Applied Science,

Associate of Technical Studies, and Associate of Individualized Studies), must include at least 30 semester hours of non-technical coursework, which includes both general education and applied general education (i.e., "basic") courses. The general education portion of the non-technical coursework must include at least 15 semester credit hours.

A minimum of six semester hours must be found in the following two categories:

> • At least one course (three semester credit hours) in the English Composition and Oral Communication area (e.g., First Writing, Second Writing, Public Speaking)
> • At least one course (three semester credit hours) in the Mathematics, Statistics and Logic area (e.g., Algebra, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic)

A minimum of six semester hours must come from the following three categories, and at least two of the three categories must be represented.

> • At least one course (three semester credit hours) in the Arts and Humanities area (e.g., Art History, Ethics, History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
> • At least one course (three semester credit hours) in the Social and Behavioral Sciences area (e.g., Communication, History, Economics, Political Science, Psychology, Sociology)
> • At least one course (three semester credit hours) in the Natural Sciences area (e.g., Anatomy, Biology, Chemistry, Environmental Science, Physics, Physiology)

In order to assure maximum transferability, institutions are strongly encouraged to implement general education programs that include coursework in all five general education categories and to use a three semester hour First Writing course to fulfill the minimum requirement in the English composition and oral communication area. Institutions are expected to use approved Ohio Transfer Module (OTM) courses and follow applicable Transfer Assurance Guides (TAGs) when developing general education requirements for their applied associate degrees. However, recognizing that the skills needed for some OTM courses in the mathematics and science areas exceed the skills needed for the successful completion of some applied degrees, OTM-approved courses are not required to fulfill the mathematics and science requirements.

**Associate of Arts (AA) and Associate of Science (AS) Degrees**

Consistent with the belief that the AA and AS degrees serve as the first two years of a bachelor's degree and to provide maximum transferability of courses from the associate level to the bachelor's level, the general education component of the A.A. and the AS degrees at Ohio's public institutions must fulfill the institution's Ohio Transfer Module (OTM).

Ohio Transfer Module (OTM)

The Ohio Transfer Module contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for general education courses to be a part of an institution's transfer module, all coursework is subject to a review by the statewide transfer module panels against the Ohio Transfer Module Guidelines and learning outcomes.

Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outlined below:

> • At least three semester credit hours in English Composition and Oral Communication (e.g., First Writing, Second Writing, Public Speaking)

• At least three semester credit hours in Mathematics, Statistics and Logic (e.g., College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic)
• At least six semester credit hours in Arts and Humanities (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
• At least six semester credit hours in Social and Behavioral Sciences (e.g., Anthropology, Economics, Geography, Political Science, Psychology, Sociology)
• At least six semester credit hours in Natural Sciences (e.g., Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography, Physics)

The additional 12-16 semester credit hours needed to complete the OTM are distributed among the same five categories but may be distributed differently in the Associate of Arts and the Associate of Science degrees. Typically an Associate of Arts degree would include more credit hours in the oral and written communication and arts and humanities areas, while an Associate of Science degree would include more credit hours in the mathematics and science areas.

**Baccalaureate Degrees**

For bachelor's degrees (e.g., Bachelor of Arts—BA, Bachelor of Fine Arts—BFA, Bachelor of Music—BM, Bachelor of Science—BS, or Bachelor of Applied Studies—BAS), the minimum general education requirements are the same as for the academic associate degrees. However, many baccalaureate programs require general education coursework beyond those minimum expectations, and students may be required to complete additional general education requirements beyond the minimum upon transfer.

**Attachment 7**

Periodic review of our General Education program is something that is expected under the Higher Learning Commission's Accreditation Guidelines. As of 2017-2018, the current General Education Program at YSU will be five years old and this will be an opportune time to begin reviewing courses within the General Education Program.

### *Program review:*

Courses within each domain (excluding Writing, Com, and Math) will be evaluated for inclusion in the General Education Program once every five years based on the following schedule:

| Domain | Academic Year |
|---|---|
| Arts and Humanities | 2016-2017 |
| Natural Science | 2017-2018 |
| Social Science | 2018-2019 |
| Social and Personal Awareness | 2019-2020 |
| No courses | 2020-2021 |
| Arts and Humanities | 2021-2022 |
| Natural Science | 2022-2023 |
| Social Science | 2023-2024 |
| Social and Personal Awareness | 2024-2025 |
| No courses | 2025-2026 |

Departments, whose courses will be under review, will be required to submit a course portfolio. These course portfolios give departments a forum to present on some of the following questions:

1. What learning techniques are departments using within their courses?
2. What are the goals of the course?
3. How do these goal interest with general education goals?
4. What are some of the student works in the course?
5. What interesting learning is taking place in the course?
6. What technological innovations are being used in the course?

Portfolios will be peer-reviewed by faculty from the domain under review. The goal is to foster dialog between departments about teaching techniques, best practices, and general education goals.
Portfolios should be representative of how the course is taught in the department. If the course is taught in many different ways, the portfolio should reflect those different ways.
The Portfolio should include the following:
1. All section syllabi from the previous year.
2. Selections of student work.
3. Overview of content.
4. Teaching techniques.
5. Course enrollments.

Basically, consider developing a poster for your general education course indicating all the good things that you do in the course that you want to share with other faculty within your domain.

Courses from departments that did not submit portfolios will be placed on probation, and will be required to submit a portfolio the following year. Two years of not submitting a portfolio for the course, will lead to the course being removed from the General Education Program. We will allow for exceptional circumstances.

### *Justification:*

1) Periodic review of our General Education program is something that is expected under the Higher Learning Commission's Accreditation Guidelines.
2) We want to keep busy work to a minimum and once every 5 years is rather minimal.
3) The other option would be to reinstitute course assessment reports on an annual basis.
4) The hope is that this process is more meaningful and valuable.
5) Faculty rarely know what is being taught in other disciplines and this gives opportunity for cross-department engagement.

### *Timeline:*

**Fall 2015:**
General Education Committee and potential volunteers meet and develop portfolio guidelines
**Spring 2016:**
Volunteer faculty develop sample course portfolios

**Attachment 8**

UCC Approved Courses
April 2015

| UCC # | Course | Course Title | Action | Cross List | Decision |
|-------|--------|--------------|--------|------------|----------|
| 15096 | ENGL 1590 - C | Introduction to Literature | Change | No | Approved |
| 15131 | ANTH 3780 - C | Forensic Anthropology 1 | Change | No | Approved |
| 15175 | EET 3700 - A | Methods in Circuit Analysis | Add | No | Approved |
| 15179 | GEOL 4810 - A | GIS Applications to Geology | Add | No | Approved |
| 15180 | PSYC 3740L - A | Psychological Measurement Labora | Add | No | Approved |
| 15218 | HPES 2630 - C | Lifeguard Training | Change | No | Approved |
| 15221 | ENST 3775 - A | Research Methods for Undergradua | Add | Yes | Approved |
| 15224 | EET 3701 - A | Tranform Circuit Analysis | Add | No | Approved |
| 15228 | ECON 4870 - C | Economics Internship | Change | No | Approved |
| 15230 | ENGL 3737 - A | Popular Culture Studies | Add | No | Approved |
| 15233 | AHLT 3745 - A | Impact of Medical Records on Hea | Add | No | Approved |
| 15248 | AHLT 4825 - A | Patient Advocacy for the Health | Add | No | Approved |
| 15320 | LASS 1500 - A | Mastering CLASS and YSU Orient | Add | No | Approved |
| 15327 | MGT 4881 - C | Project Management | Change | No | Approved |
| 15328 | MGT 3761 - C | Info Systems for Management | Change | No | Approved |
| 15329 | MGT 4844 - C | Strategic Human Resource Mgt | Change | No | Approved |
| 15330 | MGT 4871 - C | Small Business Enterprise | Change | No | Approved |
| 15369 | ACCT 3709 - C | Accounting Information Systems | Change | No | Approved |
|  |  |  |  |  |  |
| 15184 | CCET 3730 - C | Transportation Technology | Change | No | Approved |
| 15185 | CCET 2617 - C | Construction Methods Materials | Change | No | Approved |
| 15188 | ENST 4820 - A | Water Pollution Control | Add | Yes | Approved |
| 15199 | GEOL 3704 - C | Structural Geology | Change | No | Approved |
| 15235 | ECEN 1521 - C | Basic Digital Computer Circuit | Change | No | Approved |
| 15236 | ECEN 1521L - C | Digital Computer Circuit Lab | Change | No | Approved |
| 15246 | ENGR 1500 - C | Engineering Orientation | Change | No | Approved |
| 15318 | TERG 3703 - C | Assess Ins Rd PreK 9 | Change | No | Approved |
| 15324 | HEPE 1567 - C | Performance and Analysis of Inva | Change | No | Approved |
| 15325 | ECON 2631 - A | Introductory Macroeconomics for | Add | No | Approved |
| 15359 | HEPE 1574 - C | Performance and Analysis of Targ | Change | No | Approved |

| UCC # | Course | Course Title | Action | Cross List | Decision |
|-------|--------|--------------|--------|------------|----------|
| 15360 | HEPE 1575 - C | Performance and Analysis of Net | Change | No | Approved |
| 15361 | HEPE 2610 - C | Introduction to Outdoor Pursuits | Change | No | Approved |
| 15362 | HEPE 2628 - C | Movement for Early Childhood | Change | No | Approved |
| 15363 | HEPE 3702 - C | Health Education Theory and Meth | Change | No | Approved |
| 15366 | STEM 1530 - C | Design in Practice | Change | Yes | Approved |
| 15370 | MKTG 4899 - A | Marketing Independent Study | Add | No | Approved |
| 15373 | CHEN 3745 - C | Corrosion Control Engineering | Change | No | Approved |
| 15374 | PHYS 3703 - C | Class Mechanics and Dynamics | Change | No | Approved |
| 15380 | PHYS 3704 - C | Modern Physics | Change | No | Approved |
| 15381 | PHYS 3705 - C | Thermodyn Classical Stat Mech | Change | No | Approved |
| 15382 | PHYS 3722 - C | Advanced Optics and Light | Change | No | Approved |
| 15383 | PHYS 3741 - C | Electromagnetic Field Theory 1 | Change | No | Approved |
| 15384 | PHYS 3742 - C | Electromagnetic Field Theory 2 | Change | No | Approved |
| 15385 | PHYS 3750 - C | Mathematical Physics | Change | No | Approved |
| 15386 | PHYS 4805 - C | Undergraduate Physics Research | Change | No | Approved |
| 15387 | PHYS 5810 - C | Quantum Mechanics Stat Mech 1 | Change | No | Approved |
| 15388 | PHYS 5811 - C | Quantum Mechanics Stat Mech 2 | Change | No | Approved |
| 15389 | ASTR 4815 - C | Undergrad Astronomy Research | Change | No | Approved |
| 15390 | CHEN 2650 - C | Computer Meth Chem Engineering | Change | No | Approved |
| 15391 | CHEN 2683 - C | Chemical Engineering Prin 1 | Change | No | Approved |
| 15392 | CEEN 3736 - C | Fund Environmental Engineering | Change | No | Approved |
| 15393 | CHEN 3771 - C | Chemical Engr Thermodynamics 1 | Change | No | Approved |
| 15394 | CHEN 4880 - C | Chemical Reactor Design 1 | Change | No | Approved |
| 15395 | CHEN 3786 - C | Transport Phenomena 1 | Change | No | Approved |
| 15396 | MATH 1513 - C | Algebra and Transcend Function | Change | No | Approved |
| 15397 | MATH 1505 - C | Intermediate Algebra with Apps | Change | No | Approved |
| 15398 | MATH 1510 - C | College Algebra | Change | No | Approved |
| 15399 | MATH 1511 - A | Trigonometry | Add | No | Approved |
| 15400 | HEPE 3715 - C | Health Education for Grade PreK- | Change | No | Approved |
| 15401 | HEPE 3716 - C | Health Education for Grades 7-12 | Change | No | Approved |
| 15402 | HEPE 3767 - C | Pedagogy in P-12 Physical Educat | Change | No | Deproved |
| 15403 | HEPE 3768 - C | Advocacy and Best Practices in H | Change | No | Approved |

| UCC # | Course | Course Title | Action | Cross List | Decision |
|-------|--------|--------------|--------|------------|----------|
| 15404 | HEPE 4851 - C | Cultural Aspects of Physical Edu | Change | No | Approved |
| 15405 | CEEN 3716L - C | Fluid Mechanics Lab | Change | No | Approved |
| 15406 | HEPE 4808 - C | Assessment Instruments and Strat | Change | No | Approved |
| 15410 | HEPE 4860 - A | Internship for Coaching Educatio | Add | No | Approved |
| 15411 | MGT 4822 - A | Scheduling and Inventory Managem | Add | No | Approved |
| 15412 | MGT 4870 - C | Small Bus Entrepreneurship | Change | Yes | Approved |
| 15414 | TCED 2600 - A | LGBTQ Issues in History and Popu | Add | Yes | Approved |
| 15418 | MLS 4800L - A | Advanced Clinical Chemistry Clin | Add | No | Approved |
| 15421 | MLS 4802L - A | Advanced Immunohematology Clinic | Add | No | Approved |
| 15424 | MLS 4804L - A | Miscellaneous Clinical Practice | Add | No | Approved |
| 15425 | AHLT 4806 - C | Research Methods | Change | No | Approved |
| 15426 | ENGL 1551 - C | Writing 2 | Change | No | Approved |
| 15427 | MLS 4800 - C | Advanced Clinical Chemistry | Change | No | Approved |
| 15428 | MLS 4801 - C | Advanced Hematology | Change | No | Approved |
| 15429 | MLS 4802 - C | Advanced Immunohematology | Change | No | Approved |
| 15430 | MLS 4803 - C | Advanced Microbiology | Change | No | Approved |
| 15431 | MLS 4804 - C | Miscellaneous Clin Experience | Change | No | Approved |