

Edgar, Earl E.
Vice President, Academic

TO : Full-Service Faculty, Administrators, and Student
Government

FROM: Virginia Phillips, Secretary of the Senate

RE : SENATE MEETING
April 2, 1976, Schwebel Auditorium
4:00 p.m.

March 26, 1976

AGENDA

1. Call to Order
2. Approval of Minutes of previous meeting, March 5, 1976
3. Report of the Charter and Bylaws Committee
4. Report of the Executive Committee
5. Report of the Elections and Balloting Committee
6. Reports of other Senate Committees
Academic Affairs Committee
Curriculum Committee
Library Committee
7. Unfinished Business
8. New Business
9. Adjournment

ATTACHMENTS:

Academic Affairs Committee report
Curriculum Committee report
Library Committee report

RECEIVED

MAR 29 1976

DR. EARL E. EDGAR
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

April 2 23

app. 11
Sen. 2
minutes

REPORT TO SENATE
Dr. Earl E. Edgar
Vice President for Academic Affairs

Over a year ago a consultant team, chaired by Dr. Martorana, produced a report on the University, including a series of recommendations for its future development. This is a report on the present status of these recommendations.

Copies of the Martorana Report were made available to all academic departments, which were asked to review it and send comments and reactions to me through the appropriate Dean. These comments have been studied carefully. You may remember that Dr. Martorana & Associates made some twenty-five specific recommendations; not all of these were addressed by each department, and it was very difficult to see a consensus emerging from the departmental responses.

These recommendations were grouped, in the Report, into four categories. Let me say just a few words about each.

A. Mission and Leadership. One of the major recommendations was that the administration and faculty should cooperatively formulate a broad statement of purposes and plans for trustee review and approval and to serve as a guide for the entire University. This has been done, as you know, through the Senate's Ad Hoc Committee on Relations Among Schools. This statement of mission was presented to, and approved by, the Academic Senate in January 1976, and by the Trustees the following month. A related recommendation of the Report urged the development of a similar goal statement by all schools, colleges and departments, within the context of the over-all University statement; and this remains to be done.

B. Outreach and Public Liaison. The University has much to do yet in this area. However, the Adult Outreach Program of the Admissions and Records Office and the appointment of citizen advisory committees by various Schools (especially Technical & Community College, and the School of Business Administration) are two examples of attempts to relate more closely to the Youngstown Community. Our Department of Continuing Education and Urban Studies Center should play increasingly important roles in this area. The recent change in Regents regulations that provides systematically for off-campus instruction means that we have the opportunity to carry instruction out to people who for one or another reason cannot come to the campus.

C. Flexibility in Programming. A fundamental theme of the Report is the need for a "programmatic breakout," rather than a "population breakout." That is, we should increase our service through academic programs more responsive to the changing educational needs of our service area, rather than simply provide service to more and more people. A few of the recommendations along this line have been implemented,

e.g., greater use of college level examination programs and other forms of credit by examination (although I notice that the departments are approaching this rather gingerly), participation in the network of state universities in North-eastern Ohio, and first steps at least toward network provided doctorates. I think this Senate needs to keep the recommendations under this general category in mind as it looks at its procedures for facilitating new academic programs.

D. Organizational Structure. Recommendations under this heading excited the most interest among the departments and Schools of the University, with reactions ranging from enthusiastic endorsement of the recommended "Planned Change" model to equally enthusiastic rejection of it. The Report is quite candid in outlining the disadvantages of this model, and after much reflection, it is our position that the disadvantages outweigh the advantages. I have additional objections to this model than those mentioned by the consultants. One is the notion of a Division of Applied Studies in the College of Arts and Sciences; another is the proposal to use that Division as the means of providing "capping" upper level programs to afford academic mobility for associate degree students from the Technical & Community College. And I question the practicability of the regular use of temporary appointments to carry on some of its work.

We do need to respond to those departments and Schools that have requested a clearer definition of the Mission of the Technical and Community College, and have been working with Dean Paraska on this problem. The University is committed to offering a range of Technical programs, including one year certification and two year Associate Degree programs, within the context of the policies and taxonomy provided by the Board of Regents; this has been the original mission of the Technical and Community College. There have also been developed upper division programs to provide upward educational mobility for graduates of two year programs. For articulation purposes, we believe these should remain in the same college that offers the Associate Degree programs. Finally, the Technical & Community College provides certain baccalaureate programs preparing individuals in those applied spheres of learning that deal with human health and well-being that do not fit into other colleges or Schools of the University, for example, Allied Health, Nursing, and Home Economics. The basic guideline for all such offerings, which has been in effect in the past, is, no duplication of courses, so that no new course shall be developed by the Technical and Community College unless there is no existing course offered elsewhere in the University that can meet that need. Thus the Technical and Community College depends upon the College of Arts and Sciences for all general studies courses and basic science work for the technical field of study.

It would appear that a College with such responsibilities should have a more appropriate name, one that not only indicates more clearly the types of programs offered but also does not imply that it is restricted to two year programs. We are, therefore, planning to go to the Board of Trustees at its April meeting with the recommendation that the Technical and Community College be renamed the College of Applied Science and Technology, a nomenclature suggested by the example of the University of Cincinnati.

Although we endorse the basic need for greater flexibility in developing new programs, and for the evaluation of existing programs, more adequate provision for this, administratively, will need to be made by my office. Sensitivity to changing educational needs in our service area is a responsibility of faculty and administrative officers in the various Schools and Colleges, and, as indicated earlier, the Senate needs to respond by providing procedures for review and approval of new programs that will involve a minimum of delay and red tape.

In summary, let me say this: by addressing the fundamental issues of the mission and the structure of the University, the Martorana report succeeded in prompting us to take a close look at ourselves as an institution, and further succeeded, I believe, in heightening our awareness of what we are here to accomplish. In this sense I think we must consider the report and the discussion which followed it as an experience of some value to the University.

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April 2, 1976

CURRICULUM CHANGES FOR SENATE CONSIDERATION

(These courses have been circulated according to the Procedures outlined in the Constitution & By-Laws--objections were received and a recommendation has been made by the Curriculum Committee to the University Senate)

<u>Department and Catalog Number</u>	<u>Course</u>	<u>Description</u>
C. S. 850 (recommended for approval)	Information Processing Systems	The organization, design, implementation, and modification of the hardware and software systems for large-scale information processing systems. Prereq. CS 620 and CS 700. 4 q.h.
H & P E 801 (recommended for approval)	Internship in Health Education	Supervised teaching experience on or off campus for the health education major. Four hours per week laboratory or field experience. Prereq: HPE 794, 796, 892. 2 q.h.
Eng. 757 (recommended for approval)	The English Language: Its Social and Historical Setting	After a survey of the history and social context of English, students will in the last third of the course pursue such extensions of the subject as analyses of literary works, dialects of English, and functions of as well as attitudes toward language, according to their own interests. 5 cr. hrs. Prereq: Eng 755
Criminal Justice ⁵⁰⁰ (recommended for approval)	Introduction to Criminal Justice	An overview of the American Criminal Justice process with emphasis upon its constitutional foundations, its constitutional limits, and the rights of an individual from arrest through sentencing and release. 4 q.h. P. No
Criminal Justice ⁶⁰¹ (recommended for approval)	Contemporary Law Enforcement	Structure and function of modern police organizations is described in light of their role in a democratic society. Current dilemmas and the integration of the police into the overall system of criminal justice. Prereq.: CJ 500 4 q.h.
Criminal Justice ⁶⁰² (recommended for approval)	The American Criminal Courts	Structure and function of criminal courts in American society, perceptions of national commissions, organization, administration and caseload interrelationships with appropriate social agencies. Prereq.: CJ 500 or permission of the instructor.

CURRICULUM CHANGES TO BE APPENDED TO SENATE MINUTES

(These courses have been circulated according to the procedures outlined in the Constitution and By-laws--no objections were received)

<u>Department and Catalog Number</u>	<u>Course Title</u>	<u>Description</u>
Mathematics 727, 728 (C)	Abstract Algebra I, II	Number systems, groups, integral domains, fields, vector spaces, congruences, and polynomial rings. Prereq: Mathematics 673 or consent of instructor is required for Math 727. Mathematics 727 is required for Math 824 + 4 q.h.
Mathematics CS 701 (C)	Systems Programming I	Techniques for constructing assemblers and compilers for computer languages. Prereq: CS 620 and CS 700. 5 q.h.
Mathematics CS 750 (C)	Computer Logic and Organization	The logical basis and organization of digital computing systems and their components. Prereq: CS 620 and CS 710. 4 q.h.
Mathematics CS 845 (E)	Information Storage and Retrieval	An introductory course in information organization, storage, and retrieval of natural language data. Automatic classification, abstracting and indexing automatic question-answering systems, and search and statistical techniques. Prereq: CS 620 and 700, or permission of instructor. 4 q.h.
<i>Computerscience</i> Mathematics 800 (A)	File and Communication Systems	The basic functions, organizations, and structures of file and communication systems. Analysis and realizations of these systems. Prereq: CS 620 and CS 700. 4 q.h.
Mathematics 842 (C)	Statistical Inference	Estimation, hypothesis testing, non-parametric methods, and design of experiments. Emphasis on applications. Prereq: Math 841. 4 q.h.
Spanish 602C (C)	Readings in Hispanic Literature	Selections from Spanish and/or Spanish-American authors read for content. Prereq: Spanish 601 or any two different Spanish 601 2-q.h. courses, or equivalent. 2 q.h.
Spanish 601C (C)	Reading for Comprehension	Selected readings in a variety of topics to develop the skill of comprehension and to increase passive vocabulary. Prereq: Spanish 503 or equivalent 2 q.

H & PE 680 (A)	School Health Program	School Health programs including an emphasis on school health services, healthful school living, and administration. Prereq: HPE 590 4 q.h.
H & PE 542R (C)	Dance Composition	Basic principles of form and structure applied to choreography. Prereq: H & PE 541R or consent of instructor. 1 q.h.
Business Tech. 510 (C)	Real Estate Principles & Practices I	A survey which includes definitions, legal aspects of real estate, financing responsibilities, the ethics of the profession and stresses knowledge of the Ohio license law, mathematics of real estate, mechanics of closing a sale. — Serves as a preparation for securing a license. 3 q.h. —
Business Tech. 603 (C)	Real Estate Principles & Practices II	Introduction to real estate practices, organizational operations, ethics, civil responsibilities, marketing functions, and economic impact. Prereq: B T 510 3 quarter hours.
Criminal Justice 603 (C)	Corrections in America	Development of American correctional systems historically and philosophically a description of the system, the constitutional foundations of its control and the rights of those within it. An overview of treatment approaches. Prereq: 500 4 q.h.
Criminal Justice 614 (C)	Introduction to Criminalistics	An introduction to the available means of identifying criminals through trace evidence with stress on the proper techniques for collection and preservation of trace evidence for crime laboratory analysis.; Prereq: C.J. 500 or permission of instructor. 3 q.h.
Criminal Justice 614L (C)	Introduction to Criminalistics Laboratory	Demonstration of the examination of trace evidence such as body fluids, elementary toxicology, dangerous drugs hairs, fibers, handwriting and number restoration, introduction to scientific instruments used in police work. Intended to acquaint students with the best utilization of crime laboratory in criminal investigation. One three-hour lab a week. If taken for a requirement must be taken concurrently with 614. 1 q.h.

Computer Science
~~Mathematics~~ 820
(C)

Simulation and
Artificial Intel-
ligence

Methods for modeling discrete systems
by algorithmic and heuristic approaches.
Prereq.: CS 700, and one of the fol-
lowing: permission of instructor,
Math 685, Math 714, Math 743. 5 q.h.

Biological Sciences
838 (A)

Biology of Enzymes

Enzymes in biological systems and the
inter-relationships of enzymes in
metabolism cell membrane function and
cellular development. Two hours lecture
and four hours laboratory per week.
Prereq.: Biol. 836 and Chem. 721.
4 q.h.

Chemistry 722
(D)

Organic Chemistry
IV

Additional laboratory preparations and
techniques. This course is required
for all candidates for the B.S. degree
with a major in chemistry. One hour
lecture and three hours laboratory.
Prereq. or concurrent: Chemistry 721
or 795. 2 q.h.

Chemistry 824
(C)

Polymer Chemistry

Polymerization processes and polymer
structure - property relationships.
Students who have received credit for
Chemistry 709 may not receive credit
for this course. Prereq.: Chemistry
721 or 793. 3 q.h.

Chemistry 825
(A)

Polymer Chemistry
Laboratory

The preparation and characterization
of some polymers. One hour lecture
and six hours laboratory. Prereq.:
Chemistry 824. 3 q.h.

B.E.S.S. 641
(A)

Magnetic Media

Intensive study and operation of auto-
matic keyboards in word processing
centers. Recording, logging, proof-
reading, temporary and permanent
revisions of W.P. Applications must
be mastered on each piece of hardware.
Prereq: BE & SS 615. 3 q.h.

B.E.S.S. 650 (A)	Reprographics I	Equipment usage, forms design, cost comparison, copy life, and quality of material. Prereq.: BE & SS 522 and BE & SS 641. 3 q.h.
Psychology 860 (A)	Motivation	Classical and contemporary theories of motivation. Elaboration of basic drive into motives; acquisition of new drives and goals; dynamics of the elaborated drive structure; motivation in complex situations. Prereq.: 12 qtr. hrs. in psychology including 501 or 601, and Junior Standing. 4 q.h.
Chemistry 850 (C)	Undergraduate Research	Research participation under the direction of a faculty member. May be repeated up to a maximum of 9 q.h. Prereq.: Chemistry 603 or 719 and approval of the department chairman. 2 or 3 q.h. each quarter
Industrial Engineering 712L (A)	Methods II, Laboratory	Techniques of examining task performance from which time studies are made, and standard times and productivity may be determined. Taken concurrently with IE 712. 1 q.h.
Industrial Engineering 711L (A)	Methods I, Laboratory	Techniques of examining task performance from which process and other charts are constructed and analysed with the object of work simplification. Taken concurrently with IE 711. 1 q.h.
Speech 553 (C)	Principles of Speech Communication	Designed to improve speech skills through the application of rhetorical and communication principles to varying audience situations. Speakers, audience and message variables will be examined. Introduces the student to basic principles of Interpersonal Communication. The student will be expected to relate these principles to the demands of speech-communication situations. 4 q.h.
Psychology 502 (A)	Workshop in Applied Psychology	Study of selected contemporary psychology related topics requiring no previous exposure to psychological theory. The department will announce the topic and determine the credit as based upon frequency and duration of workshop meetings. May be repeated for a total of 8 q.h. with change in topics. Not applicable for the Psychology major nor for the Social Studies requirement. Prereq.: None. 1-4 q.h.

S & A 520
(A)

Workshop in Applied
Social Work

Study of selected contemporary social work topics. The department will announce the topic and determine the credit as based on frequency of meetings. May be repeated for a total of 8 q.h. with change in topics. Not applicable for the Social Work major nor for the Social Studies requirement. Prereq.: none. 1-4 q.h.

C.J. 605
(D)

Criminal Justice

An overview of the American criminal justice process with emphasis upon its constitutional foundations, its constitutional limits, and the rights of an individual from arrest through sentencing and release. 4.q.h.

A addition
C change
D deletion



YOUNGSTOWN STATE UNIVERSITY

YOUNGSTOWN, OHIO 44555

WILLIAM F. MAAG LIBRARY

ACQUISITIONS POLICY STATEMENT

The library's collection of books, periodicals, pamphlets, documents, newspapers, maps, microforms, and other materials, must be constituted as to give effective strength and support to the educational program of the institution. The collection should meet the full curricular needs of students and faculty and should be easily accessible to them. In addition to the materials related directly or indirectly to the curriculum, the collection should contain the standard works which represent the heritage of civilization. These works should be continuously supplemented by a wide variety of books which combine timelessness with enduring value, chosen to arouse the intellectual curiosity of students and to satisfy their recreational needs. The periodicals subscription list should be well balanced and carefully chosen to meet the requirements of students for collateral course reading, to provide for the research needs of advanced students and faculty, to keep the faculty informed on developments in their fields, and to afford thought-provoking general and recreational reading. The right of the librarian to select books and other materials representing all sides of controversial issues must be safeguarded by the institution, and any attempts at censorship from whatever sources or for whatever reasons must be resisted.

The above statement is based upon the American Library Association's Policy Statement, "Standard for ^{Academic} ~~College~~ Libraries", to which Maag Library fully agrees. The above states positively in general terms the proper objectives of a well conceived acquisitions program in an academic library.

Because questions inevitably arise from time to time as to the appropriateness to the total educational program of certain types of title requests submitted by faculty, insofar as "appropriatedness" can be defined by a consensus of the academic community, we have enumerated a number of general guidelines which we hope the faculty will voluntarily adhere to in submitting requests for library materials.

The faculty member is given the widest latitude in selecting materials in support of his own teaching and/or research program qualified by the following considerations which are thought to be reasonable and responsible limitations upon his freedom in the interest of the development of library resources for the academic community as a whole.

- 1) The quality of the library collections should not be sacrificed to unnecessary duplications of titles. However, works of lasting significance or of contemporary importance should be available in a sufficient number of copies to give students a fair opportunity to examine them thoroughly. The duplication of titles already available in department or office libraries should be avoided whenever possible.
- 2) Book title requests should be of a level and subject content appropriate to an academic institution and should not duplicate the general type of material readily available in any public library. Although there is, of course, some overlap in the categories of public and academic library materials, we believe the distinction between these categories of materials will be clear in most cases.
- 3) Most textbooks are inappropriate to library requirements. The library should not be a repository for books used as texts and should not compete with the college book store in this respect. Titles to be used heavily and/or continuously in courses will not be purchased by the library. Copies of text for examination for course adoption, when not available free from publishers, should not be submitted as library order requests.
- 4) Careful discrimination should be exercised in requesting acquisition of materials highly technical or specialized in relation to our curriculum or to reasonably anticipated research requirements. Requests for purchase of materials exclusively in support of faculty research interests should be voluntarily and responsibly limited by faculty.
- 5) Reasonable care should be exercised by faculty in avoiding requests for material on subjects, and of a level and type of treatment, which would duplicate or closely parallel materials already available in the library collections. Heavy demand or particular special merits of the titles in question might suggest exceptions to the application of this guideline.
- 6) While mutual consultation and occasional voluntary withdrawal of an order request will usually be a satisfactory procedure (in the few instances where it might seem appropriate), the Director of the Library is understood to have

the ultimate authority and responsibility to decline the purchase of an item for reasons embodied in this policy statement. He should, upon demand, make known his rationale in a specific case for taking this action. It is anticipated that such action would only be required in very exceptional circumstances.

7) Selection of materials by the University Librarian and the professional staff of Maag Library will consist of reference materials as well as materials needed for the development of the library for the academic community as a whole. These materials will be selected with the goal of making the collection of Maag Library as well balanced as possible in all pertinent subject areas.

Approved by the University Library Committee

Feb 26, 1976

INTER-OFFICE CORRESPONDENCE

TO Mrs. Virginia Phillips, Secretary, Academic SenateDATE March 16, 1976FROM Dr. Henry P. Sheng, Chairman, Academic AffairsSUBJECT Individualized Curriculum Program

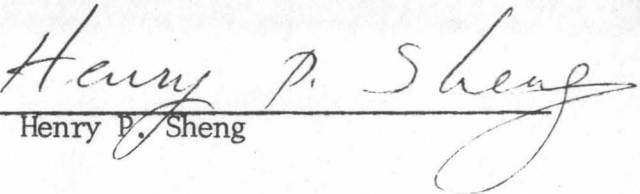
The Academic Affairs Committee has on March 12, 1976 approved the adoption of the Individualized Curriculum Program based on the Final Report of the ICP Committee submitted by Chairman Dr. Irwin Cohen. This Program was first approved by the Faculty Senate on May 4, 1973 for a trial period of three years and, based on the testimony by Director Dr. Robert Smith, the Academic Affairs Committee would recommend to the Senate the following articles for final approval.

- I. The Individualized Curriculum Program will be administered by a Director appointed by the Vice President for Academic Affairs.
- II. An Individualized Curriculum Program Committee will be appointed annually by the Senate Executive Committee. The duties of this committee will be to advise the Director and the Senate concerning Individualized Curriculum Program rules and policies, to review the Director's actions, and to report annually to the Senate. The membership of this committee shall be as follows, with the specific numbers to be determined by the Senate Executive Committee.
 - a) at least one faculty member from each school/college, including at least one from each of the three areas (Humanities, Social Science, and Science/Mathematics) of Arts and Science College.
 - b) two students enrolled in the Individualized Curriculum Program, and
 - c) in an advisory capacity, representatives of the administrative offices concerned.
- III. A student may receive any currently offered undergraduate degree with an Individualized Curriculum under the following rules.
 1. He/she must have a faculty advisory committee consisting of full-time members of the major departments involved in the individualized curriculum. The composition of the faculty advisory committee must be approved by the Director of the Individualized Curriculum Program.
 2. With the advice and consent of his/her faculty advisory committee, the student must prepare and submit a detailed statement according to the format specified by the Director of the Individualized Curriculum Program. This statement must show the nature of the proposed individualized curriculum and must explain all requested modifications of curriculum requirements for the degree being

Mrs. Virginia Phillips
Page Two
March 16, 1976

sought. Students are generally expected to do this during the first half or three quarters of their college program. A proposal submitted within 30 quarter hours of graduation may require special justification.

3. The proposal will need to be approved by the student's faculty advisory committee and by the Dean of the College granting the degree. Upon receiving such approval the Individualized Curriculum will be effective. The student is then guaranteed the right to graduate under the approved curriculum, subject to the appropriate academic standards, but he may withdraw from it if he wishes.
- IV. At any one time, there shall be no more than one hundred students enrolled at YSU under approved Individualized Curriculum Programs.


Henry P. Sheng

HPS/dc