



Academic Senate



ACADEMIC SENATE MINUTES

April 7, 2010

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Report from President Sweet	Senate Executive Committee	Elections & Balloting Committee	Academic Standards Committee
Undergraduate Curriculum Committee	General Education Committee	Academic Research Committee	New Business

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Call to Order: Senate Chairperson **Chet Cooper** called the meeting to order at 4:02 p.m.

Minutes of the Previous Meeting:

Minutes of the March 3, 2010, meeting were approved as posted. To view the minutes, go to <http://www.yosu.edu/acad-senate/0910/minmar10.pdf>.

Remarks from President Sweet: I'd like to talk about transitions. One transition that we're all wondering about with our recent weather is, when are we going to transition to the air conditioning system? Our system is designed to operate from April 15 to October 15. To operate the air conditioning while there is a threat of freezing temperatures creates a risk of damage to equipment.

You've read about the agreement between YSU, the Youngstown Early College, and the Youngstown City Schools regarding a 3-year transition plan to move the primary responsibility of YEC to the new Eastern Gateway Community College. Representatives from each of the 3 boards

will meet to work on the transition plans.

Another transition of course is the upcoming transition to the presidency of Dr. Cyndy Anderson. Dr. Khawaja will be heading an effort to gather information, issues, etc., that will need to be addressed during and after the transition. There will be a retreat in the Fall as well as an official installation ceremony for Dr. Anderson sometime in the Fall.

We continue to work on a budget for Fiscal Year 2011. It incorporates the 3.5% tuition increase, funding for centers of excellence, faculty separation incentive, and a contingency fund. The Provost has recommended a restructuring of the chairpersons' compensation, and that is being put into place.

As we move forward into the next biennium, the State will be faced with major challenges.

The Governor will soon be designating between 6 and 10 focused areas of emphasis. We built our proposal around materials science and related studies. We hope that our proposal will be among those that are approved.

The Third Frontier program will be on the ballot in May. This is very important to Ohio and to our region, and the program deserves our support.

Senate Executive Committee (SEC) / Report from the Chair: Chet Cooper, Chair of the Senate, reported:

My remarks will be short today. First, there is no report from the Ohio Faculty Council, but it does meet this Friday. Chancellor Fingerhut will attend the meeting as well. There is also no Executive Committee report at this time.

Second, it is that time of year that we celebrate the academic successes of our students, who are the center of our mission. To that end, I strongly encourage all of you, and if you will encourage your colleagues as well, to attend the Honors Convocation on April 26th at 7:00 PM. It is very much appropriate that we do attend and support our students. Along these lines, I would like to iterate the announcement that was made last week regarding two of our students. One, Hillary Howard, was named a Goldwater Scholar and another, Lisa Curll, was named as an Honorable Mention awardee. This is the fifth time in the past six years that a YSU student was named a Goldwater Scholar, a very prestigious award given to only about 200 students per year across the country. In addition, this is the first time that two YSU students have been granted Goldwater honors in the same year. We should be very proud of these students and if you see them on campus, congratulate them for their marvelous achievement.

This concludes my report to the Senate.

Elections & Balloting Committee: Annette Burden reported. Several colleges still need more volunteers to run for at-large Senate seats for next year. Please consider volunteering.

Academic Standards Committee: Gary Walker reported. The committee has three motions to bring forward today. We move approval of these motions:

Motion 1: Completion of Incompletes

Undergrad Bulletin 09-10, p. 38.

Current language:

"An incomplete grade of I may be given to a student who has been doing satisfactory work in a course but, for reasons beyond the control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A letter grade may not be changed to an I (Incomplete) after the term has ended and grades have been recorded. A written explanation of the reason for the I and a date (which must be within one year) by which all course requirements will be completed must be forwarded by the instructor to the Office of Records for inclusion in the student's permanent record, with copies to the student and department chairperson.

New language:

An incomplete grade of I may be given to a student who has been doing satisfactory work in a course but, for reasons beyond the control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A letter grade may not be changed to an I (Incomplete) after the term has ended and grades have been recorded. For Fall term courses, the final date to complete an I will be March 1 of the following term; for Spring term courses, July 1; for all Summer term courses, October 1. With approval by the instructor and the Dean of the College where the course is taught, the completion date may be extended. Courses not completed by the appropriate date will be converted to an F.

There was discussion as to whether the July 1 deadline was practical for Spring term courses. Birsen Karpak suggested a friendly amendment to change that date to August 16. After further discussion, Abbie Twyford proposed a second friendly amendment to change that deadline to September 1. Dr. Walker accepted the amendment to change the July 1 deadline for Spring term courses to September 1. A vote was taken on the motion as amended. Motion passed.

Motion 2: F to late withdrawal policy concerning academic dishonesty policy.

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W represents a withdrawal properly processed at any time from the end of the full-period through the last day to withdraw with a W (as published in the Academic Calendar for each semester). For courses involving foreign travel, the last day to drop a course with a W shall be the date at which the student first leaves the campus to begin the travel. Withdrawal after the designated date (or an improper withdrawal) is recorded as F. Withdrawal thereafter (or improperly done, at any time) is recorded as F. If the grade resulted from circumstances over which the student had no control, the student may petition the appropriate dean for a late withdrawal.

If an instructor is giving a course grade of F because of academic dishonesty, a student will not be allowed to withdraw with a W, even if the request is made by the last day to withdraw. The instructor shall file a Report of Academic Dishonesty with the Student Conduct Administrator. In such cases, the student should consult The Code of Student Rights.

A Petition for Late Withdrawal and the Repetition Form cannot be used for the same course. In other words, Petition for a Late Withdrawal cannot be processed for any course

that was repeated and a recalculation of point average processed and posted on the student's academic record.

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In cases involving academic dishonesty, the faculty member may take one or more of the following actions:

- warn a student; no further action
- submit an "F" grade on the exam or paper; no further action
- submit an "F" grade for the course; no further action. *A student who has received, or will receive, an "F" in a course because of academic dishonesty cannot withdraw with a "W"*
- and/or request additional sanctions from the Student Academic Grievance Subcommittee.

The faculty member shall obtain from the Office of Student Life an Academic Dishonesty Report to be completed and returned to the Office of Student Life

A vote was taken on Motion 2. **Motion passed.**

Motion 3: CHS Alternative Admission Requirements Proposal:

In response to a request from the YSU Metro Credit College in High School program, Academic Standards proposes the following admission criteria for the CHS program:

Automatic Admission:

- Overall GPA of 3.0 for juniors and seniors
- ACT composite of 23 and ACT English sub-score of 23 (automatic placement into English 1550)
- Students wishing to take Math must either score appropriately on the ACT/SAT to be placed or take the COMPASS® placement exam
- Students wishing to take Foreign Languages must take the Foreign Language Placement exam
- Successful completion of all required Ohio Graduation Tests (as long as these tests are required by the state)

Conditional Admission:

- Students who do not meet the criteria as set forth for automatic admission into the program may have the opportunity to show that they are "college-ready" by taking the university placement exams. A student can receive conditional admission into the program by achieving placement into English 1550 and having a letter of recommendation to participate from their teacher.
- The YSU department chair may grant conditional admission into the program in lieu of the student taking the placement exam. This type of admission will be considered on a case by case basis.
- High school students who successfully complete the Math Path Program while they are Sophomores/Juniors in high school are eligible to enroll in appropriate college level Math courses for dual credit at their high school, provided it is being offered.
- High school students who successfully complete the Math Path Program while in high school, and who subsequently matriculate to YSU the Fall semester following high school graduation, are eligible to waive math placement testing and register for college level Math courses at YSU.

A full explanation of the reasons for the recommendation from YSU Metro is contained in

Attachment 1. Jonelle Beatrice offered a friendly amendment to change the term *Conditional Admission to Provisional Admission*. The motion was accepted by Dr. Walker. Vote was then taken on the motion **as amended**. **Motion passed.**

Undergraduate Curriculum Committee: A list of approved course changes is contained in **Attachment 2.**

General Education Committee: **Julia Gergits** reported. The committee is taking back the recommendation from last meeting regarding credit for military experience. The Ohio Board of Regents is already looking at this issue anyway, so we will bring this back in the Fall.

Academic Research Committee: Dr. Frank Li reported. Dr. Li moved approval of the document titled, "Youngstown State University: An Urban Research University" as distributed at the meeting (see **Attachment 3**). This document has been developed over the past several months by the Academic Research Committee. A vote was taken on the motion to approve. **Motion passed.**

Unfinished Business: None.

New business: Zach Brown introduced a Resolution in Support of State Issue 1 (see **Attachment 4**) from Student Government Association and moved approval. Motion was seconded. Vote was taken on the motion to approve. **Motion passed.**

Adjournment: The Academic Senate adjourned at 4:47 p.m.

Sign-in Sheet

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For further information, e-mail [Bob Hogue](#).

CHS Alternative Admission Requirements Proposal

Dual enrollment opportunities for students in Ohio have traditionally fallen underneath one policy – Post Secondary Enrollment Options (PSEO). **Per Ohio Revised Code 3365, high school juniors and seniors who have a “B” average (3.0 GPA) may take classes on the college campus for credit.** Universities and colleges may apply stricter admission standards but cannot lower the minimum requirements set forth by the state. Across the region, PSEO admission requirements differ by institution, and in some cases, among regional branch campuses of the same institution (see attached chart). On the YSU campus there are a variety of programs for high school students to take college courses. Each has a unique set of admission requirements specific to that program.

Under the College in High School (CHS) model, high school faculty who have met the respective academic department’s criteria for adjunct status, teach the college class as part of their course load during the school day. This model has proven successful over the past three and a half years with Calculus at 12 school districts in Mahoning County as well as Chemistry I and II at Poland High School.

The academic division at YSU has requested expansion of the CHS program as a means of attracting high-performing high school graduates to the university’s programs. Therefore, in order to align our program with others in the region, state and country, and increase program access, Metro Credit proposes the following admission criteria for the CHS program:

Automatic Admission:

- Overall GPA of 3.0 for juniors and seniors
- ACT composite of 23 **and** ACT English sub-score of 23 (automatic placement into English 1550)
- Students wishing to take Math must either score appropriately on the ACT/SAT to be placed or take the COMPASS® placement exam
- Students wishing to take Foreign Languages must take the Foreign Language Placement exam
- Successful completion of all required Ohio Graduation Tests (as long as these tests are required by the state)

Conditional Admission:

- Students who do not meet the criteria as set forth for automatic admission into the program may have the opportunity to show that they are “college-ready” by taking the university placement exams. A student can receive conditional admission into the program by achieving placement into English 1550 and having a letter of recommendation to participate from their teacher.
- The YSU department chair may grant conditional admission into the program in lieu of the student taking the placement exam. This type of admission will be considered on a case by case basis.
- High school students who successfully complete the Math Path Program while they are Sophomores/Juniors in high school are eligible to enroll in appropriate college level Math courses for dual credit at their high school, provided it is being offered.

- High school students who successfully complete the Math Path Program while in high school, and who subsequently matriculate to YSU the Fall semester following high school graduation, are eligible to waive math placement testing and register for college level Math courses at YSU.

Why the request? What is the difference? Under the traditional SB140 admission policies, high school juniors and seniors must show that they are “college-ready” by having a 3.3 overall grade point average, an ACT composite score of a 23 and test into English 1550. Students see an academic advisor on campus to register and there is an administrative assistant in the Admissions Office who oversees their enrollment at YSU. Courses are discussed with their high school counselor to ensure that they are taking classes that will meet high school graduation requirements. The student is solely responsible for travel to campus, class attendance, and performance. No additional support or oversight is provided by either the high school or YSU.

In the CHS Model, the student remains in the highschool with the additional support offered in that environment. They take courses during the normal course of their school day. There is a system of daily academic monitoring that alerts the instructor to warning signs such as student absence and declining performance. If a student is not doing what is expected, conferences will be held to assess the student and provide support for academic success or remove them from class if necessary. This higher level of monitoring and support has yielded positive student outcomes at other university campuses and is part of the justification for this request to use college placement tests as an alternative admission criterion. In addition, the Mathematics Department successfully piloted this approach in 2008-2009. Four students with ACT scores of 20-22 took the placement exam and tested at the college level. These students took Calculus, and all passed. Their final grades were 1 A, 2 B's and a 1 C.

Aligning this program places us in a position to allow more students to earn some college credit prior to graduation, which does increase subsequent matriculation. Therefore we respectfully ask for consideration and approval of a separate set of admission standards for the CHS program.

MEMO**TO:** Bob Hogue, Academic Senate Secretary**FROM:** Suzanne Giuffre, Chair
University Curriculum Committee**SUBJECT:** Senate Meeting Minutes**DATE:** March 5, 2010

UCD#	CATALOG #	COURSE TITLE	ACTION
10-103	MRCH 2661	Fundamentals of Interior Design	Pre-req Fast Track form
10-104	POLIT 5850	Sustainability, Climate Change, and Society	Add
10-105	MRCH 4880	Merchandising Management	Pre-req Fast Track form
10-106	ECON 2610	Principles 1: Microeconomics	Pre-req Fast Track form
10-107	GEOG 5820	Directed Research in Geography	Change
10-108	JOUR 2632	Introduction to Photojournalism	Add
10-109	ENGL 2632	Introduction to Photojournalism	Add
10-110	MATH 4823	Abstract Algebra III	Add
10-111	ISEN 4821	Capstone Design1: Manufacturing and Service Systems	Change
10-112	ISEN 4822	Capstone Design2: Logistics Systems	Change
10-113	HPES 1573L	Tactical Approach to Teaching Team Sports	Add
10-114	HPES 2618	Physical Education Practicum	Change
10-115	HPES 3767/L	Pedagogy in P-12 Physical Education	Change
10-116	HPES 4884	Physical Education Internship	Add
10-117	MRCH 3740/L	Computer Applications for Textiles and Apparel	Add
10-118	MRCH 3705/L	Fashion Textiles	Change
10-119	MRCH 3713	Merchandise Buying	Add
10-120	FNUT 4874	Community Nutrition and Wellness	Change

Completed/approved course proposals.

These are the course proposals that have been approved by the UCC. They have also been circulated with no objections.

Please Note: Approval by the UCC is for the course proposal only. Further approval for courses to be listed as General Education courses must be sought from the General Education Committee.

Youngstown State University:

An Urban Research University

Youngstown State University, as a member of the global community of scholars, contributes to the development and application of knowledge for the betterment of humankind. The University strives to improve the quality of life and strengthen the economy of the region, and forms the major regional conduit to the global community. As is fitting for an urban research university, YSU faculty and students participate in basic and applied scholarship that enriches teaching and learning and engages with local and global communities. Scholarship at YSU may be directed toward identifying and addressing the social, cultural, and economic needs of nearby urban neighborhoods and the city of Youngstown, but because not all nearby communities are urban, research at YSU is not confined to urban issues. YSU, as an urban research university, is made stronger and more competitive through linkage with its urban location, as the urban location is made stronger and more competitive through linkage with a high-quality research university.

Core Principles

Scholars/Teachers. *Faculty scholarship is integrated, as appropriate, into teaching and learning activities and facilitates undergraduate and graduate student research. Scholarship at YSU informs and energizes teaching but does not displace teaching and learning in importance. Scholarship at YSU provides an education that is both up-to-date and grounded in best practices—qualities necessary for developing a globally competitive workforce. At YSU, basic and applied scholarship is original and innovative, allowing for diverse scholarly interests and methodologies. It is not bounded by the walls of the University’s labs or classrooms, but is disseminated according to the highest standards of each discipline. Faculty and students engage in scholarship that applies theory learned in the classroom to the world beyond in all fields, from the arts and humanities to the sciences. The University pursues scholarship opportunities within internships, service learning, and action research projects that may also benefit the community.*

Scholarly Engagement. *YSU is committed to seeking joint benefit through mutual sharing of information, expertise, and resources, with the recognition that expertise is also found in the community. Community engagement is necessary for university-based scholarship to be relevant to and advance the public sphere. Community is defined broadly and includes (but is not limited to) academic, discipline-specific, geographic, and professional communities. YSU faculty, staff, and students partner with local, regional, and global businesses, community agencies, and leaders to identify important community research needs. YSU shares its resources to answer important questions, solve community-related problems, and advance best practices in all disciplines. It provides access to equipment, to faculty and student expertise, and to other resources that foster collaboration on funded projects with community entities.*

Resource Alignment. *The institution will invest in new and existing academic programs that will augment YSU’s research-related skill base. To strengthen its research portfolio, YSU will continue to develop master and doctoral-level programs that advance the intellectual, cultural, and economic life of the region and nation. Innovative scholarship will enhance existing Centers of Excellence and create opportunities for new Centers of Excellence that facilitate faculty and student research, while also serving the community. Research, new academic programs, and Centers of Excellence will differentiate YSU as an urban research university meeting the distinct needs of the northeast Ohio community and beyond.*

**Senate
Academic
Research
Committee**

April 7, 2010

Brown, Twyford, Meditz

Resolution in Support of State Issue 1

WHEREAS, the Third Frontier Initiative was created to preserve and create jobs, enhance education opportunities, and improve the quality of life and general well being of people and businesses throughout Ohio by expanding Ohio's research capabilities to promote product innovation, development and commercialization; and

WHEREAS, the Third Frontier program has laid the foundation for the creation and growth of technology-based jobs and businesses, increased early stage capital investments, improved the environment for technology entrepreneurs, increased collaboration in research and development, and enhanced our economic competitiveness and diversity; and

WHEREAS, more is expected of this program in the next few years as the research translates into market solutions, companies and lasting jobs; and

WHEREAS, the State of Ohio's Third Frontier initiative has delivered measurable results by investing \$681 million since 2002 which has yielded \$6.6 billion in wages and benefits, and more than 48,000 jobs; and

WHEREAS, Youngstown State University as a result of its participation in the Third Frontier program has teamed with 30 business and industry partners in the Mahoning Valley and has developed internship programs that engage our students with area firms; and

WHEREAS, Youngstown State University has generated more than \$4 million in additional federal and industry funding from the Third Frontier program, which has been a contributing factor in the University's extraordinary rise in external funding receipts in recent years; and

WHEREAS, the proposed state constitutional amendment will authorize the State of Ohio to issue up to \$700 million in the bonds for the Third Frontier initiative in order to provide financial assistance for research, product innovation, and commercialization in support of Ohio industries and businesses in such areas as advanced materials, agbiosciences, treatments and cures for cancer, heart and other diseases; and

WHEREAS, Issue 1 will continue to foster job creation through the advancement of new products and services based on science and technology research and development, thus ensuring Ohio's ability to create and compete for jobs, today and in the future; and

WHEREAS, Youngstown State University is an integral partner in the effort to advance scientific knowledge and to develop new products and applications that will enhance our state's economy; and

WHEREAS, the State of Ohio Assembly deserves much appreciation for its strong bipartisan support of the Third Frontier program and its placement of the constitutional amendment on the ballot;

NOW, THEREFORE, BE IT RESOLVED, that said investment will improve the quality of life for all Ohioans and that the Youngstown State University Academic Senate supports and endorses the passage of State Issue 1; and

BE IT FURTHER RESOLVED, that copy of this resolution be presented to the Governor, the Ohio General Assembly, and other interested constituencies.

YSU ACADEMIC SENATE ATTENDANCE ROSTER – April 7, 2010

At Large

AKP Birsen Karpak, Management
PKB Patrick Bateman, Management
RK Ram Kasuganti, Management
 _____ Gang Peng, Management
 _____ Ray Shaffer, Acctg & Finance
MLV Michael Villano, Acctg & Finance

At Large

RR Regina Rees, Teacher Ed.
 _____ Richard Baringer, EFRTL
LG Leah Gongola, Couns/Sp Ed

At Large

DF Darla Funk, Music
 _____ Amy Crawford, Communication
FF Francois Fowler, Music
 _____ Brian Kiser, Music
 _____ Nancy Wolfgang, Thtr & Dance
ARM Allan Mosher, Music

At Large

KF Kathylynn Feld, Health Prof
KL Ken Learman, Physical Therapy
DK Diane Kandray, Health Professions
 _____ Michele McCarroll, HPES
 (vacant)

At Large

DAN Denise Narcisse, Sociol & Anthro.
 _____ Cynthia Vigliotti, English
LL Loren Lease, Sociol & Anthro.
 _____ Rick Shale, English
VP Mark Vopat, Phil/Rel.
TL L.J. (Tess) Tessier, Phil/Rel.

At Large

AMB Annette M. Burden, STEM
 _____ Elvin Shields, MECH & ISEGR
 _____ Hazel Marie, CEEGR & CHEGR
 _____ Jeanette Garr, STEM
 _____ Daryl Mincey, Chemistry
BH Bob Hogue, CSIS

At-Large

MA Ray Michaels
JI Jeanette Iskander
 _____ Domonique Price
 _____ Bethany Matthews
 _____ Louis Irizarry

BUSINESS ADMINISTRATION

Departmental (2009-2011)

WY Ying Wang, Marketing

Departmental (2008-2010)

JRP J. Rajendran Pandian, Management
 _____ Dave Law, Acctg. & Finance

EDUCATION

At Large continued

JP Jake Protivnak, Couns/Sp Ed
 _____ Gail Saunders-Smith, Teacher Ed.

Departmental (2008-2010)

VK Victoria Kress, Couns/Sp Ed
 _____ Susan DeBlois, EFRTL
LC Lauren Cummins, Teacher Ed.

FINE & PERFORMING ARTS

Departmental (2009-2011)

JM John Murphy, Theater/Dance

Departmental (2008-2010)

DC Dragana Crnjak, Art
AE Adam Earnheardt, Communication
HJL Hae-Jong Lee, Music

HEALTH & HUMAN SERVICES

Departmental (2009-2011)

_____ Patricia Wagner, Criminal Justice
 _____ Michael Murphy, Social Work
WG Weiqing Ge, Physical Therapy
SL Susan Lisko, Nursing

Departmental (2008-2010)

JV Teresa Volsko, Health Professions
JP Jennifer Pintar, HPES
VD Virginia Draa, Human Ecology

Liberal Arts & Social Sciences (CLASS)

Departmental (2009-2011)

JG Julia Gergits, English
AT Alan Tomhave, Phil/Rel.
 _____ Keith Lepak, Political Science
MO Matt O'Mansky, Sociol & Anthr.

Departmental (2008-2010)

_____ Tomi Ovaska, Economics
 _____ Ndinzi Masagara, For. Language
LAP Lashale Pugh, Geography
GMG Galadriel Mehera Gherardo, Hist.
 _____ Julie Boron, Psychology

Science, Technology, Engineering, & Mathematics (STEM)

Departmental (2009-2011)

JT Jamal Tartir, Math & Stats
 _____ Jeff Dick, Geol & Env. Sci.
AA Abdurrahman Arslanyilmaz, CSIS
CC Chet Cooper, Biology
DL Brian Leskiw, Chemistry

Departmental (2008-2010)

_____ Darrell Wallace, MECH & ISEGR
PD Patrick Durrell, Physics & Astron.
FL Frank X. Li, ECEGR
KM Kin Moy, ENTC
SH Shakir Husain, CEEGR & CHEGR

ADMINISTRATORS (15)

_____ Michael Crist
BD Bryan DePoy
SF Shearle Furnish
PG Philip Ginnetti
 _____ Peter Kasvinsky

Departmental (2008-2010)

IK Ikram Khawaja
PK Paul Kobulnicky
 _____ Betty Jo Licata
 _____ Thomas Maraffa
JM Joseph Mosca

STUDENTS (15)

College

_____ Gary Davenport, CLASS
 _____ Megan Derthick, STEM
NB Nicole Burlock, Education
 _____ Sean Baran, FPA
AC Ashlee Chmura, HHS
 _____ Jamie Petrus, WCBA
 _____ Sarah Lowry, Graduate Studies

Student Government

ZB Zach Brown
AT Abbie Twyford
JK Joni Koneval, Acad. Affairs