

Academic Senate

ACADEMIC SENATE MINUTES

March 5, 2014

Call to Order: Senate Chairperson Chet Cooper called the meeting to order at 4:03 p.m.

Minutes of the Previous Meeting:

Minutes of the October 2, 2013 meeting were approved. To view the minutes, go to <http://www.www.ysu.edu/acad-senate/1314/minoct13.pdf>.

Senate Composition- Chet Cooper, Chair of the Senate, reported:

Francis Fowler (absent) of the Charter and Bylaws Committee reported Proposed Charter Amendments were passed by the faculty and they will eventually go to the Board of Trustees for affirmation.

A new Senate Secretary, Amy Flick, was introduced to the Senate, and Carol Lamb was thanked for her service in the role as Senate Secretary.

In addressing Dr. Dunn's departure, Chet stated that while it's understandable to have questions and anxiety, it's important to move forward for the betterment of the university. At this point, Chet also announced that he would recognize non-Senators to make comments so long as the discourse is civil and relevant and take place in a timely manner.

The two search committees, the search committee for the provost and the search committee for the President, will run parallel, with the provost search lagging slightly behind to allow the newly appointed president will be able to participate in the final selection of the provost. The search firm Myers-McCrae will run the provost search and has been asked to expand the pool for provost candidates, so there is a broad selection of candidates for the president to choose from. They were receptive to that idea. The principals for Myers-McCrae and AGB, the search firm running the search for president, are close colleagues and are in constant communication making sure that everything is coordinated together and that all i's are dotted and t's are crossed. Not much is known at this time about the presidential search other than it will happen. Chet conveyed to the Board of Trustees on your behalf that the composition of the search committee should be expanded to include more faculty and more staff. The Board of Trustees was receptive to that idea.

In a meeting of the Ohio Faculty Council, the Vice Chancellor, Mr. Cannon was present. He is in charge of the SSI formula. It was explained that there is \$1.4 billion dollars for the 13 state institutions in terms of state funding. The way that this is allocated is based on a number of things. Degree completion is a

significant part of this. For every degree, you get “a chip” or credit; every “chip” can then be multiplied because of things like if the graduate belongs to a low income group or if he/she belongs to an underrepresented minority group. For example, Ohio University created an 18 month, online RN to BSN program. They had 200 students who completed the program. As a result of just that program the university received \$10 million dollars. YSU has lots of students who fall in these different categories and so we should be able to well, provided that we can have degree completion. The representative from Kent State in this meeting stated his Provost that they will begin awarding all students an Associate’s degree on their way to the Bachelor’s degree. It was made clear that the Associate’s degree would count toward the institution’s degree completion, making it so that an institution could essentially be awarded funding twice based on the same student. Chet believes that we should be doing this as well and is working with Kevin Ball on this project. Wright State has rejected this option. Ohio State University is contesting it as it would create competition for funding.

It was asked whether there were materials that we could review pertaining to this.

It was explained that there is a PowerPoint from the Vice-Chancellor that might contain that information. Chet or Ken Learman can distribute it to everyone once it has been received.

Report of the Elections and Balloting Committee: Ken Learman reported that all representatives, the college representatives that normally hold the elections on an annual basis, will be contacted within the next couple of days. He asked that people encourage colleagues to be willing to run for Senate and various Senate committees.

Academic Programs Committee: Adam Earnhardt not present to discuss and distribute report.

Academic Standards Committee: Becky Curnalia and the committee moved that the conditional admissions policy be modified to reflect the revisions (outlined in attachment to agenda). She stated that it is really formalizing what is already being done.

Chet: It is not clear whether this applies to out of state students or not.

Jack Fahey: The admissions policy for out of state students is a little stricter. Students who are from out of state and do qualify for conditional admission, would be admitted conditionally, but that does not change the fact that it is a little more difficult to get in from out of state than from in state. That continues to be the case. Hopefully in a subsequent meeting, we will have a proposal for this body to address that. I’d like the two to be more closely aligned.

Vote on Revised Conditional Admission Policy: Approved (0 opposed, 0 abstentions)

The committee also proposed that the university adopt an Excused Absence Policy (outlined in attachment to agenda). It was explained that currently there is no official policy for any excused absence for students; this includes absences for competition for their degree, jury duty, athletics, etc. The proposal also states the number of instances where a student could have an excused absence. It also outlines the students’ obligations with regard to notification ahead of time.

Chet: As I understand this, this is basically highly recommended, but cannot be instituted against the union contract at this point, correct?

It was then explained that there were concerns about this.

Chet: So part of your recommendation is that representatives from the Senate talk to the faculty union about this too. Is that correct?

A: Yes

Michael Jerryson: Just for clarification for the example you gave, so if a student wanted to be involved in a conference and they were going to leave for that and miss the midterm, and they wanted to take it at a later time, that would be something we would be required to permit?

A: They'd have to make up the test. They'd have to make arrangements with the faculty

Michael Jerryson: What will be the qualifications for a certain conference or activity being deemed academically inclined to allow us to make more room for students to do a re-take on a midterm or final exam?

A: No you wouldn't be required because we cannot do that because of the YSU OEA contract. We would encourage you to allow the student, if it's something that is sponsored by an academic unit, to retake the midterm, but it's not something we could require you to do.

Michael Slavens: The other side of it that they didn't really mention is that there is also a faculty member of the organization that would be sponsoring the event has to be involved. They are the ones that give the letters saying that they can get out. So you have to keep in mind that there is a faculty member on the other side, so if they know it was a midterm or something you would hope they'd be less inclined to give them that letter initially. So that's another level of checks and balances if you will.

Vote: Motion passes (0 opposed, 0 abstentions)

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

Vote: Motion passes (0 opposed, 0 abstentions)

General Education Committee: Report was attached to agenda, but was for informational purposes only. This was not discussed.

Library Committee: Susan Clutter discussed the current financial state of Maag Library. She explained that currently the library budget is one half of 1% of the total budget, \$966,000, compared to Kent which allocates 3% of the total budget (or approximately \$4.4 million). Due to the skyrocketing cost of e-journals and database subscriptions, Maag has already lost resources, including Emerald MCB Database, American Institute of Physics Database. Compendex and Center for Research Libraries became opt-ins that we could not afford. Ebsco expanded their package, but also charged more money and removed two databases (RILM and IPSA). Those two databases are now paid for separately at \$4,000. ISI Weather Science went from \$9,300 in 2013 to possibly as much as \$20,000 (bill has not come yet). Ms. Clutter stated that there are some departments that still get funding for book purchases. She said that she would not count on that this year, but departments can make a list of books they would like to be submitted

before fiscal year 14, so if there are any funds they will take from the list on a need basis and also according to the people who have had less opportunities to buy books (like nursing). If there is a flat budget or a cut budget in fiscal year 2015, Maag is in danger of losing more resources, including JStor.

The committee created a resolution that was presented in 2013. It went unanswered. In January a letter was written to Teri Riley asking for a stop gap. They asked for a graduate research fee to be applied in fiscal year 2014, but she advised them that they had missed the deadline for the 2014 fee request. She gave them options for the 2015-2016 year to get fees. She also advised that we request a memo of understanding to make sure all money that we do get cannot be taken from the budget at the end of the year. She also reached out to two areas on campus to ask for emergency funding. She reached out to Scott Evans of the YSU Foundation and Ed Goist of University Development, but both declined. They have reached out to Mr. Neil McNally to help with the 2014-2015 year. They have not heard back, but are confident he will say no.

Undergraduate Curriculum Committee: Report was attached to agenda, but was for informational purposes only. This was not discussed.

Unfinished Business

Paperless Curriculum Submission: Carol Lamb reported that the STEM college did tests through the fall and break just to make sure the process was flowing. There were some glitches that have now been worked out. In the spring semester, the chairs in STEM have openly accepted that they would try to do this. There have been some that have gone through. Ms. Lamb asked Chet Cooper if any had made it to him.

Chet: No

Carol Lamb: You need to talk to Elena. I will email her, but as far as I know they are making the process all the way through the Dean. From there it should go to the Academic Senate.

The paperless curriculum is going through the STEM college parallel with the paper.

New Business

Discussion regarding Dr. Dunn's departure: Chet Cooper introduced issue of President Dunn's resignation. He stated that he would be giving non Senators floor privileges. He asked that the discourse remain civil. He reserved the right to stop an individual from ranting. Given the situation and time of day, he exercised his executive privilege to arbitrarily limit the discussion to 15 minutes. If the discussion was productive and needs more time, he was willing to extend the time limit.

Helen Sinnreich, proposed the following motion: Given the speed with which a search must be conducted for the next President of Youngstown State University which may limit the ability of the wider campus community to have input in the qualities the search committee will look for in a candidate, the presidential search committee should more broadly reflect the campus and include a diversity of voices including several members of the faculty.

Seconded

Discussion:

John Feldmeier: I am in favor of this motion because we're never really going to improve the situation until the process of hiring is improved. Without any denigration of anybody who was on the panel the last time we need a more diverse group of people looking at our candidates because we're going to have to do this very quickly, and we're going to have to do this under a cloud. And so I think that having more faculty members, having more members of the staff involved is going to improve the situation.

AJ Sumell: I am also in favor of this motion. I just would consider an amendment to the motion. Instead of just saying more faculty we actually specify a number. Perhaps one faculty member from each college on campus or something like that.

Chet: I take that as a friendly amendment proposal?

AJ Summell: It's friendly

Someone asked the question whether the proposal was asking for more faculty and staff to be involved to hire in a new president faster.

Helene Sinnereich explained that the goal of including more faculty in the search process was to make the search more inclusive.

Catie Carney- I would like to offer another friendly amendment if you would to include a student on that search committee as well. I think a lot of times the current student body often gets overlooked when we're looking at developing search committees for administrative positions including the president, so I think in order to include that diverse group of people I think that it's really important that this university consider the input of students because at the end of the day, that is why we're all here.

Helene-1 undergraduate student, One graduate student should be included

Final Motion: To have a more diverse and inclusive search committee for the president that includes one faculty member from each college, one undergraduate student, and one graduate student.

Motion passed (0 opposed, 0 abstentions) will go to Board of Trustees

John Feldmeier: Just as a point of information, can you share with us the composition of the Provost search committee?

Chet: Yes, I can share with you the composition of the Provost committee. There is one Dean, Dr. Mosca; One Board of Trustee Member, Ms. Weimer; One community person, Suzyn Schwebel Epstein; and.. there are 16 people. There is some staff, some faculty, including a chair from Theater. I have a list if you want to see the list I can share it with you. I don't have it here, but I can share it with you; it's not top secret. There is an undergrad and a graduate student as well. I'm trying to run through the names and can't do it. Other questions?

None

Ken Schindler reported that the domain project that ITS has been working on for slightly over four years will be completed by Friday [March 7, 2014]. There are one or two isolated problem areas to deal with,

but it will be completed. Secondly, on April 8, Microsoft is ending support for Windows XP. There are an inordinate number of XP Micros on campus. To address this, a project is being launched next week [March 10, 2014] to upgrade machines that can be upgraded and replace machines that can't be upgraded. They are going to begin in the administrative offices because that is where financial information is handled and employee records information is handled. Then they will work through the colleges. They do not know if they will be able to complete this before summer; Mr. Schindler is doubtful that the project will be completed by that point. ITS may contact people with the XP system and ask if they would mind if ITS upgraded their computer while they are on break. ITS will respect the person's wishes, and finish in September as quickly as possible.

Q: Joe Lyons: Do we have a published uptime for the system, uptime in terms of how often the system goes down?

Ken Schindler: Are you speaking of the network, or Banner, or what in particular?

Joe Lyons: Yes

Ken Schindler: I don't think so.

Joe Lyons: Since all my courses in the Health Professions in the Master's program are all online, it's very important that we do not have as much downtime as we have.

Ken Schindler: You are talking about Blackboard primarily then or the face to face video conferencing type courses in the classroom?

Joe Lyons: Right.

Ken Schindler: There we have had a few problems, and no I do not have statistics, and yes I know. We're working on it. The problem is sometimes it's at the other end and it's not our equipment. We have a little problem fixing that. I'm not apologizing. I'm just saying I do not have good numbers on that. But I have heard that we have had problems there.

Joe Lyons: Yes, I think the problem is the whole connection of the systems because when I encounter one problem, then I have to then go over and work on the other problem to solve it. I'd like to have a number as to where we're going because it causes me to spend a lot of time.

Ken Schindler: We can generate that number. Part of the problem is we then have to qualify it and say we had an uptime of x, but of the downtime, what percentage was caused by YSU equipment versus the Internet versus the equipment at the other end. I'm not sure we can give good quality numbers on that. ...I don't know if you think we should be starting to collect this information. I'm open to discussion.

Joe Lyons: The problem that I have is when a problem does occur, I have to go to several different departments to solve that problem.

Ken Schindler: There is one number for the group in Cushwa, what we call the jump and run group; that's the group you should be calling.

Joe Lyons: Well I call the Help Desk, then I call 2748, then I call Blackboard, and they're in several different departments and there are times they don't know what the other guy is doing.

Ken Schindler: That's why you should just call one number and let them work to solution.

Joe Lyons: It doesn't work. When I call the number I have to chase around to get it to work.

Ken Schindler: That's what I need to know...If you can give me some factual information about instances, I can investigate and find out what the problem is.

Revision of YSU Statement of Ethics: Dr. Michael Crist is ill and unable to be here, so we will postpone this discussion.

Student Athlete Report: Report was attached to agenda, but was for informational purposes only. This was not discussed.

New Travel Procedures:

Michael Jerryson: As you may be aware, we received an email last month indicating that it's going to be mandatory for all faculty to use Traveline for all conferences, cars, airlines, and hotels, except for the case of conference hotels, starting this month. I would like to propose for us to make a motion for a formal recommendation to the Board of Trustees. In light of some difficulties we are facing right now with Traveline, there have been reports that students are having a lot of difficulty using Traveline, right now I know there are a lot of faculty that are spending their own money in addition to funds provided by the department for travel and they should be able to use that as a tax write off, but they don't have that ability to provide that to you right now through Traveline. Concur Technology makes ten dollars every time we make use of this, and so the proposal I'd like to make is for us would be to postpone making this mandatory until next fall [fall 2014] to allow for the system to be better tooled and be more adept to our uses because of the amount of problems cited by faculty and students alike.

Chet: You're proposing to send a recommendation to the Board of Trustees to hold off implementation of new travel procedure until fall.

Michael Jerryson: Yes

Chet: Motion is before you. Is there a second?

Helene Sinnreich seconds the motion

Chet: Motion has been put forward. It has been seconded. Discussion?

Concerns were raised by Loren Lease pertaining to the FOP's not self-generating and having to submit materials multiple times because she began planning her trip with the paper TER, but must submit the trip through the Traveline system as well because the trip takes place after the March 17 implementation. Jodie Litowitz agreed with Loren stating that she had experienced similar problems.

Amy Crawford stated that she could have saved \$350 going through another source, but she would have had to do an exemption form that would have had to go through 6 offices in order to be exempted.

Helene Sinnreich agreed that using Traveline will in a number of instances cost more money. She gave the example of not being able to drive her own car to a relatively close event where she may be staying for several days. The cost of mileage would be less than the cost of the daily car rental fee.

Adam Fuller questioned whether this should be postponed even more indefinitely than fall 2014 due to the number of issues with Traveline.

Chet clarified that Traveline was the agent and the computer system was Concur.

Helene Sinnreich suggested that the Board also re-evaluate the cost benefits, so that cheaper options are available given limited travel funds.

Michael Jerryson pointed out that there is nothing in the faculty contract for us to argue how we can dictate funds for travel; it's completely up to the Board of Trustees. He also expressed concern that if we push back too much, they might not listen, but if we push back a little, we can at least get this postponed.

Motion before us to stave off implementation of the system until fall 2014 and to look at the actual cost benefits.

Motion carries (one abstention).

Adjournment: The Academic Senate adjourned at 5:03 pm

[Sign In Sheet](#)

Academic Senate Meeting Sign-In Sheet: March 5, 2014

College Science, Technology, Engineering and Mathematics (CSTEM)









Senator Name	Department	Type of Senator	Term
<i>DLA</i> David Asch	Biological Sciences	At Large	2013-2014
<i>CC</i> Chet Cooper	Biological Sciences	At Large	2013-2014
<i>EM</i> Kim Moy	Engineering Technology	At Large	2013-2014
<i>CL</i> Carol Lamb	Engineering Technology	At Large	2013-2014
Doug Price	Civil Env. Chem. Eng.	At Large	2013-2014
<i>JA</i> Jim Andrews	Physics and Astronomy	At Large	2013-2014
Ray Beiersdorfer	Geology and Env. Sci.	Departmental	2013-2015
<i>BS</i> Bonita Sharif	Comp. Sci. Inf. Sys.	Departmental	2013-2015
<i>JK</i> Jodie Litowitz	Biological Sciences	Departmental	2013-2015
<i>BL</i> Brian Leskiw	Chemistry	Departmental	2013-2015
<i>TW</i> Tom Wakefield	Mathematics/Statistics	Departmental	2012-2014
Yogendra Panta	Mech. Industrial Eng.	Departmental	2012-2014
<i>FF</i> John Feldmeier	Physics and Astronomy	Departmental	2012-2014
<i>PM</i> Phil Monroe	Elec. Computer Eng.	Departmental	2012-2014
<i>KR</i> Robert Korenic	Engineering Technology	Departmental	2012-2014
Pedro Cortes	Civil Env. Chem. Eng.	Departmental	2012-2014








Beeghly College of Education (BCOE)

Senator Name	Department	Type of Senator	Term
<i>RR</i> Regina Rees	Teacher Education	At Large	2013-2014
<i>BJ</i> Bobby Ojose	Teacher Education	At Large	2013-2014
<i>KL</i> Karen Latwin	Ed. Found. RTL	At Large	2013-2014
<i>CP</i> Cassandra Pusateri	Counseling Spec. Ed.	At Large	2013-2014
<i>MB</i> Margie Briley	Counseling Spec. Ed.	At Large	2013-2014
Kyoyng Mi Cho	Counseling Spec. Ed.	Departmental	2012-2014
<i>PS</i> Patrick Spearman	Ext. Found. RTL	Departmental	2012-2014
<i>KC</i> Kathleen Crispe	Teacher Education	Departmental	2012-2014
<i>MW</i> Melinda Wofford	School Psychology	Departmental	2012-2014









Academic Senate Meeting Sign-In Sheet: March 5, 2014








Administrative Senators

 Martin Abraham, Dean, CSTEM
 Jack Fahay, Vice Pres., Student Aff.
 Jonelle Beatrice, Exec. Dir., Stud. Life
 Charles Howell, Dean, BCOE
 Jcf Davis, Dir., Ctr. Int. Studies Prog
 Iqram Khawaja, Provost/VP Acad. Aff.
 Jeffrey Trimble, Assoc. Dir., Maag Lib.
 Betty Jo Licata, Dean, WCBA





 Mike Crist, Director, Dana School
 Bryan DePoy, Dean, CACC
 Shearin Farnish, Dean, CLASS
 Kevin Ball, Associate Provost
 Sal Sanders, Assoc. Dean, Grad. St.
 Shannon Tirone, Exec. Assoc. Pres.
 Joseph Mosca, Dean, BCHHS





Student Senators

 Catic Camby, SGA President
 Michael Stevens, SGA Exec. VP
 Sean Meditz, SGA Academic Affairs
 Jacob Schaefer, WCBA
 Anna Kolar, CSTEM
 Lindsey Farran, At Large
 Ashton Gibson, At Large
 Brandon O'Neill, At Large

 Christopher Spielman, CLASS
 Carissa Benchwick, BCOE
 Michael Barkett, CCAC
 Luke Politsky, Graduate School
 Clara Andrews, BCHHS
 Jacob Powell, At Large
 James MacGregor, At Large

Others (Non-Voting) Attendees

 Adam Eernheardt, Programs Chair
 Dan O'Neill, Senate Parliamentarian
 Brian Gough, At Large
 C. L. Jones, At Large

 Taci Turei, Senate Exec. Comm.
 Amy Flick, Senate Secretary
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Academic Senate Meeting Sign-In Sheet: March 5, 2014

College of Liberal Arts and Social Sciences (CLAS)










Senator Name	Department	Type of Senator	Term
Mary Beth Earnhardt	English	At Large	2013-2014
Suzanne Diamond	English	At Large	2013-2014
Tom Ovaska	Economics	At Large	2013-2014
Jay Gordon	English	At Large	2013-2014
Heiene Sinnreich	History	At Large	2013-2014
Tom Pittman	English	At Large	2013-2014
Cynthia Vigliotti	English	Departmental	2013-2015
Michael Jerryson	Philosophy and Religion	Departmental	2013-2015
Adam Fuller	Political Science	Departmental	2013-2015
Loren Lease	Sociology/Anthropology	Departmental	2013-2015
Ou Hu	Economics	Departmental	2012-2014
Carla Simonini	Foreign Language	Departmental	2012-2014
Dawna Cerney	Geography	Departmental	2012-2014
Daniel Ayana	History	Departmental	2012-2014
Heidi Bridges	Psychology	Departmental	2012-2014

College of Creative Arts and Communication (CCAC)













Senator Name	Department	Type of Senator	Term
Alice Wang	Music	At Large	2013-2014
Claudia Berlinski	Art	At Large	2013-2014
Hae-Jung Lee	Music	At Large	2013-2014
Nancy Wolfgang	Theater and Dance	At Large	2013-2014
Randall Goldberg	Music	At Large	2013-2014
Missy McCormick	Art	At Large	2013-2014
Matthew Mazuroski	Theater and Dance	Departmental	2013-2015
Amy Crawford	Communication	Departmental	2012-2014
Francois Fowler	Music	Departmental	2012-2014
Christine McCullough	Art	Departmental	2012-2014

Academic Senate Meeting Sign-In Sheet: March 5, 2014

Williamson College of Business Administration (WCBA)

Senator Name	Department	Type of Senator	Term
 Renush Dangol	Management	At Large	2013-2014
 Helen Han	Management	At Large	2013-2014
 William Vendemia	Management	At Large	2013-2014
 Jeremy Schwartz	Accounting and Finance	At Large	2013-2014
 Doris Song	Marketing	At Large	2013-2014
 Ray Shaffer	Accounting and Finance	At Large	2013-2014
 Kendra Fowler	Management	Departmental	2013-2015
 Brian Kambak	Management	Departmental	2012-2014
 Peter Chen	Accounting and Finance	Departmental	2012-2014

Bitonta College of Health and Human Services (BCHHS)

Senator Name	Department	Type of Senator	Term
 Christopher Bellas	Criminal Justice	At Large	2013-2014
 Ken Bearman	Physical Therapy	At Large	2013-2014
 Patrick O'Leary	Human Ecology	At Large	2013-2014
 Weiqing Ge	Physical Therapy	At Large	2013-2014
 Susan Clutter	Criminal Justice	At Large	2013-2014
 Rob Wardle	Criminal Justice	Departmental	2013-2015
 Charlie Allen	Social Work	Departmental	2013-2015
 Jim Benedict	Physical Therapy	Departmental	2013-2015
 Molly Roche	Nursing	Departmental	2013-2015
 Joe Lyons	Health Professions	Departmental	2012-2014
 Jenn Pinter	Human Perf. Exer. Sci.	Departmental	2012-2014
 Jeanine Mincher	Human Ecology	Departmental	2012-2014

Attachment #1

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

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

Name of Committee Submitting Report Academic Standards

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

Appointed

Names of Committee Members

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

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

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

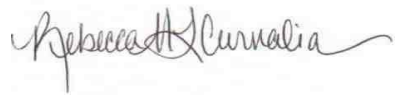
Do you anticipate making a formal motion relative to the report? **Yes**

If so, state the motion:

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

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

Other relevant data: _____



Rebecca M. L. Curnalia, Academic Standards Committee Chair

Chair

Revision of the Conditional Admission Policy

(Approved by Academic Standards Committee November 13, 2013)

[Policy language to be removed is lined out in the document and new language is indicated in bold font. The conditional admission policy was last substantially revised and approved by the Senate on May 2, 2012. This current revision not only reflects omissions and procedural experience with the policy since the May 2, 2012 revision was instituted, but, with minor language change in the first two paragraphs, allows for a more critical examination of applicants before they are admitted under conditional admission status.]

Conditional Admission

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

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

Conditionally admitted students must meet the following requirements:

1. Conditionally admitted students shall not be admitted during the summer session. Students who place into conditional admission status based on placement testing in the summer term will have their start date deferred to the fall semester.
2. Conditionally admitted students are required to attend freshman orientation (SOAR); failure to do so will defer admittance to a subsequent semester. **Transfer students may meet this requirement by attending a regular or transfer SOAR or by completing the online orientation module for transfer students.**
3. Conditionally admitted students shall be classified as having an *undetermined* major within their college, **or in the case of STEM and CCAC a *pre-major* designation**, a status that shall remain until the student satisfies all requirements to exit the conditional admission classification.
4. During their first semester, conditionally admitted students must fulfill a contract with the Center for Student Progress, which includes meeting weekly with their coordinator and two times during the term with their college academic advisor.

5. Conditionally admitted students cannot register for more than 14 semester hours of courses in a single semester.
6. Students placing into RSS 1510A, RSS 1510B, ENGL 1539, or ENGL 1540 must take these courses in their first semester. Students may not withdraw from these courses unless they make a complete withdrawal from the university.
7. Conditionally admitted students are restricted to an approved list of courses (see course listing below).
8. **All conditionally admitted students are to be advised by their college's professional advisors and not by faculty or departmental advisors.**
9. Conditionally admitted students must receive approval of their course schedule by a college academic advisor and may not make further changes without approval of the advisor.
10. **Conditionally admitted status is not to be applied to students in BCHHS's *Emergency Medical Services Certificate* and *Police Academy* programs. Students accepted in the *Police Academy* are not required to take the placement test.**
11. **If a Youngstown Early College (YEC) student has earned a GPA of 2.00 or above and has passed all required developmental courses, the student's ACT or SAT test score will not be considered in establishing the student's conditional admission status.**
12. **Students entering Distance Learning Programs will not be considered for conditional admission status.**
13. Failure to fulfill the first semester guidelines and achieve good academic standing (a GPA of 1.75 or above for students with less than 32 s.h. of earned credit and a 2.00 GPA or higher for all others) shall result in the conditionally admitted student being ~~suspended~~ **dismissed** from the university. **The student may not be admitted to any other YSU college until the dismissal period has expired.**

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

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

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

Approved courses for conditionally admitted students:

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

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

MATH 1500^D	Number Concepts and Beginning Algebra (5 s.h.)
MATH 1501^D	Elementary Algebraic Models (5 s.h.)
MATH 1502^D	Beginning Algebra 1 (3 s.h.)
MATH 1503^D	Beginning Algebra 2 (3 s.h.)
MATH 1504^D	Intermediate Algebra and Trigonometry (5 s.h.)

MATH 1507^D	Intermediate Algebra (3 s.h.)
MATH 1508^D	Introduction to Trigonometry (2 s.h.)
MATH 1513^R	Algebraic and Transcendental Functions (5 s.h.)
MATH 2623^T	Survey of Mathematics (3 s.h.)
MUED 2621^G	Music Literature and Appreciation (3 s.h.)
MUHL 2616^G	Survey of Jazz (3 s.h.)
PHLT 1531^G	Fundamentals of Public Health (3 s.h.)
PHLT 1568^G	Healthy Lifestyles (3 s.h.)
POL 1550^G	Politics and Globalization (3 s.h.)
RSS 1510A^D	Advanced College Success Skills (3 s.h.)
RSS 1510B^D	Basic College Success Skills (3 s.h.)
RSS 1510C^D	STEM Advanced College Success Skills (4 s.h.)
SOC 1500^G	Introduction to Sociology (3 s.h.)
THTR 1560^G	Understanding Theater (3 s.h.)
THTR 1590^G	History of Motion Pictures (3 s.h.)
TCOM 1595^{GS}	Survey of American Mass Communication (3 s.h.)

Any college-based first-year orientation course

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

^DDevelopmental course

^SSecond semester or later only

^GGeneral education course

^TOnly if tested or placed into

^RTransfer students only

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

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

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

1. If a student has a minimum of a 2.00 GPA, then the student will be permitted to continue into the next semester even if the student has not fulfilled his/her obligation to meet with a CSP coordinator and/or academic advisor the required number of times.
 - An exception to this continuation may apply to a student who received a “NC” in ENGL 1539-40 and/or RSS 1510A-B. If the “NC” is replaced with a grade of “F” and the student’s GPA is still at a minimum of a 2.00 GPA, the student will be evaluated under guideline #4 below. Continued success requires mastery of ENGL 1539-40 and RSS 1510A-B skills.
2. If a student has earned a GPA below 1.75, then the student will be dismissed even if he/she has met the required number of meetings with a CSP coordinator and academic advisor.
 - One possible exception may be a student who received a “D” or “F” in a MATH course but received a “C” or better in all other classes.
3. If a student has earned a GPA of 1.75 or greater, and has satisfied all other obligations of the conditional admission policy, the student will be continued.
4. If a student has earned a GPA between 1.75 and 1.99, but has not met other guidelines of the conditional admission policy, the CA advisors will provide the following information to the dean or his/her designee so a final decision on the issue of dismissal can be judiciously made.
 - Did the student meet with a CSP coordinator 11 or more times; if not, then how many times did the student meet with a CSP coordinator?
 - Did the student meet with an academic advisor 2 times; if not, then how many times did the student meet with an academic advisor?
 - What grades did the student receive in each course?
 - Did the student share any information regarding extenuating circumstances that were interfering with his/her studies during the semester (i.e. self/family health issues, death in their family, etc.)
 - Was the student a member of the Metro Learning Community?
 - Were there any flags raised for the student on Starfish?
 - Did the student receive an “NAF” in any course(s); if so, which courses?
 - Is the student eligible for a late withdrawal?
5. The dean or his/her designee reserves the right to request a meeting with any student who falls within the circumstances listed in item 4 to determine if he/she should be dismissed or given another opportunity to continue.
6. From each college a resulting list of students who are to be dismissed will be sent to the Registrar to be administratively withdrawn from courses in which they may have registered for the subsequent semester. The Registrar will mail a dismissal letter to each student who is dismissed. The brochure, *Making the Transition from YSU to Eastern Gateway Community College*, may be included with each dismissal letter. Each college has the option of contacting their dismissed conditionally admitted students and offering the brochure.

7. Within the calendar year following dismissal, the student will not normally be considered for reinstatement to a degree-granting program by a different YSU college from which he/she was initially dismissed. After a calendar year, any student dismissed from YSU may petition the college dean or his/her designee for reinstatement into YSU. The dean or his/her designee will review the student's academic accomplishments since leaving YSU and the student's plan on how he/she will now be successful before a final decision on reinstatement is rendered. A student who is reinstated will again be placed on conditional admission status.
8. Students who are administratively removed from the university for failing to meet the obligations of the conditional admission policy will be withdrawn under the category *conditional admission dismissal* and a withdrawal code of *CD* will be used.
9. Conditionally admitted students who are to be dismissed from the university under the policy guidelines will be notified of such dismissal by the Registrar.

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

At the Discretion of STEM Advisors Only

DDT 1503 ^S	AutoCAD 1 (2 s.h.)
DDT 1504 ^S	Drafting and Plan Reading (2 s.h.)
ENGR 1500	Engineering Orientation (1 s.h.)
ENGR 1550 ^M	Engineering Concepts (2 s.h.)
ENTC 1500 ^{NRS}	Technical Skills Development (4 s.h.)
ENTC 1505 ^R	Engineering Technology Concepts (4 s.h.)
STEM 1513 ^{PQ}	Studies in STEM Connectivity (3 s.h.)

At the Discretion of CLASS Advisors Only

No discretionary courses approved.

At the Discretion of BCHHS Advisors Only

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

At the Discretion of BCOE Advisors Only

FOUN 1501^S	Introduction to Education (3 s.h.)
RSS 1570	Approaches to Professional Assessment (3 s.h.)

At the Discretion of CFPA Advisors Only

ART 1501^S	Fundamentals of 2D Design (3 s.h.)
ART 1521^S	Foundation Drawing (3 s.h.)
CMST 2600^S	Communication Theory (3 s.h.)
DNCE 1540	Modern Dance (1 s.h.)
DNCE 1541	Modern Dance 2 (2 s.h.)
DNCE 1542	Dance Composition (1 s.h.)
DNCE 1550	Wellness for Actors and Dancers (1 s.h.)
DNCE 1565	Topics in Dance (1-2 s.h.)
DNCE 1570	Tap and Jazz 1 (1 s.h.)
DNCE 1571	Tap and Jazz 2 (2 s.h.)
DNCE 1572	Ballet 1 (1 s.h.)
DNCE 1573	Ballet 2 (2 s.h.)

DNCE 2698^{GS}	Survey of Dance (3 s.h.)
MUAC 1581	Keyboard Musicianship 1 (1 s.h.)
MUEN 0002	Dana Chorale (0-1 s.h.)
MUHL 2622	Popular Music in America (3 s.h.)
TCOM 1500	Orientation to Telecommunication Studies (1 s.h.)
THTR 1500^S	Auditions and Portfolios (1 s.h.)
THTR 1512	Survey of Musical Theater (3 s.h.)
THTR 1559	Play Production (3 s.h.)
THTR 1561	Stagecraft (3 s.h.)
THTR 1563	Costume Construction and Craft. (3 sh)
THTR 2668	Acting 1: Fundamentals (3 s.h.)

^DDevelopmental course

^EMust be qualified to take ENGL 1550

^GGeneral Education course

^MMust be eligible to take MATH 1513 or higher level MATH course

^NNot to be taken concurrently with MATH 1501

^PMust be eligible to take MATH 1501 or 1507/1508

^QMust have placed out of RSS 1510A and 1510B (no reading placement)

^RTransfer students only

^SSecond semester or later only

^TOnly if tested or placed into

Attachment #2

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

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

Name of Committee Submitting Report Academic Standards

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

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

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

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

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

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

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

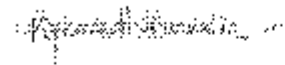
If so, state the motion:

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

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

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

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



Rebecca M. L. Catradia, ASC Chair

Chair



Current Bulletin Language (page 44):

Absence from Classes and Examinations

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

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

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

Recommended Excused Absences Policy

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

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

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

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

e. Documented personal illnesses.

PROCEDURE

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

Students shall:

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

Sponsors of University sponsored activities shall:

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

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

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

Instructors shall:

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

Attachment 3

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

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

Name of Committee Submitting Report Academic Standards

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

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

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

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

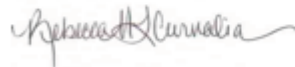
Do you anticipate making a formal motion relative to the report? Yes

If so, state the motion:

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

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

Other relevant data: _____



Rebecca M. L. Curnalia, ASC Chair

Chair

Attachment 4

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

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

Name of Committee Submitting Report

General Education Committee

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

Elected/Appointed

Names of Committee Members

Elected Members

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

Appointed Members

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

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

The following proposals were approved and circulated:

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

Notes: STAT 2601 was already an Ohio Transfer Module Course;

ECON 1503 was already a Gen. Ed. SS course

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

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

Yes

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

Attachment 5

MEMO

TO: Senate Members, Faculty, and Administrators
 FROM: Karen Giorgetti

UCC#	Course	Course Title	Action	Cross list	Decision
14-001	HPES 1567	Performance and Analysis of Invasion Games	C	N	Approve
14-002	HPES 1574	Performance and Analysis of Lifetime Sports	C	N	Approve
14-003	HPES 2610	Intro to Outdoor Pursuits	C	N	Approve
14-004	HPES 2661	Games Analysis	C	N	Approve
14-005	HPES 2689	Scientific Basis of Fitness	A	N	Approve
14-006	HPES 2670	Into to Biomechanics	D	N	Approve
14-007	HPES 3722	Phys Ed in Elementary Grades for Classroom Teachers	D	N	Approve
14-008	HPES 3768	Advocacy and Best Practices in Health & Phys. Ed.	A	N	Approve
14-009	HPES 4852	Psychosocial Aspects of Phys. Ed.	D	N	Approve
14-010	DHYG 3703	Dental Hygiene Seminar	C	N	Approve
14-011	BUS 4860	International Business internship	C	N	Approve
14-012	MET 2630	Manufacturing techniques	C	N	Approve
14-013	MET 3700	Physical Measurements	D	N	Approve
14-014	MET 3705	Thermodynamics	C	N	Approve
14-015	MET 3706	Machine Design 1	C	N	Approve
14-016	MET 3710	Tool Design	C	N	Approve
14-017	MET 3711	Heat and Power Cycles	C	N	Approve
14-018	MET 3714	Fluid Mechanics & lab	C	N	Approve
14-019	MET 3715	Fluid Power Systems	D	N	Approve
14-020	MET 3720	Mechanisms	C	N	Approve
14-021	MET 4810	Manufacturing Systems	C	N	Approve
14-022	MET 4812	Numerical Control	C	N	Approve
14-023	MET 4812L	Numerical Control Lab	A	N	Approve
14-024	MET 4820	Machine Systems	C	N	Approve
14-025	MET 4870	Applied Finite Element Methods	C	N	Approve
14-029	ART 3792	Video Art	C	N	Approve
14-030	ART 4835	Advanced Digital Media Studio	C	N	Approve
14-031	ART 2691	Introduction to Digital Media	C	N	Approve
14-032	ART 2669 ART 4869 ART 3762 ART 3765 ART 4861 ART 4864	Intro to Interactive Adv. Interactive Adv. Typography Motion for Interactive Publication Design Packaging Design	FT	N	Approve

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

University Curriculum Committee Chair, 2013-14

RE: Course Proposals approved by the UCC

Date: February 5, 2014

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

Attachment #6

Proposed Revision

YOUNGSTOWN STATE UNIVERSITY

STATEMENT OF ETHICS

Preamble

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

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

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

Integrity

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

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

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

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

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

Competence

We, the faculty and administrative members of the YSU community, uphold our commitment to maintain competence and expertise in our chosen fields. In so doing, we engage in professional activities

that will both increase and maintain our awareness of current information and our maintenance of performance standards.

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

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

Respect

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

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

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

Responsibility

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

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

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

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

As members of the [University](#), we will represent [YSU](#) to the community for the mutual enrichment of both. We recognize that we have the responsibility to share knowledge and skills and to provide

important leadership and enlightenment to the communities in which we live. This responsibility will manifest itself in terms of community and public service, often reflecting, but not limited to, our areas of expertise.

Conclusion

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

Approved by the Academic Senate on June 4, 1997

Accepted by the Board of Trustees on March 13, 1998

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

Youngstown State Athletics

M e m o r a n d u m

TO: YSU Community

FROM: Elaine Jacobs, Associate Director of Athletics

DATE: January 10 2014

RE: Fall Semester 2013 Grade Results

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

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

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

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

YOUNGSTOWN STATE UNIVERSITY

INTERCOLLEGIATE ATHLETICS

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

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

Source: YSU Permanent Records

Six-Year YSU Graduation Rates

