

**ACADEMIC SENATE MINUTES**  
Wednesday, December 3, 2014, 4:00 P.M.  
Room 132, DeBartolo Hall

1. **Call to Order @ 4:02**
2. **Minutes for November 5, 2014 meeting were approved**
3. **Senate Executive Committee Report** – Chet Cooper, Senate Chair
4. **Report of the Charter and Bylaws Committee – No Report**
5. **Ohio Faculty Council Report** – Ken Learman, Representative- **No Report**
6. **Report of the Elections and Balloting Committee** – Ken Learman, Committee Chair- **No Report**
7. **Reports from Other Senate Committees**
  - a. Academic Events Committee– **No Report**
  - b. Academic Programs Committee – Attachment 1
    - i. Informational purposes only
  - c. Academic Research Committee – **No Report**
  - d. Academic Standards Committee (M. Slavens and J. Schriener-Briggs, Co-Chairs) – Attachment 2,3, & 4
    - i. **Conditional Admissions Policy**
      1. Michael Jerryson asked for clarification on the distinction between professional advisor and faculty advisor. Bill Buckler explained the difference and that it was important to have a professional advisor work with students who were conditionally admitted.
      2. Chet Cooper questioned the policy's caveat that stated that courses approved for conditionally admitted students would not have to go through the Academic Senate or the Senate's Academic Standards Committee. Michael Slavens stated that this would be the case for decisions pertaining to which courses could be taken by conditionally admitted students. Bill Buckler explained that there are certain classes which conditionally admitted students are allowed to take. It is believed that students can be successful in these courses. This language was in the originally passed policy and discussed the ways in which courses are approved for conditionally admitted students. The thought behind it was simply to make things easier, rather than having to formally go through the Senate. Dr. Cooper's concern was that this seems to further challenge shared governance and the power of this body to have an effect on the academic enterprise. He objected to giving up any more power. Dr. Buckler stated that the language had been in the previous policy. Dr. Cooper explained that that does not mean we have to accept it now.
      3. Motion passes
        - a. There were three oppositions and one abstention
    - ii. **Scheduling Guidelines**
      1. Jeff Trimble raised concerns about 7:30 courses as some buildings are not open. To have these classes would require additional staffing and costs. He recommended that the committee re-examine this issue.
      2. Loren Lease asked if there is there anything to stop chairs from violating this. Michael Slavens explained that historically Deans have intervened when there are violations.
      3. Ellen Jones asked for clarification on who decides or what constitutes a required class. She also asked what happens when there is limited classroom space and there is nowhere to hold class if classes are not scheduled opposite each other. Michael Slavens explained that that the goal of this language was that to make sure that Chairs were considering this issue. From talking to Chairs, he found that many already do this when scheduling, so this would just work to make sure that all chairs are doing this. Ms. Jones stated that within each department there are different programs with varying requirements and she felt that the language of this policy is prohibitive. The language doesn't allow for any discretion about the fact that if you are tracking different ways, there are different requirements. She believed the policy was too specific in some ways and not specific enough in others. Mr. Slavens said that the language referred to majors. Ms. Jones explained that within majors, there are different tracks.
      4. Jodi Litowitz asked about the procedures for necessary exceptions. Mr. Slavens said that the department chairs would be accountable for violations and making necessary exceptions. Dr. Litowitz asked what the process was for making exceptions. Mr. Slavens asked if violations weren't necessary exceptions. An example was given in which exceptions needed to be made continually.
      5. Chet suggested adding language that would speak to exceptions, not just violations.
      6. Loren Lease also stated that she was concerned about how this would impact double majors.

7. **Ellen Jones moved to send this back to committee**
  8. **Jodie Litowitz also asked about clarifying courses that are required in multiple majors.**
  9. **Chet urged Senators to forward more questions and concerns to the committee members and for the committee members to revisit this policy.**
- iii. **Classification of students based on hours**
1. **Dr. King was concerned that students wouldn't have to see an advisor. She suggested that they require students to see an advisor at least until students have accumulated 35 hours. Michael Slavens said that is being examined separately.**
    - a. **Policy passes**
  - e. **General Education Committee (Joe Palardy, Chair) – No Report**
  - f. **Honors Committee – No Report**
  - g. **Library Committee – No Report**
  - h. **Professional Conduct Committee (Ken Learman, Chair) – No Report**
  - i. **Student Academic Affairs Committee – No Report**
  - j. **Student Academic Grievance Committee (Teri Riley, Chair) – No Report**
  - k. **Undergraduate Curriculum Committee (Karen Giorgetti, Chair) – No Report**
8. **Unfinished Business**
- a. **Michael Jerryson**
    - i. **+/- Grade System- Postponed to next meeting**
    - ii. **Examination of students chairing Senate committees**
      1. **To protect students from faculty politics and possible vindictiveness, Michael Jerryson suggested that the bylaws be updated to require all committees in Academic Senate to be chaired by faculty.**
        - a. **Dr. Sturris asked if Department Chairs could chair committees. Dr. Jerryson asked whether chairs were viewed as faculty. Dr. Cooper stated that for the purposes of Senate, chairs were considered faculty.**
        - b. **Jacob Schriner-Briggs explained that historically the chair position has been administrative and so it does not impact the student-faculty relationship. He also explained that shared governance includes students. Dr. Jerryson explained that students should be on committees, just not chairing them.**
        - c. **Ellen Jones explained that there could be situations that could evolve and be problematic. She also said that as students are transient, it would be better to have a person with more of a sense of history chairing the committees.**
        - d. **Dr. Cooper explained that as this an issue that will impact the bylaws the language would have needed to be distributed prior to the meeting. As it was not, we cannot move upon it today. He also pointed out that the bylaws do state that some committees have to be chaired by faculty members. Ellen Jones argued that notice was given and this issue had been brought up at a previous meeting when Dr. Jerryson was told to make a motion and this would have been notice. The Parliamentarian explained that the specific language would have needed to be distributed prior to the meeting so members could reflect on it. Ms. Jones contended that this was different than requiring notice. Dr. Cooper stated that he was in agreement with the Parliamentarian.**
        - e. **Carl Johnston suggested possibly changing language to protect students rather than just prohibiting student chairs.**
        - f. **Michael Slavens explained that the committee votes to elect the committee chair.**
        - g. **Dr. Jerryson stated that he wanted to make more of a general point rather than focusing on Academic Standards. He did not want students to have to defend themselves.**
        - h. **Bill Vendemia stated that the role of chair on the committees has been administrative. Dr. Jerryson asked if it was no big deal, why didn't Dr. Vendemia volunteer. Dr. Vendemia stated that he had been in another meeting. Dr. Cooper addressed Dr. Jerryson and stated that comments were to be addressed to him (Senate Chair), not other members of Senate.**
        - i. **Helene Sinnreich explained that per the bylaws, department chairs are to be considered administrators, not faculty. Chet Cooper stated that though they are administrators, they can chair committees.**
        - j. **Jacob Schriner-Briggs emphasized the need for students in shared governance and that the Higher Learning Commission supports this. He also reminded the Senate that faculty would still make up the majority of the committees.**

- k. Taci Turel said that she feels if students are willing to do the work, they should be able to chair. She added that decisions are not made by chairs alone; they have to go through committee anyway.
- l. Dr. Ayana asked what the background was for this language. Dr. Jerryson had no data that would speak to faculty vindictiveness. However, he feels that students could be in classes with faculty that they are in disagreement with about various policies, and that is not fair to the students.
- m. Karen Larwin noted the hard work of Michael Slavens. She works with the Higher Learning Commission and feels that the argument that the Higher Learning Commission would support students as Chairs as moot, as the Higher Learning Commission passes colleges that do not have students chairing committees. She then asked how we could collect data about what Dr. Jerryson is asserting. She was also concerned that Dr. Jerryson is pushing for a decision rather than data collection.
- n. Dr. Johnston stated that we should then preclude all people, like untenured faculty or unpromoted faculty, who could be vulnerable from chairing on committees. Dr. Jerryson said we do have disallowance for junior faculty from some committees for junior faculty because of this. He then stated that he does not believe we can engage in data collection because this is only occurring on one committee and for the first time. His data collection then has been in the form of discussing this issue with various members of faculty and they are concerned about students.
- o. Dr. Earnhardt asked what the procedure would be if we send this back. Dr. Cooper first asked if there was a second on the motion. The motion was seconded. Dr. Cooper then stated that if the Senate approved this motion it would then go to the Charter and Bylaws Committee where they would review and refine the language. Then it would again be voted upon by Senate.
- p. Kevin Burns stated that he felt that if passed this would set a dangerous precedent for the university as it is saying YSU doesn't trust its students in leadership roles.
- q. Dr. Fahey said he does not believe that faculty would not subject students to faculty or university politics and does not believe it should be considered as we have a faculty who are incredibly student-centered.
- r. Ellen Jones acknowledged that she was mistaken in thinking that the chairs had been appointed, not elected. She suggested a friendly amendment that students would have to be elected as chairs. Dr. Jerryson rejected the amendment.
- s. Susan Clutter asked what we would do if no one volunteered to chair the committee. Dr. Cooper stated that he would handle that situation and push for a volunteer.
- t. Motion was voted on. Chair said that he heard an overwhelming number in opposition.
- u. Ellen Jones asked for hand vote
  - i. Motion failed

## 9. New Business

### a. Helene Sinnreich

- i. Dr. Jerryson seconded this motion
- ii. Dr. Mettee expressed concerns that if the university is to function, we can't vote to censure every time we don't agree. He feels that this is not a time for us to be publicly showing dissent given the state of the university. He feels the resolution is expressing a grievance without a remedy.
- iii. Adam Earnhardt stated that he has concerns specifically about the fact that the resolution censures administrators, as he is an administrator serving as a Department Chair.
- iv. Jack Fahey asked how the resolution was distributed. It was explained that the resolution was distributed. He also asked what the Honors Committee had worked on in the last couple of years. Dr. Cooper acknowledged that this was the first time many Senators were seeing the resolution. The Parliamentarian affirmed that this was acceptable as it was not a bylaw change.
- v. Adam Fuller asked about the consequences of this action.
- vi. Dr. Ball stated that the HLC assesses shared governance and so this would be of concern pertaining to our accreditation. He spoke with the HLC and was told that the resolution would not trigger special examination of the university. That said, Dr. Ball felt that this would bring unwanted attention, so the vote is not purely symbolic; it could have consequences.
- vii. Dr. Cooper checked the number of remaining Senators to ensure that a quorum was still present.
- viii. Karen Larwin stated that she did not believe that the resolution would not red flag us with the Higher Learning Commission.
- ix. Dr. Abraham asked again what the Honors Committee has done this year. Megan Evans explained that this year they have twice. In the first meeting, they met to elect a committee chair and discussed possible changes that are happening. During the second committee meeting, the Dean of the Business

College, who is the liaison between the Honors Committee and the Provost's Office, discussed the proposed document that would go back to the people in charge and then a task force would be formed. Ms. Evans is concerned that there isn't shared governance. She stated that many of the suggestions being made already exist; the difference is simply that now the university wants to work with the Honors program and expand it.

x. David Ashe stated that he felt that a vote of no confidence would go unheard because of the faculty negotiations; it would seem like faculty dissatisfaction. He moved to table this until February.

1. Motion was seconded

2. Motion passed

a. One opposed

b. James C Zupanic

i. Inclusion of part-time faculty in Academic Senate

1. Would like a motion to be proposed in February by a Senator that would ask for a bylaws change that would allow for one at-large part-time faculty senator.

10. Adjournment @ 5:19

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

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

Names of Committee Members:

David Asch (CSTEM), Kevin Ball (Admin.), William Buckler (Advising, CLASS), Jayne Caputo (Admin.), Maria Delost (HHS), Adam Earnhardt (CCAC), Karen Giorgetti (UCC Chair, ex officio), Karen Henning (Admin. BCOE), Loren Lease (CLASS, chair), Kyoung Choi (Education), Michael Barkett (Student), Cynthia Vigliotti (CLASS), Tony Kos (WCBA), Jodie Krontiris-Litowitz (CSTEM)

*Upcoming Meetings:* This concludes the work of the APC for Fall 2014.

Proposal previously approved during 2013-2014 cycle but not reported.

Proposals 2013-14AY	Department	Name/Title
038P-14	Marketing	Leadership Certificate

*Proposals Reviewed, Approved and Circulated:* Since our last report to the Academic Senate (September 2014) the Academic Programs Committee (APC) approved the following proposals. These proposals are reported for informational purposes only:

Proposals 2014-15AY	Department	Name/Title
001P-15	Theater and Dance	General Studies (pending minor modifications)
002P-15	Theater and Dance	Dance Management (pending minor modifications)
004P-15	Chemistry	Biochemistry (pending minor modifications)
005P-15	Teacher Education	Physical Science (Deletion)
006P-15	Teacher Education	Business Education (Deletion)
007P-15	Teacher Education	Earth Science (Deletion)
008P-15	Theater and Dance	Interdisciplinary Film/Video Studies (pending minor modifications)
009P-15	Human Ecology	Merch: Fashion and Interior (pending minor modifications)
001M-15	Mechanical & Industrial Engineering	Industrial & Systems Engineering

The following proposals received APC approval, but require OBOR notification and/or approval prior to implementation:

Proposals 2014-15 AY	Department	Name/Title
001P-15	Theater and Dance	General Studies
004P-15	Chemistry	Biochemistry
008P-15	Theater and Dance	Interdisciplinary Film/Video Studies

Chair's Note: Thank you to the committee members for their work and dedication over the last year. We rely heavily on the service and support of the APC members and would not be able to do this work without their help.

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**

Report respectfully submitted by:  
Loren Lease, Chair APC 2014-2015, (Associate Professor, Department of SAG)

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

Date 11/17/17 Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Academic Standards Committee

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

Names of Committee Members: Betty Cooney, P. J. Sullivan, Stephanie Balla, David Stout, Dennis Walters - DeLeon, Jacob Schuman Berger, Rosemary Hanan, Joseph Mares, Melinda Wilford, Melissa Stevens, Rebecca Curran, Bri Ritz, Thomas Piggins, William Henderson, Aaron Grogan, Ken Christy, Loren Lewis (ex officio)

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

One change is to ask where students conditionally classified could have a plan that students would receive is to not be applied, otherwise, since the intent of the policy was to allow students conditionally admitted ability to do summer school classes the fact change is a result of the problem for evaluating conditionally admitted students for completion or continued attendance their first and second semesters.

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 changes to the Conditional Admission Policy pursuant with the attached "Conditional Admission Policy".

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: \_\_\_\_\_

Michael J. Sullivan  
Chair

## Conditional Admission

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

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

Conditionally admitted students must meet the following requirements:

1. Conditionally admitted students shall not be admitted during the summer session. Students who place into conditional admission status based on placement testing in the summer term will have their start date deferred to the fall semester.
2. Conditionally admitted students are required to attend freshman orientation (SOAR); failure to do so will defer admittance to a subsequent semester. Transfer students may meet this requirement by attending a regular or transfer SOAR or by completing the online orientation module for transfer students.
3. Conditionally admitted students shall be classified as having an undetermined major (CLASS, BCOE, BCHHS), a pre-major (STEM, CCAC) or an undeclared Business major (WCBA) 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 2.00 or above) shall result in the conditionally admitted student being dismissed from the university. The student may not be admitted to any other YSU college until the dismissal period has expired.

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

1. Successfully completed all developmental courses into which the student has tested (RSS 1510A, RSS 1510B, ENGL 1539 or ENGL 1540).
2. Successfully completed six semester hours of non-developmental courses.
3. Achieved good academic standing (a GPA of 2.00 or above). See the *Undergraduate Bulletin* for more information on academic standing.
4. Fulfilled the conditional admission contract.

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

Approved courses for conditionally admitted students:

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

Two HPES activity courses must be taken in addition to this course to satisfy the requirements for GER credit. Taking HPES 1500 and any two of the following activity

courses counts as 3 s.h. for the SPS Domain of the GER: HPES 1502, 1507, 1510, 1511, 1512, 1513, 1514, 1515, 1519, 1520, 1521, 1522, 1523, 1524, 1526, 1528, 1529, 1530, 1531, 1537, 1544, 1545, 1548, 1554, 1555, 1556, 1557, 1564, 1565, 1566, 1588, and 2697.

MATH 1500<sup>D</sup> Number Concepts and Beginning Algebra (5 s.h.)  
 MATH 1501<sup>D</sup> Elementary Algebraic Models (5 s.h.)  
 MATH 1502<sup>D</sup> Beginning Algebra 1 (3 s.h.)  
 MATH 1503<sup>D</sup> Beginning Algebra 2 (3 s.h.)  
 MATH 1504<sup>D</sup> Intermediate Algebra and Trigonometry (5 s.h.)  
 MATH 1507<sup>D</sup> Intermediate Algebra (3 s.h.)  
 MATH 1513<sup>R</sup> Algebraic and Transcendental Functions (5 s.h.)  
 MATH 2623<sup>T</sup> Survey of Mathematics (3 s.h.)  
 MSCI 1510 Introduction to ROTC (1 s.h.)  
 MSCI 1520 Introduction to Leadership (1 s.h.)  
 MSCI 1530L Basic Course Leadership Laboratories (0 s.h.)  
 MUHL 2621G Music Literature and Appreciation (3 s.h.)  
 MUHL 2616<sup>G</sup> Survey of Jazz (3 s.h.)  
 PHLT 1531<sup>G</sup> Fundamentals of Public Health (3 s.h.)  
 PHLT 1568<sup>G</sup> Healthy Lifestyles (3 s.h.)  
 POL 1550<sup>G</sup> Politics and Globalization (3 s.h.)  
 RSS 1510A<sup>D</sup> Advanced College Success Skills (3 s.h.)  
 RSS 1510B<sup>D</sup> Basic College Success Skills (3 s.h.)  
 RSS 1510C<sup>D</sup> STEM Advanced College Success Skills (4 s.h.)  
 SOC 1500<sup>G</sup> Introduction to Sociology (3 s.h.)  
 THTR 1560<sup>G</sup> Understanding Theater (3 s.h.)  
 THTR 1590<sup>G</sup> History of Motion Pictures (3 s.h.)  
 TCOM 1595<sup>GS</sup> Survey of American Mass Communication (3 s.h.)  
 Any college-based first-year orientation course

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

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<sup>D</sup>Developmental course

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

<sup>G</sup>General Education course

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

<sup>R</sup>Transfer students only

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

1. Policy implementation will go into practice the day following approval by the Academic Senate.
2. Conditionally admitted students shall be notified by letter by the Office of Admission as to their admission status and the guidelines under which they must follow.
3. A student's conditionally admitted status is noted on the student's Starfish screen.
4. Students admitted conditionally will be designated as such within Banner by the Office of Admissions. When a conditionally admitted student tests out of conditional status, the Center for Student Progress coordinator will send notice to the Office of the Registrar requesting that the 14 s.h. course limit be removed for that student.

5. Conditionally admitted students shall not be advised by faculty or a departmental representative; they are only to be advised by a professional academic advisor from one of the colleges.
6. Conditionally admitted students are restricted from enrolling in courses other than those on the approved list or on the college discretion list. In exceptional cases, a college advisor may approve an alternative course.
7. The list of approved courses shall be periodically reviewed by a committee consisting of college advisors, the coordinator of academic advising and the CSP coordinator of conditional admission. Revisions to the list of approved courses do not need the approval of the Academic Standards Committee or the Academic Senate.
8. If a conditionally admitted student has yet to fulfill all obligations of the conditional admission policy and is continued into a second semester, but does not remain in good academic standing (an accumulated GPA of 2.00 or higher) at the conclusion of the second term, the student will be dismissed.
9. 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.
10. 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.
11. Student-athletes receive significant academic support (e.g. athletic academic advisors, supervised study table, academic progress reports throughout a term, random class attendance checks, etc.) in addition to that provided by the Center for Student Progress. Furthermore, NCAA rules limit the number of remedial coursework hours that can be earned during the academic year and thus may impact the ability for a student-athlete to maintain academic progress. Therefore, Athletics is given discretion in making exceptions to the conditional admission policy with respect to student athletes. For example, student-athletes are permitted to enroll in the summer term prior to initial full-time enrollment in order to balance the remedial coursework required while receiving enhanced academic monitoring and support. In all cases, however, the Center for Student Progress and the appropriate college advising office must be notified prior to SOAR or subsequent registration periods when such discretionary exceptions are made.
12. 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 (a GPA of 2.00 or above), the student shall be continued as a YSU student. If these standards have not been met, the student shall be dismissed from the university. If the student has not fulfilled the first semester guidelines but is otherwise in good academic standing, the student has the right to file an appeal with the appropriate college dean to remain in the university.

The guidelines below are adopted to aid in the evaluation of conditionally admitted students for continuation of enrollment following his/her first semester at YSU 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. As of spring 2015 semester, the grade point average for good academic standing moves from a 1.75 to 2.00. If a conditionally admitted student has earned a GPA below 2.00, then the student will be dismissed even if he/she has met the required number of meetings with a CSP coordinator and academic advisor. An exception may apply to a student who received a "D" or an "F" in a MATH course but received a "C" or better in all other classes; at the dean's discretion, that student may be considered for continued enrollment in the next semester. Those conditionally admitted students who are continued into their second semester with a GPA below 2.00 must again follow the guidelines for first semester conditionally admitted students.
2. If a student has earned a GPA of 2.00 or greater, and has satisfied all other obligations of the conditional admission policy, the student will be continued.
3. If a student has a minimum of a 2.00 GPA, but has not fulfilled his/her obligations to meet with a CSP coordinator and/or academic advisor, the student may be permitted to continue into the next semester at the discretion of the dean or his/her designee. The conditional admission advisor(s) will provide the following information to the Dean or his/her designee so a final decision on the issue of dismissal or continuation 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 two 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 receive a grade of "NC" or "NAF" in any course(s); if so, which course(s)?
  - 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?
4. If a student has earned a minimum 2.00 GPA, has or has not fulfilled his/her obligation to meet with a CSP coordinator and/or academic advisor, but received a "NC" in ENGL 1539 or 1540 and/or RSS 1510A or 1510B, the student should be carefully evaluated under guideline #3 above. Continued success requires mastery of ENGL 1539-40 and RSS 1510A-B skills.
5. The Dean or his/her designee reserves the right to request a meeting with any student who falls within the circumstances listed in guideline #3 above to determine if he/she should be

dismissed or given the opportunity to be continued. A dismissed student has the right to appeal the dismissal to the dean or her/his designee.

6. The Student One Stop will send a list of conditionally admitted students to each college at the end of their first semester to review and make decisions regarding the ability of the students to continue or whether they will be dismissed. Those who are dismissed will then be administratively withdrawn from their courses upon receiving the list from each college. The Office of the Registrar will mail a dismissal letter (provided by the College) to each student who is dismissed. The brochure, Making the Transition from YSU to Eastern Gateway Community College, will be included with each dismissal letter.
7. A student who is 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.
8. 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, a conditionally admitted student dismissed from YSU may petition any college dean or his/her designee for reinstatement into YSU; however, the reinstatement is at the discretion of the Dean or her/his designee. The dean or his/her designee will review the student's academic accomplishments since leaving YSU and the student's plan of action for continuing his/her academic success, before a final decision on reinstatement is rendered. It is recommended that the student has successfully completed 24 s.h. and remained in good academic standing at another institution (such as Eastern Gateway Community College) before consideration for readmission to YSU. A student who is reinstated will again be placed on conditional admission status, and must follow the guidelines as if he/she were a first semester conditionally admitted student.
9. If a conditionally admitted student has yet to fulfill all obligations of the conditional admission policy at the end of her/his first semester and is continued into a second semester, but does not remain in good academic standing (an accumulated GPA of 2.00 or higher) at the conclusion of the second term, the student will be dismissed.
10. When a conditionally admitted student satisfies all obligations of the conditional admission policy, he/she will be released from such status to follow all stipulations of a regularly admitted student. Formal release from the conditional admission policy is done by the student's academic advisor upon completion and processing of the Conditional Admission Release Form.

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

At the Discretion of BCHHS Advisors Only

CJFS 3777	POTA - Law Enforcement (6-12 s.h.)
CHFM 1514 <sup>S</sup>	Introduction to Early Childhood Education (3 s.h.)
EMS 1500	Emergency Medical Technician (4 s.h.)
EMS 1500C	Emergency Medical Technician Clinical and Field Internship (1 s.h.)
EMS 1500L	Emergency Medical Technician - Laboratory (2 s.h.)
FNUT 1543 <sup>ES</sup>	Personal Nutrition (1 s.h.)

HMGT 1500	Introduction to Hospitality Industry (3 s.h.)
MRCH 1506	Clothing and Image Development (3 s.h.)
MRCH 1508	Apparel Production (3 s.h.)
MRCH 1510 <sup>S</sup>	Apparel Evaluation (3 s.h.)

At the Discretion of BCOE Advisors Only

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

At the Discretion of CCAC Advisors Only

ART 1501 <sup>S</sup>	Fundamentals of 2D Design (3 s.h.)
ART 1521 <sup>S</sup>	Foundation Drawing (3 s.h.)
CMST 2600 <sup>S</sup>	Communication Theory (3 s.h.)
DNCE 1540	Modern Dance (1 s.h.)
DNCE 1541	Modern Dance 2 (2 s.h.)
DNCE 1542	Dance Composition (1 s.h.)
DNCE 1550	Wellness for Actors and Dancers (1 s.h.)
DNCE 1565	Topics in Dance (1-2 s.h.)
DNCE 1570	Tap and Jazz 1 (1 s.h.)
DNCE 1571	Tap and Jazz 2 (2 s.h.)
DNCE 1572	Ballet 1 (1 s.h.)
DNCE 1573	Ballet 2 (2 s.h.)
DNCE 2698 <sup>GS</sup>	Survey of Dance (3 s.h.)
MUAC 1581	Keyboard Musicianship 1 (1 s.h.)
MUEN 0002	Dana Chorale (0-1 s.h.)
MUHL 2622	Popular Music in America (3 s.h.)
TCOM 1500	Orientation to Telecommunication Studies (1 s.h.)
THTR 1500 <sup>S</sup>	Auditions and Portfolios (1 s.h.)
THTR 1512	Survey of Musical Theater (3 s.h.)
THTR 1559	Play Production (3 s.h.)
THTR 1561	Stagecraft (3 s.h.)
THTR 1563	Costume Construction and Craft. (3 sh)
THTR 2668	Acting 1: Fundamentals (3 s.h.)

At the Discretion of CLASS Advisors Only

No discretionary courses approved.

At the Discretion of STEM Advisors Only

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

At the Discretion of WCBA Advisors Only

No discretionary courses approved.

<sup>D</sup>Developmental course  
RSS 1510A and 1510B <sup>E</sup>Must be qualified to take ENGL 1550  
placement)  
<sup>G</sup>General Education course

<sup>Q</sup>Must have placed out of  
(no reading

<sup>R</sup>Transfer students only

<sup>N</sup>Not to be taken concurrently with MATH 1501  
<sup>P</sup>Must be eligible to take MATH 1501 or 1507/1508

<sup>S</sup>Second semester or later only  
<sup>T</sup>Only if tested or placed into

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

Date 11/24/14 Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Academic Standards Comm. #2

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

Names of Committee Members Betty Greene, R. Buller, Christopher Bellas, David Stout, Denise Walters-Parkins, John L. Brown, Kristine Hannon, Joseph Masca, Melinda Weiland, Michael Patten, Rebecca Lunn, Ron Eley, Thomas Egan, William Anderson, Karen Gavigan (ex officio), Loren Lewis (ex officio)

Please write a brief summary of the report the Committee is submitting to the Senate:  
This is simply a completion of something that our committee looked at last year we did a survey and provided results to help with the decision. Besides scheduling the changes include getting rooms set to schedule classes needed to be taken together at the same time during semester of same course at different times, and being available a 7:30-8:45 am time slot.

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 "Semester Scheduling Guidelines".

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: \_\_\_\_\_

Michael J. Allan  
Chair



## **Semester Scheduling Guidelines**

(Passed by the Academic Senate February 10, 1999)

The purpose of these guidelines is to facilitate the building of students' schedules. The guidelines are designed to enable a student to schedule the maximum number of hours, as efficiently as possible, with the fewest likely conflicts caused by overlapping scheduling of courses. Courses therefore need to be distributed over the five days and observe common starting times.

While following the guidelines is important, department chairpersons or persons assuming responsibility for scheduling of classes need to consult with others about courses affecting students from several departments. They should also take into consideration sequencing and course requirements for their own majors. Effective scheduling will facilitate students in completing their degrees in a timely manner.

### **Policies for Scheduling Courses on YSU's Campus**

1. Programs should not schedule required major classes that students would take concurrently in the same time slot.
2. When multiple sections of a course are offered, they should be scheduled at different times and / or days to maximize the availability to students.
3. More than 50% (half) of courses in a program should be offered on a Monday, Wednesday, and Friday schedule.
4. All evening course times should observe the common break time (7:50-8:05 p.m.).
5. All classes should conform to the listed start times. 1-hour classes and 2-hour classes that meet two days a week must start at standard starting times listed for other courses.
6. Laboratory courses and courses combining lecture and laboratory should be scheduled to utilize the laboratory facilities most effectively. Where possible, they should meet at non-peak hours (e.g., 8:00 a.m., 2:00 p.m.), generally Tuesday and/or Thursday.
7. Conference courses, independent studies, field-based courses, clinical courses, and theses are by arrangement.
8. In accordance with the YSU-OEA CBA, classes taught by full-time faculty should not be scheduled between 4 and 5 pm on Mondays and Wednesdays.
9. Department chairs are accountable for violations of these policies. The dean of each college will be responsible for ensuring that the semester scheduling guidelines are followed in each college. Each school/college shall maintain a list of courses that will be exceptions to the above scheduling guidelines.
10. The Academic Standards Committee will evaluate the scheduling policy once every three years.

### **Day-Class Patterns — Academic Year (see attached chart)**

1. Three (3) credit/contact hour courses
  - a. Meet Monday, Wednesday, Friday at the same time on the hour. OR
  - b. Meet Tuesday/Thursday for one hour and 15 minutes each and must begin at prescribed hours (8:00 a.m., 9:30 a.m., 11:00 a.m., 12:30 p.m., 2:00p.m.). OR
  - c. Meet Monday and Wednesday for one hour and 15 minutes at the prescribed hours (7:30 – 8:45 a.m., 2:00-3:15 pm, 3:00-4:15 pm).
2. Four (4) credit/contact hour courses
  - a. Meet MTWF at the same time OR MWThF at the same time. Each pattern should represent one-half of the four-credit courses offered in any department four days a week. OR

- b. Meet MW or WF at the same time for a two-hour period, starting at even hours, or TTh starting at 8:00, 11:00, or 2:00.
- c. Departments offering four-credit courses are encouraged to schedule no more than 20 percent of them on the TTh pattern.

3. Five (5) credit/contact hour courses

- a. Meet MTWThF at the same time on the hour. OR
- b. Meet T and Th for two hours each, beginning at 8:00, 11:00, or 2:00, and Friday for one hour. OR
- c. Meet M and W for two hours each, beginning on the even hours, and Friday for one hour.

## Evening-Class Patterns — Academic Year (see attached chart)

### 1. Two (2) credit/contact hour courses

Meet any one day of the week from 5:10-7:00 p.m., 6-7:50 (18:00-19:50) p.m., or from 8:05-9:55 (20:05-21:55) p.m., including one ten-minute break.

### 2. Three (3) credit/contact hour courses

- a. Meet one day per week at either 5:10-7:50 (17:10-19:50) p.m., or 8:05-10:45 (20:05-22:45) p.m., including one ten-minute break. OR
- b. Meet MW or TTh at 5:10-6:25 (17:10-18:25) p.m., 6:35-7:50 (18:35-19:50) p.m., or 8:05-9:20 (20:05-21:20) p.m.

### 3. Four (4) credit/contact hour courses

- a. Meet two days a week at 6:00-7:50 (18:00-19:50) p.m. or 8:05- 9:55 (20:05-21:55) p.m., including one ten-minute break.
- b. Graduate classes may meet any one day per week from 6:00-9:40 (18:00-21:40) p.m., including two ten-minute breaks.

### 4. Five (5) credit/contact hour courses

Meet MW or TTh at 5:35-7:50 (17:35-19:50) p.m. or 8:05-10:20 (20:05-22:20) p.m., including one ten-minute break.

## Regularly Scheduled Day Classes Chart

### M-W-F and M-W Classes:

		Day and Time
3. cr. course	MW	7:30-8:45 a.m.
3 cr. course	MWF	8:00-8:50 a.m.
4 cr. course	MTWF	8:00-8:50 a.m.
	or	
	MWTF	8:00-8:50 a.m.
	or	
	MW or WF	8:00-9:50 a.m.
5 cr. course	MTWThF	8:00-8:50 a.m.
	or	
	{ MW	8:00-9:50 a.m.
	{ F	8:00-8:50 a.m.
<hr/>		
3 cr. course	MWF	9:00-9:50 a.m.
4 cr. course	MTWF	9:00-9:50 a.m.
	or	
	MWThF	9:00-9:50 a.m.
5 cr. course	MTWThF	9:00-9:50 a.m.

3 cr. course	MWF	10:00-10:50 a.m.
4 cr. course	MTWF	10:00-10:50 a.m.
	or	
	MWThF	10:00-10:50 a.m.
	or	
	MW or WF	10:00-11:50 a.m.
5 cr. course	MTWThF	10:00-10:50 a.m.
	or	
	{ MW	10:00-11:50 a.m.
	{ F	10:00-10:50 a.m.

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3 cr. course	MWF	11:00-11:50 a.m.
4 cr. course	MTWF	11:00-11:50 a.m.
	or	
	MWThF	11:00-11:50 a.m.
5 cr. course	MTWThF	11:00-11:50 a.m.

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3 cr. course	MWF	12:00-12:50 p.m.
4 cr. course	MTWF	12:00-12:50 p.m.
	or	
	MWThF	12:00-12:50 p.m.
	or	
	MW or WF	12:00-1:50 p.m.

**M-W-F Classes, Cont'd:**

5 cr. course	MTWThF	12:00-12:50 p.m.
	or	
	{ MW	12:00-1:50 p.m.
	F	12:00-12:50 p.m.
<hr/>		
3 cr. course	MWF	1:00-1:50 p.m.
4 cr. course	MTWF	1:00-1:50 p.m.
	or	
	MWThF	1:00-1:50 p.m.
5 cr. course	MTWThF	1:00-1:50 p.m.
<hr/>		
3 cr. course	MWF	2:00-2:50 p.m.
	[ or (added after Senate policy was passed)	
	MW	2:00-3:15 p.m.
4 cr. course	MTWF	2:00-2:50 p.m.
	or	
	MWThF	2:00-2:50 p.m.
	or	
	MW or WF	2:00-3:50 p.m.
5 cr. course	MTWThF	2:00-2:50 p.m.
	or	
	{ MW	2:00-3:50 p.m.
	F	2:00-2:50 p.m.
<hr/>		
3 cr. course	MWF	3:00-3:50 p.m.
	[ or (added after Senate policy was passed)	
	MW	3:00-4:15 p.m.
4 cr. course	MTWF	3:00-3:50 p.m.
	or	
	MWThF	3:00-3:50 p.m.
5 cr. course	MTWThF	3:00-3:50 p.m.

**T-Th Classes:**

		Day and Time
3 cr. course	TTh	8:00-9:15 a.m.
4 cr. course	TTh	8:00-9:50 a.m.
5 cr. course	{ TTh	8:00-9:50 a.m.
	F	8:00-8:50 a.m.
3 cr. course	TTh	9:30-10:45 a.m.

**T-Th Classes, Cont'd:**

3 cr. course	TTh	11:00-12:15 p.m.
4 cr. course	TTh	11:00-12:50 p.m.
5 cr. course	{ TTh	11:00-12:50 p.m.
	F	11:00-11:50 a.m.

3 cr. course	TTh	12:30-1:45 p.m.
3 cr. course	TTh	2:00-3:15 p.m.
4 cr. course	TTh	2:00-3:50 p.m.
5 cr. course	{ TTh F	2:00-3:50 p.m.
		2:00-2:50 p.m.

**Regularly Scheduled Evening Classes Chart**

**Undergraduate and Graduate:**

(Classes that meet longer than 75 min. include one 10 min. break)

Credits	2 (1 day/wk)	3 (1 day/wk)	3 (2 days/wk)	4 (2 days/wk)	5 (2 days/wk)
	5:10-7:00 p.m. 6:00-7:50 p.m.	5:10-7:50 p.m. 6:30-9:10 pm	5:10-6:25 p.m. 6:35-7:50 p.m.	6:00-7:50 p.m.	5:35-7:50 p.m.

(Common Break Time for Evening Classes: 7:50-8:05 p.m.)

Credits	2 (1 day/wk)	3 (1 day/wk)	3 (2 days/wk)	4 (2 days/wk)	5 (2 days/wk)
	8:05-9:55 p.m.	8:05-10:45 p.m.	8:05-9:20 p.m.	8:05-9:55 p.m.	8:05-10:20 p.m.

**Graduate Only (includes two 10-minute breaks):**

Credits	4 (1 day/wk)
	6:00-9:40 p.m.

**Attachment 4**

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

Date 12/2/2014 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 **Michael Slavens, Jacob Schriener-Briggs, Rebecca Curnalia, Tom Diggins, Chris Bellas, Melinda Wolford, Betty Greene, David Stout, Bill Buckler, Bill Vendemia, Joe Mosca, Teri Riley, Denise Walters Dobson, Jeanne Herman, Karen Giorgetti (ex officio), Loren Lease (ex officio)**

Please write a brief summary of the report the Committee is submitting to the Senate:  
**The committee voted to change the minimum number of hours required to be classified as a sophomore/junior/senior to 30/60/90 semester hours respectively. It, also, decided to strike the sentence following these designations in the Undergraduate bulletin, which was unclear in meaning but seemed to allow departments to redefine what senior status is.**

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

If so, state the motion:

**The ASC moves that the changes to the Undergraduate Bulletin be made, in regards to Academic Classification, as shown in the attached document.**

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

Other relevant data:

\_\_\_\_\_



\_\_\_\_\_

Chair

**Academic Classification**

All students working for any undergraduate degree conferred by this University are ranked in classes, by semester hours completed, as follows:

- Freshman.....0-29 semester hours of credit
- Sophomore.....30-59 semester hours of credit
- Junior.....60-89 semester hours of credit
- Senior.....90 or more semester hours of credit

A student who has completed a four-year degree and who continues undergraduate enrollment is classified as post-baccalaureate.



## *Resolution of No Confidence*

*WHEREAS, shared governance, involving students, faculty and staff is central to the ability of Youngstown State University to achieve its teaching, research and service missions;*

*WHEREAS, shared governance requires both appropriate consultation before important decisions are made and prompt and informative communication regarding those decisions;*

*WHEREAS, the Interim Provost has been replaced with another interim appointee who was not vetted as part of the search process despite the recommendations of a search committee;*

*WHEREAS, there was no meaningful consultation with students, faculty or staff before initiating major changes including significant reorganization of colleges and the honors program;*

*WHEREAS, the Academic Senate which in past practice has had oversight over these types of activities was bypassed;*

*WHEREAS, decisions were not communicated to students, faculty or staff in a timely way, with widespread rumors and media reports preceding the official announcement;*

*WHEREAS, these actions have caused serious damage to the campus community's trust in the administration's commitment to shared governance;*

*WHEREAS, oversight by the President and the Board of Trustees was not exercised in a manner which reflects respect for shared governance;*

*THEREFORE, The Youngstown State University Academic Senate has no confidence in the Administration's leadership of the campus.*

*Further, we demand that the Campus and University Administration:*

- Consult with the campus community and their elected representatives for important decisions.*
- Communicate such decisions to the entire campus in a timely and informative manner, and*
- Reiterate publicly and demonstrate their commitment to shared governance as an important factor in the current searches for the top leadership of the Campus and University*

*Be it further resolved that this resolution be sent to the Ohio Board of Regents, the Governor and local media.*

# Academic Senate Meeting Sign-In Sheet: December 3, 2014

## College Science, Technology, Engineering and Mathematics (CSTEM)

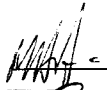
Senator Name	Department	Type of Senator	Term
<u>DLA</u> David Asch	Biological Sciences	At Large	2014-2015
<u>CC</u> Chet Cooper	Biological Sciences	At Large	2014-2015
<u>CJ</u> Carl Johnston	Biological Sciences	At Large	2014-2015
Carol Lamb	Engineering Technology	At Large	2014-2015
<u>P.C.</u> Pedro Cortes	Civil Env. Chem. Eng.	At Large	2014-2015
<u>JA</u> Jim Andrews	Physics and Astronomy	At Large	2014-2015
<u>RB</u> Ray Beiersdorfer	Geology and Env. Sci.	Departmental	2013-2015
<u>BS</u> Bonita Sharif	Comp. Sci. Inf. Sys.	Departmental	2013-2015
<u>JK</u> Jodie Litowitz	Biological Sciences	Departmental	2013-2015
<u>BL</u> Brian Leskiw	Chemistry	Departmental	2013-2015
<u>JT</u> Jamal Tartir	Mathematics/Statistics	Departmental	2014-2016
<u>BC</u> Brett Conner	Mech. Industrial Eng.	Departmental	2014-2016
<u>DJP</u> Donald Priour	Physics and Astronomy	Departmental	2014-2016
Lin Sun	Elec. Computer Eng.	Departmental	2014-2016
<u>JS</u> Joe Sanson	Engineering Technology	Departmental	2014-2016
<u>HM</u> Holly Martin	Civil Env. Chem. Eng.	Departmental	2014-2016

## Beeghly College of Education (BCOE)

Senator Name	Department	Type of Senator	Term
_____ Kyoyng Mi Choi	Counseling Spec. Ed.	At Large	2014-2015
<u>P.S.</u> Patrick Spearman	Ed. Found. RTL	At Large	2014-2015
<u>EW</u> Melinda Wolford	Counseling Spec. Ed	At Large	2014-2015
_____ C. Sue deBlois	Ed. Found. RTL	At Large	2014-2015
Mary Levine	Teacher Education.	At Large	2014-2015
<u>MB</u> Margie Briley	Counseling Spec. Ed.	Departmental	2014-2016
<u>KL</u> Karen Larwin	Ed. Found. RTL	Departmental	2014-2016
<u>BO</u> Bobby Ojose	Teacher Education	Departmental	2014-2016

# Academic Senate Meeting Sign-In Sheet: December 3, 2014


## Administrative Senators

 Martin Abraham, Interim Provost

 Jack Fahey, Vice Pres., Student Aff.

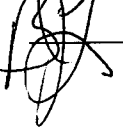
 Jonelle Beatrice, Exec. Dir., Stud. Life

Charles Howell, Dean, BCOE

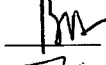
 Jef Davis, Dir., Ctr. Int. Studies Prog.

 Greg Sturuss, Interim Dean STEM

 Jeffrey Trimble, Assoc. Dir., Maag Lib.

 Betty Jo Licata, Dean, WCBA

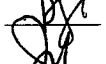
 Mike Crist, Director, Dana School


 Bryan DePoy, Dean, CACC

 Jane Kestner, Interim Dean, CLASS


 Kevin Ball, Associate Provost

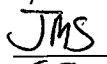
 Sal Sanders, Assoc. Dean, Grad. St.


 Sylvia Imler, Int. Dir., Divers. Multi. Aff.

 Joseph Mosca, Dean, BCHHS

## Student Senators

 Michael Slavens, SGA President

 Jacob Schriener-Brigg, Exec. V. P.

 Jordan Edgell, Chair, Acad. Aff.

 Josh Ivack, WCBA

 Samuel Rakocy, CSTEM

 Megan Evans, At Large

 Kevin Burns, At Large

Morgan Sodeman, At Large

 Greta Frost, CLASS

 Stephanie Davis, BCOE

Michael Barkett, CCAC


 Luke Politsky, Graduate School

Emeka Obinnakwelu, BCHHS

Annaliza Ronquillo, At Large

Ciara Andrews, At Large

## Others (Non-Voting) Attendees

 Adam Earnhardt, Programs Chair

 Dan O'Neill, Senate Parliamentarian

Karen Giorgetti, Curriculum Chair

James Tressel, YSU President

 Precious Turel, Senate Exec. Comm.

 Tomi Ovaska, Senate Exec. Comm.

Joe Palardy, General Education Chair

# Academic Senate Meeting Sign-In Sheet: December 3, 2014

## Williamson College of Business Administration (WCBA)

Senator Name	Department	Type of Senator	Term
<u>          </u> Remesh Dangol	Management	At Large	2014-2015
<u><i>EW</i></u> Emre Ulusoy	<del>Management</del> <i>Marketing</i>	At Large	2014-2015
<u><i>WV</i></u> William Vendemia	Management	At Large	2014-2015
<u><i>JTS</i></u> Jeremy Schwartz	Accounting and Finance	At Large	2014-2015
<u>          </u> Doori Song	Marketing	At Large	2014-2015
<u><i>BK</i></u> Birsen Karpak	Accounting and Finance	At Large	2014-2015
<u><i>KF</i></u> Kendra Fowler	Marketing	Departmental	2013-2015
<u>          </u> Mona Bahl	Management	Departmental	2014-2016
<u><i>km</i></u> Kathleen Mumaw	Accounting and Finance	Departmental	2014-2016

## Bitonte College of Health and Human Services (BCHHS)

Senator Name	Department	Type of Senator	Term
<u><i>SS</i></u> Suzanne Smith	Health Professions	At Large	2014-2015
<u><i>KL</i></u> Ken Learman	Physical Therapy	At Large	2014-2015
<u><i>EL</i></u> Susan Lisko	Nursing	At Large	2014-2015
<u><i>WG</i></u> Weiqing Ge	Physical Therapy	At Large	2014-2015
<u><i>DG</i></u> Dave Griswold	Physical Therapy	At Large	2014-2015
<u><i>REW</i></u> Rob Wardle	Criminal Justice	Departmental	2013-2015
<u><i>SR</i></u> Stephanie Rhee	Social Work	Departmental	2013-2015
<u>          </u> Jim Benedict	Physical Therapy	Departmental	2013-2015
<u><i>ER</i></u> Molly Roche	Nursing	Departmental	2013-2015
<u>          </u> Amanda Roby	Health Professions	Departmental	2014-2016
<u><i>SM</i></u> Sara Michaliszyn	Human Perf. Exer. Sci.	Departmental	2014-2016
<u><i>JMD</i></u> James Dombrosky	Human Ecology	Departmental	2014-2016

# Academic Senate Meeting Sign-In Sheet: December 3, 2014

## College of Liberal Arts and Social Sciences (CLASS)

Senator Name	Department	Type of Senator	Term
		At Large	2014-2015
<u>AF</u> Amy Flick	English	At Large	2014-2015
<u></u> Deborah Mower	Philosophy and Religion	At Large	2014-2015
<u>MR</u> Mike Raulin	Psychology	At Large	2014-2015
<u>WRB</u> Bill Buckler	Geography	At Large	2014-2015
<u></u> Laura Beadling	English	At Large	2014-2015
<u></u> Cynthia Vigliotti	English	Departmental	2013-2015
<u>MTJ</u> Michael Jerryson	Philosophy and Religion	Departmental	2013-2015
<u>AF</u> Adam Fuller	Political Science	Departmental	2013-2015
<u>ML</u> Loren Lease	Sociology/Anthropology	Departmental	2013-2015
<u></u> Dennis Petruska	Economics	Departmental	2014-2016
<u></u> Jennifer Behney	Foreign Language	Departmental	2014-2016
<u>PK</u> Peter Kimosop	Geography	Departmental	2014-2016
<u>D</u> Daniel Ayana	History	Departmental	2014-2016
<u>JC</u> Jeff Coldren	Psychology	Departmental	2014-2016

## College of Creative Arts and Communication (CCAC)

Senator Name	Department	Type of Senator	Term
<u>AE</u> Adam Earnhardt	Communications	At Large	2014-2015
<u>EJ</u> Ellen Jones	Theater and Dance	At Large	2014-2015
<u>MM</u> Missy McCormick	Art	At Large	2014-2015
<u></u> Hae-Jong Lee	Music	At Large	2014-2015
<u>SM</u> Stacie Mickens	Music	At Large	2014-2015
<u>KU</u> Kathryn Umble	Music	At Large	2014-2015
<u></u> Matthew Mazuroski	Theater and Dance	Departmental	2013-2015
<u>MG</u> Max Grubb	Communication	Departmental	2014-2016
<u></u> Cicilia Yudha	Music	Departmental	2014-2016
<u></u> Robert Thompson	Art	Departmental	2014-2016

**Academic Senate Minutes**  
Wednesday, December 3, 2014, 4:00 P.M.  
Room 132, DeBartolo Hall

**AGENDA**

1. **Call to Order @ 4:02**
2. **Minutes for November 5, 2014 meeting were approved**
3. **Senate Executive Committee Report – Chet Cooper, Senate Chair**
4. **Report of the Charter and Bylaws Committee – No Report**
5. **Ohio Faculty Council Report – Ken Learman, Representative- No Report**
6. **Report of the Elections and Balloting Committee – Ken Learman, Committee Chair- No Report**
7. **Reports from Other Senate Committees**
  - a. **Academic Events Committee– No Report**
  - b. **Academic Programs Committee – Attachment 1**
    - i. **Informational purposes only**
  - c. **Academic Research Committee – No Report**
  - d. **Academic Standards Committee (M. Slavens and J. Schriener-Briggs, Co-Chairs) – Attachment 2,3, & 4**
    - i. **Conditional Admissions Policy**
      1. **Michael Jerryson asked for clarification on the distinction between professional advisor and faculty advisor. Bill Buckler explained the difference and that it was important to have a professional advisor work with students who were conditionally admitted.**
      2. **Chet Cooper questioned the policy’s caveat that stated that courses approved for conditionally admitted students would not have to go through the Academic Senate or the Senate’s Academic Standards Committee. Michael Slavens stated that this would be the case for decisions pertaining to which courses could be taken by conditionally admitted students. Bill Buckler explained that there are certain classes which conditionally admitted students are allowed to take. It is believed that students can be successful in these courses. This language was in the originally passed policy and discussed the ways in which courses are approved for conditionally admitted students. The thought behind it was simply to make things easier, rather than having to formally go through the Senate. Dr. Cooper’s concern was that this seems to further challenge shared governance and the power of this body to have an effect on the academic enterprise. He objected to giving up any more power. Dr. Buckler stated that the language had been in the previous policy. Dr. Cooper explained that that does not mean we have to accept it now.**
      3. **Motion passes**
        - a. **There were three oppositions and one abstention**
    - ii. **Scheduling Guidelines**
      1. **Jeff Trimble raised concerns about 7:30 courses as some buildings are not open. To have these classes would require additional staffing and costs. He recommended that the committee re-examine this issue.**
      2. **Loren Lease asked if there is there anything to stop chairs from violating this. Michael Slavens explained that historically Deans have intervened when there are violations.**
      3. **Ellen Jones asked for clarification on who decides or what constitutes a required class. She also asked what happens when there is limited classroom space and there is nowhere to hold class if classes are not scheduled opposite each other. Michael Slavens explained that that the goal of this language was that to make sure that Chairs were considering this issue. From talking to Chairs, he found that many already do this when scheduling, so this would just work to make sure that all chairs are doing this. Ms. Jones stated that within each department there are different**

programs with varying requirements and she felt that the language of this policy is prohibitive. The language doesn't allow for any discretion about the fact that if you are tracking different ways, there are different requirements. She believed the policy was too specific in some ways and not specific enough in others. Mr. Slavens said that the language referred to majors. Ms. Jones explained that within majors, there are different tracks.

4. Jodi Litowitz asked about the procedures for necessary exceptions. Mr. Slavens said that the department chairs would be accountable for violations and making necessary exceptions. Dr. Litowitz asked what the process was for making exceptions. Mr. Slavens asked if violations weren't necessary exceptions. An example was given in which exceptions needed to be made continually.
5. Chet suggested adding language that would speak to exceptions, not just violations.
6. Loren Lease also stated that she was concerned about how this would impact double majors.
7. Ellen Jones moved to send this back to committee
8. Jodie Litowitz also asked about clarifying courses that are required in multiple majors.
9. Chet urged Senators to forward more questions and concerns to the committee members and for the committee members to revisit this policy.

iii. **Classification of students based on hours**

1. Dr. King was concerned that students wouldn't have to see an advisor. She suggested that they require students to see an advisor at least until students have accumulated 35 hours. Michael Slavens said that is being examined separately.

a. **Policy passes**

- e. General Education Committee (Joe Palardy, Chair) – **No Report**
- f. Honors Committee – **No Report**
- g. Library Committee – **No Report**
- h. Professional Conduct Committee (Ken Learman, Chair) – **No Report**
- i. Student Academic Affairs Committee – **No Report**
- j. Student Academic Grievance Committee (Teri Riley, Chair) – **No Report**
- k. Undergraduate Curriculum Committee (Karen Giorgetti, Chair) – **No Report**

8. **Unfinished Business**

a. **Michael Jerryson**

- i. +/- Grade System- Postponed to next meeting

ii. **Examination of students chairing Senate committees**

1. To protect students from faculty politics and possible vindictiveness, Michael Jerryson suggested that the bylaws be updated to require all committees in Academic Senate to be chaired by faculty.
  - a. Dr. Sturuss asked if Department Chairs could chair committees. Dr. Jerryson asked whether chairs were viewed as faculty. Dr. Cooper stated that for the purposes of Senate, chairs were considered faculty.
  - b. Jacob Schriener-Briggs explained that historically the chair position has been administrative and so it does not impact the student-faculty relationship. He also explained that shared governance includes students. Dr. Jerryson explained that students should be on committees, just not chairing them.
  - c. Ellen Jones explained that there could be situations that could evolve and be problematic. She also said that as students are transient, it would be better to have a person with more of a sense of history chairing the committees.

- d. Dr. Cooper explained that as this an issue that will impact the bylaws the language would have needed to be distributed prior to the meeting. As it was not, we cannot move upon it today. He also pointed out that the bylaws do state that some committees have to be chaired by faculty members. Ellen Jones argued that notice was given and this issue had been brought up at a previous meeting when Dr. Jerryson was told to make a motion and this would have been notice. The Parliamentarian explained that the specific language would have needed to be distributed prior to the meeting so members could reflect on it. Ms. Jones contended that this was different than requiring notice. Dr. Cooper stated that he was in agreement with the Parliamentarian.
- e. Carl Johnston suggested possibly changing language to protect students rather than just prohibiting student chairs.
- f. Michael Slavens explained that the committee votes to elect the committee chair.
- g. Dr. Jerryson stated that he wanted to make more of a general point rather than focusing on Academic Standards. He did not want students to have to defend themselves.
- h. Bill Vendemia stated that the role of chair on the committees has been administrative. Dr. Jerryson asked if it was no big deal, why didn't Dr. Vendemia volunteer. Dr. Vendemia stated that he had been in another meeting. Dr. Cooper addressed Dr. Jerryson and stated that comments were to be addressed to him (Senate Chair), not other members of Senate.
- i. Helene Sinnreich explained that per the bylaws, department chairs are to be considered administrators, not faculty. Chet Cooper stated that though they are administrators, they can chair committees.
- j. Jacob Schriener-Briggs emphasized the need for students in shared governance and that the Higher Learning Commission supports this. He also reminded the Senate that faculty would still make up the majority of the committees.
- k. Taci Turel said that she feels if students are willing to do the work, they should be able to chair. She added that decisions are not made by chairs alone; they have to go through committee anyway.
- l. Dr. Ayana asked what the background was for this language. Dr. Jerryson had no data that would speak to faculty vindictiveness. However, he feels that students could be in classes with faculty that they are in disagreement with about various policies, and that is not fair to the students.
- m. Karen Larwig noted the hard work of Michael Slavens. She works with the Higher Learning Commission and feels that the argument that the Higher Learning Commission would support students as Chairs as moot, as the Higher Learning Commission passes colleges that do not have students chairing committees. She then asked how we could collect data about what Dr. Jerryson is asserting. She was also concerned that Dr. Jerryson is pushing for a decision rather than data collection.
- n. Dr. Johnston stated that we should then preclude all people, like untenured faculty or unpromoted faculty, who could be vulnerable from chairing on committees. Dr. Jerryson said we do have disallowance for junior faculty from some committees for junior faculty because of this. He then stated that he does not believe we can engage in data collection because this is only occurring on one committee and for the first time. His data collection then has been in the form of discussing this issue with various members of faculty and they are concerned about students.
- o. Dr. Earnhardt asked what the procedure would be if we send this back. Dr. Cooper first asked if there was a second on the motion. The motion was seconded. Dr. Cooper then stated that if the Senate approved this motion it would then go to the Charter and Bylaws Committee where they



would review and refine the language. Then it would again be voted upon be Senate.

- p. Kevin Burns stated that he felt that if passed this would set a dangerous precedent for the university as it is saying YSU doesn't trust its students in leadership roles.
- q. Dr. Fahey said he does not believe that faculty would not subject students to faculty or university politics and does not believe it should be considered as we have a faculty who are incredibly student-centered.
- r. Ellen Jones acknowledged that she was mistaken in thinking that the chairs had been appointed, not elected. She suggested a friendly amendment that students would have to be elected as chairs. Dr. Jerryson rejected the amendment.
- s. Susan Clutter asked what we would do if no one volunteered to chair the committee. Dr. Cooper stated that he would handle that situation and push for a volunteer.
- t. Motion was voted on. Chair said that he heard an overwhelming number in opposition.
- u. Ellen Jones asked for hand vote
  - i. Motion passes
  - ii. one abstention
  - iii. 16 opposed

## 9. New Business

### a. Helene Sinnreich

- i. Dr. Jerryson seconded this motion
- ii. Dr. Mettee expressed concerns that if the university is to function, we can't vote to censure every time we don't agree. He feels that this is not a time for us to be publicly showing dissent given the state of the university. He feels the resolution is expressing a grievance without a remedy.
- iii. Adam Earnhardt stated that he has concerns specifically about the fact that the resolution censures administrators, as he is an administrator serving as a Department Chair.
- iv. Jack Fahey asked how the resolution was distributed. It was explained that the resolution was distributed. He also asked what the Honors Committee had worked on in the last couple of years. Dr. Cooper acknowledged that this was the first time many Senators were seeing the resolution. The Parliamentarian affirmed that this was acceptable as it was not a bylaw change.
- v. Adam Fuller asked about the consequences of this action.
- vi. Dr. Ball stated that the HLC assesses shared governance and so this would be of concern pertaining to our accreditation. He spoke with the HLC and was told that the resolution would not trigger special examination of the university. That said, Dr. Ball felt that this would bring unwanted attention, so the vote is not purely symbolic; it could have consequences.
- vii. Dr. Cooper checked the number of remaining Senators to ensure that a quorum was still present.
- viii. Karen Larwig stated that she did not believe that the resolution would not red flag us with the Higher Learning Commission.
- ix. Dr. Abraham asked again what the Honors Committee has done this year. Megan Evans explained that this year they have twice. In the first meeting, they met to elect a committee chair and discussed possible changes that are happening. During the second committee meeting, the Dean of the Business College, who is the liaison between the Honors Committee and the Provost's Office, discussed the proposed document that would go back to the people in charge and then a task force would be formed. Ms. Evans is concerned that there isn't shared governance. She stated that many of the suggestions being made already exist; the

difference is simply that now the university wants to work with the Honors program and expand it.

x. David Ashe stated that he felt that a vote of no confidence would go unheard because of the faculty negotiations; it would seem like faculty dissatisfaction. He moved to table this until February.

1. Motion was seconded

2. Motion passed

a. One opposed

b. James C Zupanic

i. Inclusion of part-time faculty in Academic Senate

1. Would like a motion to be proposed in February by a Senator that would ask for a bylaws change that would allow for one at-large part-time faculty senator.

10. Adjournment @ 5:19