

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

Minutes

1. **Call to Order @ 4:02 pm**
2. **Approval of Minutes for December 3, 2014 meeting –Senate Executive Committee Report –**
Chet Cooper, Senate Chair
 - a. Approved
3. **Chair report:**
 - a. Reminded Senators to get reports in on time and that all committees should be meeting once a semester and reporting to the Senate. Additionally, they should be providing meeting minutes to the Senate Secretary
 - b. Told Senators that the Excused Absence Policy was published and part of e-Bulletin.
 - c. Ad hoc committee was formed. It is the Emergency Preparedness Committee. It is comprised of faculty staff and students. It is working to develop policies and procedures that would make the campus safer. The recent problem at other institutions prompted the formation of this committee.
4. **Report of the Charter and Bylaws Committee- Christopher Bellas, Committee Chair – 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– Taci Turel, Committee Chair**
 - i. Met with Provost to discuss graduation and honors convocation. It was suggested that each college hold its own honors convocation. Regarding Spring Commencement, it was suggested that there be two commencements in Spring, each comprised of three colleges. There also would be no summer commencement. Summer graduates would be able to walk in Spring or Fall.
 1. Loren Lease: Would fall commencement be split as well?
 - a. No. It would stay the same.
 2. Ciara Andrews: Would they still be graduates in the summer?
 - a. Yes. The walk would not impact graduation
 3. Max Grubb: When would this start?
 - a. This summer
 4. Sue Miller: This is difficult given the time constraints. Also, it would be better to have summer graduates walk in fall rather than spring.
 - a. The committee wanted to make the option available for people as they may not be able to attend the fall ceremony.

- ii. **Vote: Approved**
 - 1. **Two dissent**
- b. **Academic Programs Committee – Loren Lease, Committee Chairperson-No Report**
- c. **Academic Research Committee – No Report**
- d. **Academic Standards Committee -M. Slavens and J. Schriener-Briggs, Co-Chairs – Attachment 1 & 2**
 - i. **Grade Requirements:**
 - 1. **Chet identified that the word term, rather than semester was used and also that some of the language was a bit unclear.**
 - 2. **Ellen Jones: Is it when students fail one single course? And what does this do to the probation policy?**
 - a. **If a student's cumulative GPA falls below 2.0, they student will go on probation. If the student receives lower than a 2.0 during the probation period, the student will be suspended. If the student maintains a 2.0 or higher, but the cumulative GPA is still not a 2.0, the student will remain on probation.**
 - 3. **Ellen: Suspended is different than being denied readmission. I am not understanding this.**
 - a. **Whenever your cumulative GPA falls below a 2.00, you get put on probation. If you do not raise your cumulative GPA above a 2.00 and your GPA for that semester is not above a 2.00, that is when you get your first suspension, meaning you cannot register for the following semester. You can be reinstated after one semester. You will still be on probation. If you don't raise your GPA above a 2.00, you'll be suspended again then you'll have to sit out an entire year.**
 - 4. **Carol Lamb: Asked for clarification. Is it 2.0 or above?**
 - a. **It is 2.0 and above**
 - 5. **Jordan Edgell: Who would be composed of the board to reinstate?**
 - i. **It is a three person board**
 - 6. **Carol Lamb moved to have this reworded**
 - a. **This was seconded by Michael Jerryson**
 - 7. **Ellen Jones added to the motion that there needs to be language pertaining to exceptions.**
 - 8. **Carol Lamb agreed to the addition**
 - 9. **Bill Vendemia stated the policy is detailed and explained that board would be comprised of an academic advisor and the student's department chair or designee.**

10. Vote on Carol Lamb's motion
 - a. Passed
 11. After the motion passed, Michael Slavens explained that the report sent out with the agenda has all of the language
 12. It was stated that there was no language regarding exceptions.
 - a. Michael Slavens explained that exceptions were not in the section that they were re-working.
 - b. The example was given that if a student was in a bad car accident, that student may need to be an exception to this policy
 - c. Chet responded that this instance would be handled under the Excused Absence policy
- ii. Scheduling: The scheduling issue pertaining to the building hours has been addressed in that we just would not schedule classes outside of the building hours.
1. Jeff Trimble: Can this be addressed in Banner?
 - a. Yes
 2. Are these guidelines or policies?
 - a. It is up to chairpersons or Deans to make exceptions
 3. Vote: Motion passes
- e. **General Education Committee -Joe Palardy, Committee Chair- – Attachment 3**
- i. Two courses have been approved by committee
 - ii. If a student has an ACT Score of 28 or above, a student would place into English 1551.
 1. Dr. Sturuss: 28 overall or 28 in ACT English
 - a. 28 in ACT English
 2. How did you come up with 28 as other colleges have chosen 26?
 - a. It only affects about 5% of the population, so this would be more gradual than
 3. Will this be based at all on the Writing portion?
 - a. No. This will only be based on ACT English as students are not required to take the ACT writing test
 - i. Vote: Motion passes
 4. Interdisciplinary Proposal: No discussion
 - a. Vote: Motion passes
- f. **Honors Committee – Attachment 4**
- i. Jacob Schriener-Briggs: Will changes retroactively apply?

1. They will only apply to new students

- ii. It was discussed that there will be an increase in students in this program, so there will be more general education honors courses offer. Also the committee identified 10 or 12 existing general education honors courses, so they are not anticipating additional faculty workload.

Vote: Motion passes

g. Library Committee – **No Report**

h. Professional Conduct Committee- Ken Learman, Committee Chair

i. One complaint.

1. No misconduct occurred

2. Complaint turned down

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

j. Student Academic Grievance Committee -Teri Riley, Committee Chair— **No Report**

k. Undergraduate Curriculum Committee- Karen Giorgetti, Committee Chair) – **Attachment 5**

8. **New Business**

a. Resolution on No Confidence proposed by Dr. Jerryson- **Attachment 6**

i. Resolution was seconded by Loren Lease

ii. Birsen Karpak: I don't think these are exciting changes, so I would not vote for this


iii. Howard Mettee (non- Senator): I think this is untimely and incorrect. In the third "Whereas," it states that there is no consultation with faculty and students. But there was considerable discussion and consultation with faculty regarding reorganization. The committee, comprised of 16 faculty members representing 16 departments, found that they did not want to reorganize. The second committee was comprised of 16 chairs who also looked into the issue of reorganization. So there was consultation. Also, the changes were not initiated. They were discussed and then faded away. This is not a good time. YSU is in a critical state, not only in Ohio, but across the country. There are a lot of difficulties in our future. But there are a lot of good things going on too. But this polarizing atmosphere is negatively impacting where we want to go.

iv. Deborah Mower: This motion is regarding policy and Senate was bypassed in the creation of these committees.

v. Michael Slavens: Provost Abraham has worked with students very closely. He has involved students in this discussion

vi. Loren Lease: The Provost and Board of Trustees did not consult with Senate or the colleges about reorganization or the Honors College. The committees were formed after the fact. There was no clear guidance as to why these things were going on, no clear leadership

vii. Ray Beiersdorfer explained that he had worked with the Dr. Abraham and based on that experience and what has occurred while Dr. Abraham has been Interim Provost, he supports the vote of no confidence.

- viii. It was stated that Dr. Abraham should not be judged on one mistake or what occurred before he became Interim Provost.
- ix. Dr. Licata stated that they had gone through the appropriate channels regarding making changes to the Honors program.
- x. Dr. Jerryson expressed concern that the changes occurring in the university under Dr. Abraham move us toward vocational education.
- xi. Jim Dombrosky: Interim Provost Abraham's One mistake comes within first four months of the Provost's tenure, which makes that more understandable. The things that happened before Dr. Abraham was made provost should not be considered.
- xii. Susan Clutter (Non Senator): Question for Dr. Jerryson, if we are referring to an administration issue, should the vote of no confidence in the administration?
 - 1. Dr. Jerryson expressed that there is good work being completed in the administration and that the sequence of events that he finds problematic are directly linked to Dr. Abraham.
- xiii. Ken Learman: At this stage in the game, faculty and administration need to start working together, rather than further divide.
- xiv. Greg Sturuss called for roll call vote.
 - 1. Motion passed 
 - a. There was discussion about alternative voting options, but the bylaws indicate that if one fifth of the Senate favor a roll call vote, a roll call vote must be done.
 - b. Dr. Jerryson noted that he felt this was a hostile environment
 - 2. 54 No; 3 Yea; Motion for Resolution of No Confidence defeated

9. Unfinished Business

a. Michael Jerryson

i. +/- Grade System deferred

b. James C Zupanic

i. Inclusion of part-time faculty in Academic Senate

ii. Jacob Schriener -Brigg proposed that the Charter and Bylaws Committee meet and discuss allotting one Senate seat to at least one part-time faculty member

1. Motion passes

10. Adjournment @ 5:23

Attachment 1

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

Date 1/30/2015 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 modify the Academic Dismissal Policy as pursuant to the attached document. Based off of the changes, the first suspension results in the inability to return for one semester, an academic year after the second suspension, and two academic years after the third suspension. There is no guarantee to be readmitted after the third suspension.

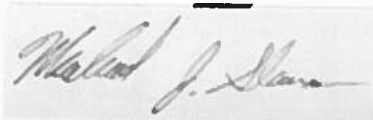
Do you anticipate making a formal motion relative to the report? Yes

If so, state the motion:

The ASC moves that the Senate adopts the revised Grade Requirements section of the undergraduate bulletin 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:



Grade Requirements

Four categories of academic standing are established: Good Standing, Warning, Probation, and Suspension. These categories are intended to signify a student's progress toward graduation or to provide an opportunity for making improvements and achieving academic success.

"Warning" and "Probation" indicate that grade standards consistent with graduation requirements are not being met. An advisor's approval of course load is required prior to continuing studies at the University.

"Suspension" means that a student is separated from the University for a period of time.

To be considered in good academic standing, a student must have a minimum, cumulative 2.0 grade point average.

A student whose cumulative grade point average falls below 2.0 will be placed on warning.

A student who has been on warning and who fails to bring his or her cumulative grade point average up to the minimum by the end of the following semester will be placed on probation for the next semester. A probationary student who has failed to bring his or her cumulative grade point average up to 2.00 by the end of the probationary term will be suspended unless the student averages at least 2.00 for that term in which case they will be continued on probation. After the first suspension, a student will not be allowed to enroll the next semester. After the second suspension, a student will not be allowed to enroll for a complete academic year. Reinstatement after either the first or second suspension is determined by the dean (or designee) of the college from which the student was suspended, or, if the student wishes to change colleges, by the dean of the new college.

After the third suspension, a student will not be allowed to enroll for two complete academic years. A student may petition for Academic Readmission, prior to the semester for which the student seeks readmission. Two college reviewers will determine the conditions under which the student may return. One reviewer must be an academic advisor; the second must be the student's academic department chairperson or designee. The decision of the two reviewers is final. Readmission after a third suspension is neither automatic nor guaranteed.

A student who is reinstated after a suspension will be placed on academic probation.

Transfer students admitted on probation must meet the 2.0 minimum grade point average after the first semester to be removed from probation.

Attachment 2

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

Date 1/30/2015 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:

This is simply a completion of something that our committee looked at last year. We did a survey and collected results to help with the decision. Besides formatting, the changes include adding revisions not to schedule classes needed to be taken together at the same time, offering sections of same course at different times, and having available a 7:30-8:45 am time slot. The committee reviewed the proposal again and decided that no other revisions are necessary.

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

If so, state the motion:

The ASC 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:



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.

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.
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.
3 cr. course	[MWF	2:00-2:50 p.m.
	<i>or (added after Senate policy was passed)</i>	
	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.
3 cr. course	[MWF	3:00-3:50 p.m.
	<i>or (added after Senate policy was passed)</i>	
	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	2:00-3:50 p.m.
	F	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 3

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

Date **Jan 19, 2015** 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

Matt O'Mansky: CLASS, Peter Reday: WCBA, Mary Levine: EDUC, Allen Hunter: STEM, Stephen Reale: FPA, Keisha Tyler Robinson: HHS

Appointed Members

Randall Goldberg: AH, Alan Tomhave: SPA, W. Johanna Krontiris-Litowitz: NS, Guy Shebat: Skills, David Simonelli SS, Hillary Fuhrman: Assessment, Julie Felix: Advisors, Michael Slavens: Student, Jacob Schriener-Briggs: Student

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

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

I. The following proposals were approved and circulated:

GEC #	Department	Course #	Course Title	Date Received	Domain	Hearing	OK	Sent Back	Circulated
13006	English	ENGL 2615	Science Fiction and Fantasy Literature	3/26/2014	AH	4/16/2014 ; 10/28/2014	yes	4/16/2014	11/3/2014 -11/20/2014
14003	Public Health	PHLT 1513	Introduction to Environmental Health and Safety	2/24/2014	SPA-ES	11/17/2014	4 yes		11/17/2014 4-12/1/2014

II. The Gen. Ed. Committee investigated the possibility of allowing students with a high ACT score to place directly into ENGL 1551, and the committee would like to propose allowing students with ACT scores at or above 28 to place directly into ENGL 1551. See attached proposal for details.

- III. The Gen. Ed. Committee would like to propose to allow some interdisciplinary courses in the SPA Domain. See attached proposal for details.

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 (2014-2015)

II. ENGL 1551 Placement Proposal

Background

Students at YSU receive their Composition placement based primarily upon their ACT English Score. The table below shows the current placement structure: *

ACT English Score	Composition Course	Description of Course
14 or below	English 1539	Developmental course; does not count toward graduation; 4 credits
15 - 17	English 1540	Developmental course; does not count toward graduation; 3 credits
18 or higher	English 1550	Writing 1; General Education requirement

As the table indicates, at the present time there is no possibility for a student with a relatively high ACT English score to place out of Writing 1 and directly into Writing 2. Such a placement arrangement makes YSU an outlier in Composition placement among its sister (and competitor) public universities in northeast Ohio. At Kent State and Cleveland State, students place directly into Writing 2 with an ACT English Score of 26 or higher, while at Akron students place directly into Writing 2 with an ACT English score of 28 or higher.

**Note: The English ACT Score is the most frequent determinant for Composition Placement for incoming YSU students, but other factors can play a role, such as the Compass Reading score, the SAT Writing score, and/or YSU's in-house Composition Placement Test (mainly for students with no ACT, Compass, or SAT scores). In no case, however, can a student place directly into Writing 2.*

Proposed Change to Composition Placement

The proposed change to the Youngstown State Composition Placement will make it possible for students with relatively high ACT scores to place directly into Writing 2 (English 1551). See below:

ACT English Score	Composition Course	Description of Course
14 or below	English 1539	Developmental course; does not count toward graduation; 4 credits
15 - 17	English 1540	Developmental course; does not count toward graduation; 4 credits
18 - 27	English 1550	Writing 1; General Education requirement
28 or higher	English 1551	Writing 2; General Education requirement

Rationale for the Proposed Change

- The proposed change could aid recruitment, as YSU will now grant Writing 2 placement in a manner similar to its competitor schools.
- The proposed change responds to a concern voiced at times by the university's advising staff – that we provide help (via developmental courses) for less well-prepared students but that we offer no rewards, so to speak, for better-prepared students.
- The proposed change would affect only a small portion of those students who would register for Writing 1 in a given semester (approximately 5.5%, based upon data from Fall 13, Spring 14, and Fall 14)

Fall 13		Spring 14		Fall 14	
Total Registered for Writing 1	ACT 28+	Total Registered for Writing 1	ACT 28+	Total Registered for Writing 1	ACT 28+
1663	104	1104	36	1335	82

- The vast majority of students with ACT scores of 28 or higher typically perform very well in Writing 1, suggesting that, for the most part, this “28 plus” population could meet the challenge of placing directly into Writing 2. As the data below indicate (for Fall 13 and Spring 14), 72% of “28 plus” students earned an A in Writing 1, with another 11% earning a B.

Fall 13 Grade Distribution					Spring 14 Grade Distribution				
Total students with ACT 28+: 104					Total students with ACT 28+: 36				
A - 81	B - 9	C - 4	NC - 8	W - 2	A - 20	B - 7	C - 2	NC - 5	W - 2

Additional Information: Waiver not Credit

Under the proposed Composition Placement change, those students with ACT scores of 28 or higher would not receive “credit” for Writing 1. Instead, they would be given a “waiver” for Writing 1, allowing them to move directly to Writing 2. These students would still need to complete the required 124 hours for graduation. Presumably, these students would substitute an elective course as a replacement for the “waived” Writing 1.

III. Interdisciplinary Proposal

Proposal Summary:

Allow Interdisciplinary Perspectives courses in the Gen. Ed. Social and Personal Awareness Category

Background:

The current Gen. Ed. model restricts domain courses to be from a discipline or a major sub category of a discipline. Therefore true interdisciplinary courses that bridge domains are for the most part not admissible in the current Gen. Ed. model.

There is some nuance to the terminology used in interdisciplinary curriculum. For clarity, consider the following definitions from Jacobs (1989) sourcing Piaget and Meeth:

Discipline Field: A specific body of teachable knowledge with its own background of education, training, procedures, methods, and content areas (Piaget 1972).

Interdisciplinary: A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Crossdisciplinary: Viewing one discipline from the perspective of another; for example, the physics of music and the history of math (Meeth 1978).

Multidisciplinary: The juxtaposition of several disciplines focused on one problem with no direct attempt to integrate (Piaget 1972, Meeth 1978).

Pluridisciplinary: The juxtaposition of disciplines assumed to be more or less related; e.g., math and physics, French and Latin (Piaget 1972).

Transdisciplinary: Beyond the scope of the disciplines; that is, to start with a problem and bring to bear knowledge from the disciplines (Meeth 1978).

In most domain courses, students examine many different topics from one discipline's perspective. With an interdisciplinary course, this is flipped so that students look at a smaller number of topics from various perspectives. Therefore, by the definition of an interdisciplinary course, they are largely not permitted in the current General Education Model¹. However, from a pedagogical perspective, there are a number of benefits to interdisciplinary courses. They provide students with a more real-world view of tackling complex problems through the use of multiple strategies. Furthermore, interdisciplinary courses encourage collaboration across departments, help remove preexisting departmental silos, and foster faculty creativity in developing new Gen. Ed. Courses.

Proposal:

Therefore, the General Education Committee would like to propose allowing thematic interdisciplinary courses in the Social and Personal Awareness (SPA) Domain.

This would be exclusively for interdisciplinary courses and would exclude crossdisciplinary and pluridisciplinary courses as the goal is to have courses bridge diverse disciplines. Attached below is a full description of the criteria.

¹ Current interdisciplinary courses in General Education come from programs that already have specific bodies of knowledge, and could be viewed by some as disciplines (for example Women's Studies and Gerontology.)

taught courses have different workload considerations compared to traditional courses (See section 16.5 in the YSU OEA contract for details.)

3. The course must be as academically rigorous as a traditional domain courses.
4. Given that interdisciplinary courses are often dependent on particular faculty members and/or current events, the courses could be transitory in nature. Any changes in the availability of the course must be made know to the GEC.
5. Given the higher cost structure of team-taught courses, course proposals that have this structure should provide evidence of support for the course from relevant chairs and deans.

Reference:

Jacobs, Heidi (1989.) *Interdisciplinary Curriculum: Design and Implementation*. Association for Supervision & Curriculum (ASCD)

Attachment 4

Proposal to Academic Senate Proposed Changes to Honors Program February 4, 2015

The YSU Board of Trustees approved the formation of an Honors College. This change is a part of YSU's ongoing commitment to enhance the academic reputation of YSU, bring in more caliber students, and increase the number of students participating in the Honors program. There has been a significant addition of scholarship dollars enabling the university to award Honors Scholarships to eligible students who participate in the Honors Program.

Interim Provost Martin Abraham established a working group to make initial recommendations regarding the overall goals of the honors program/college. After this group made its recommendations, an Honors Working Group composed of representatives from each college and the Honors Program was established. One of the charges of this Working Group is to make recommendations regarding program design, curriculum, co-curricular activities, and other initiatives that will enhance the Honors Program.

The current Honors Working Group met and developed recommendations for a change to the Honors curriculum (see below). These changes were approved by the Senate Honors Committee on Monday, February 3, 2015. Approval by the Academic Senate is requested so that students may be recruited at the next SOAR (end of February 2015) for implementation of the new Honors curriculum in Fall 2015.

Honors Program Curriculum Requirements (current) 24 hours

- 4 honors courses taken from 3 of the General Education Requirement knowledge domain or essential skills areas. (Writing, speaking, critical thinking, math and/or Arts & Humanities, Natural Science, Social Science or Social & Personal Awareness) (Many times met with contract honors)
- 6 hours of actual honors courses. (ex. Socio 1500H, Engl 1550H)
- 6 hours of upper division honors credits. (You can use a combination of honors contracts and seminars for this requirement. These are the courses that are catalogue # 3000 or higher, and graduate courses when the student is completing the requirements for graduate students.)
- One credit of honors seminars.
- Senior Honors Thesis

Honors Program Curriculum Requirements (proposed) 25 hours

- 9 hours of honors-only General Education courses (no contract honors)
- 12 hours of honors hours, 6 of which must be at the upper-division (can be honors-only or honors contracts)
- 3 hours of senior thesis/capstone project/interdisciplinary capstone project
- 1 hour freshman seminar

Neither the eligibility criteria nor the co-curricular requirements (15 activities) and community service requirements (60 hours) for the Honors Program will be changed.

Summary of changes:

1. Increased total requirements from 24 to 25 hours.

2. Reduced requirement of General Education honors hours from 12 to 9 hours. These nine hours must be from honors-only courses
3. Added capstone interdisciplinary project as an alternative to thesis

The General Education distribution is the toughest criteria to meet to get to the 24 hours (under the current requirements). Thus, the proposed decrease from 12 to 9 hours builds in greater flexibility for the student.

Attachment 5

TO: Senate Members
 FROM: Karen Giorgetti
 University Curriculum Committee 2014-15
 RE: Course Proposals Approved by UCC on January 26, 2015
 Date: February 3, 2015

UCC #	Course	Title	Action	UCC Decision
15023	ANTH 4851	Social Research	Delete	Approve
15025	SOC 4851	Social Research	Delete	Approve
15028	GERO 4860	Senior Thesis	Add	Approve
15029	SOC 3761	Elder Crimes--Elder Justice	Add	Approve
15037	ANTH 4860	Senior Thesis	Add	Approve
15038	NURS 3725	Nursing Informatics	Add	Approve
15040	CCET 2614L	Materials Lab 1	Change	Approve
15041	TCOM 4888	Internship Telecommunication	Change	Approve
15045	REL 2602	Introduction to Religious Studies	Add	Approve
15046	GERO 3761	Elder Crimes--Elder Justice	Add	Approve
15053	CEEN 2660	Computer Aided Design and Drafting	Add	Approve
15064	ENGL 4899	Professional and Technical Writing Senior Project	Change	Approve
15066	ENGL 4898	Professional and Technical Writing Internship	Change	Approve
15067	ENGL 4843	Advanced Professional and Technical Writing	Change	Approve

15068	ENGL 3751	Readings in Professional and Technical Writing	Change	Approve
15069	ENGL 3743	Professional and Technical Writing	Change	Approve
15070	ENGL 3730	Teaching Language Arts	Add	Approve
15078	CJFS 5814	Practice and Ethics in Forensic Science	Change	Approve
15086	HAHS 2600	Service Learning and Community Engagement in Health and Human Services	Add	Approve
15090	MATH 1552	Applied Math for Management	Change	Approve
15103	HEPE 4899	Physiological Effects of Exercise on Children and Adolescents	Add	Approve
15107	EMTC 2610	Pathophysiology Critical Care	Delete	Approve
15110	EMTC 2611	Assessment Mgt Techniques	Delete	Approve
15111	EMTC 2620	Research Methodology EMS	Delete	Approve
15112	EMTC 2630	Multiskilled EMS Practitioner	Delete	Approve
15113	EMTC 2631	Adv Clinical Field Internship	Delete	Approve
15117	HPES 1512	Bowling	Change	Approve
15118	HPES 1508	Group Cycling	Add	Approve
15119	HPES 1509	Meditation	Add	Approve
15120	HPES 1553	Yoga 2	Add	Approve
15123	HPES 1595	Introduction to Human Performance and Exercise Science	Change	Approve
15124	HPES 4880	Internship	Change	Approve
15127	MKTG 4815	Marketing Research and Analytics	Change	Approve
15135	HEPE 2650	Ethics in Sport and Coaching	Add	Approve
15137	HEPE 3750	Organization and Management of Sport Programs and Events	Add	Approve

Attachment 6

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, there was no meaningful consultation with students, faculty, or staff before the Interim Provost initiated 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, the University Guidebook considers the Provost's primary responsibility to the overall administration of the academic programs at large and not to particular ones;

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

WHEREAS, oversight by the Interim Provost was not exercised in a manner that reflects respect for shared governance;

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

February 4, 2015

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
<i>AF</i> Amy Flick <i>N</i>	English	At Large	2014-2015
<i>DM</i> Deborah Mower <i>N</i>	Philosophy and Religion	At Large	2014-2015
<i>MR</i> Mike Raulin <i>N</i>	Psychology	At Large	2014-2015
<i>WB</i> Bill Buckler <i>N</i>	Geography	At Large	2014-2015
Laura Beadling <i>N</i>	English	At Large	2014-2015
Cynthia Vigliotti	English	Departmental	2013-2015
<i>JH</i> Michael Jerryson <i>Y</i>	Philosophy and Religion	Departmental	2013-2015
Adam Fuller	Political Science	Departmental	2013-2015
<i>LL</i> Loren Lease <i>Y</i>	Sociology/Anthropology	Departmental	2013-2015
<i>DP</i> Dennis Petruska <i>N</i>	Economics	Departmental	2014-2016
<i>JB</i> Jennifer Behney <i>N</i>	Foreign Language	Departmental	2014-2016
<i>PK</i> Peter Kimosop <i>N</i>	Geography	Departmental	2014-2016
<i>DA</i> Daniel Ayana <i>N</i>	History	Departmental	2014-2016
<i>JC</i> Jeff Coldren <i>N</i>	Psychology	Departmental	2014-2016

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College of Creative Arts and Communication (CCAC)

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

February 4, 2015

Academic Senate Meeting Sign-In Sheet: ~~December 8, 2014~~

Administrative Senators

<p><u>MAA</u> Martin Abraham, Interim Provost N</p> <p><u>JF</u> Jack Fahey, Vice Pres., Student Aff. N</p> <p>Jonelle Beatrice, Exec. Dir., Stud. Life</p> <p>Charles Howell, Dean, BCOE</p> <p><u>Jed</u> Jef Davis, Dir., Ctr. Int. Studies Prog. N</p> <p><u>GS</u> Greg Sturuss, Interim Dean STEM N</p> <p><u>JT</u> Jeffrey Trimble, Assoc. Dir., Maag Lib. N</p> <p><u>BJL</u> Betty Jo Licata, Dean, WCBA N</p>	<p>Mike Crist, Director, Dana School</p> <p>Bryan DePoy, Dean, CACC</p> <p><u>JK</u> Jane Kestner, Interim Dean, CLASS N</p> <p><u>KB</u> Kevin Ball, Associate Provost ✓</p> <p><u>SAS</u> Sal Sanders, Assoc. Dean, Grad. St. N</p> <p><u>Sji</u> Sylvia Imler, Int. Dir., Divers. Multi. Aff. N</p> <p><u>JM</u> Joseph Mosca, Dean, BCHHS N</p>
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Student Senators

<p><u>MS</u> Michael Slavens, SGA President N</p> <p><u>JS</u> Jacob Schriener-Brigg, Exec. V. P. N</p> <p><u>JG</u> Jordan Edgell, Chair, Acad. Aff. N</p> <p>Josh Ivack, WCBA</p> <p><u>SR</u> Samuel Rakocy, CSTEM N</p> <p>Megan Evans, At Large</p> <p>Kevin Burns, At Large</p> <p>Morgan Sodeman, At Large</p>	<p><u>GF</u> Greta Frost, CLASS N</p> <p><u>SD</u> Stephanie Davis, BCOE</p> <p>Michael Barkett, CCAC</p> <p><u>LP</u> Luke Politsky, Graduate School N</p> <p>Emeka Obinnakwelu, BCHHS</p> <p>Annaliza Ronquillo, At Large</p> <p><u>CA</u> Ciara Andrews, At Large N</p>
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Others (Non-Voting) Attendees

<p><u>AE</u> Adam Earnhardt, Programs Chair</p> <p><u>DO</u> Dan O'Neill, Senate Parliamentarian</p> <p>Karen Giorgetti, Curriculum Chair</p> <p>James Tressel, YSU President</p>	<p>Taci Turel, Senate Exec. Comm.</p> <p>Tomi Ovaska, Senate Exec. Comm.</p> <p>Joe Palardy, General Education Chair</p>
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FEBRUARY 4, 2015

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

Williamson College of Business Administration (WCBA)

Senator Name	Department	Type of Senator	Term
<i>RD</i> Remesh Dangol <i>N</i>	Management	At Large	2014-2015
<i>EU</i> Emre Ulusoy <i>N</i>	Management <i>Marketing</i>	At Large	2014-2015
<i>WV</i> William Vendemia <i>N</i>	Management	At Large	2014-2015
<i>JS</i> Jeremy Schwartz <i>N</i>	Accounting and Finance	At Large	2014-2015
<i>DS</i> Doori Song <i>N</i>	Marketing	At Large	2014-2015
<i>BK</i> Birsen Karpak <i>N</i>	Accounting and Finance	At Large	2014-2015
<i>KF</i> Kendra Fowler <i>N</i>	Marketing	Departmental	2013-2015
<i>MB</i> Mona Bahl <i>N</i>	Management	Departmental	2014-2016
<i>KM</i> Kathleen Mumaw <i>N</i>	Accounting and Finance	Departmental	2014-2016

Bitonte College of Health and Human Services (BCHHS)

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

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Academic Senate Meeting Sign-In Sheet: ^{February 4, 2015} ~~December 3, 2014~~

College Science, Technology, Engineering and Mathematics (CSTEM)

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

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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 <i>N</i>	Ed. Found. RTL	At Large	2014-2015
Melinda Wolford	Counseling Spec. Ed.	At Large	2014-2015
C. Sue deBlois	Ed. Found. RTL	At Large	2014-2015
Mary La Vine	Teacher Education.	At Large	2014-2015
<u>MB</u> Margie Briley <i>-</i>	Counseling Spec. Ed.	Departmental	2014-2016
Karen Larwin	Ed. Found. RTL	Departmental	2014-2016
<u>BO</u> Bobby Ojose	Teacher Education	Departmental	2014-2016