

MINUTES OF REGULAR MEETING  
OF  
BOARD OF TRUSTEES  
OF  
YOUNGSTOWN STATE UNIVERSITY

Tod Hall  
Thursday, March 16, 2017

Pursuant to notice duly given, a regular meeting (the three hundred forty-ninth) of the Board of Trustees of Youngstown State University convened at 3:00 p.m., on Thursday, March 16, 2017, in the Board Room in Tod Hall.

All eleven trustees were present at the meeting, to-wit: Mrs. Carole S. Weimer, chairperson of the board, who presided, Mr. Leonard D. Schiavone, Ms. Delores E. Crawford, Mr. David C. Deibel, Dr. Anita A. Hackstedde, Mr. James E. Roberts, Dr. John R. Jakubek, Dr. Charles R. Bush, Mr. Samuel W. Grooms, Ms. Samantha P. Anderson and Mr. Allan K. Metz.

Also present were: Mr. James P. Tressel, President of the university; Dr. Martin Abraham, Provost and Vice President for Academic Affairs; Mr. Neal McNally, Vice President for Finance and Administration; Ms. Holly A. Jacobs, Vice President and University General Counsel and Mr. Franklin S. Bennett, Jr., Secretary to the Board of Trustees. Also present were approximately 35 persons, including deans, members of the faculty, students, administrators, and members of the news media.

The chairperson called the meeting to order.

ITEM I – PROOF OF NOTICE OF MEETING.

Evidence was available to establish that pursuant to Article II, Section 1, of the board's *Bylaws*; written notice of today's regular meeting was timely provided to each of the trustees, the student trustees, and to the president.

ITEM II – DISPOSITION OF MINUTES FOR MEETING HELD DECEMBER 1, 2016.

Prior to the meeting, the secretary had provided draft copies of the minutes of the board's regular meeting held December 1, 2016 (#348) to each trustee, the student trustees and the president. There being no additions, corrections, or revisions thereto, the minutes of the said meetings were approved as provided.

ITEM III – REPORT OF THE PRESIDENT OF THE UNIVERSITY

President Tressel thanked Mrs. Weimer and Ms. Anderson for their service as trustees of Youngstown State University. Mr. Tressel thanked the campus community for its

continued hard work on behalf of the university and gave special thanks to those university employees who are the first points of contact to prospective students and their families visiting campus.

ITEM V –REPORTS OF THE COMMITTEES OF THE BOARD.

The chairperson asked whether any trustee had an objection to the approval by unanimous consent of the resolutions recommended for adoption by the committees of the board. There being no objection to adoption by consent of the proposed resolutions listed in the agenda, the chairperson stated that those recommended resolutions would be considered for adoption by consent. The board considered the following committee reports and recommendations:

1. Academic and Student Affairs Committee

Dr. Abraham introduced Mr. Joseph Sanson, Assistant Professor of Engineering Technology, who provided a report on the research he is performing on the injection of epoxy compound into cracks in concrete. Mr. Sanson shared pictures of testing he has performed and said that he is hopeful to be able to test his research in a real-world setting such as a parking deck.

Mr. George Atkins, a former Presbyterian minister and now a graduate student in the Counseling program, described his work with East High School juniors in preparing them for the ACT college entrance examination. Mr. Atkins also described his work with East High freshman students in helping them to understand the importance of high school grade point average at the beginning of their high school careers. Mr. Atkins expressed his appreciation for the graduate assistantship provided to him by YSU, stating that it has been very helpful to him and his family.

The chairperson noted that the Academic and Student Affairs Committee was recommending eight resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following resolutions adopted by general consent:

Resolution to Approve  
Master of Science in Nursing (MSN) Adult-Gerontology  
Acute Care Nurse Practitioner (AG-ACNP) Program Option

**YR 2017-43**

WHEREAS, there is an increase in hospital admissions due to an aging population;  
and

WHEREAS, there is a human resource shortage in critical care medicine; and

WHEREAS, the Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP) program prepares registered nurses with the acute-care experience necessary to provide direct patient management in acute and complex care settings; and

WHEREAS, there is only one AG-ACNP program in northeast Ohio offered at Kent State University; and

WHEREAS, Mercy Health is currently unable to fill their AG-ACNP positions; and

WHEREAS, anticipated enrollment in year one would be between eight and ten students, with anticipated enrollments in further years of 15-25 students per year;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Master of Science in Nursing (MSN) Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Program Option, contingent upon the approval of said degree program by the Ohio Department of Higher Education.

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Resolution to Approve  
Bachelor of Science in Education,  
Early Childhood Education/Early Childhood Intervention Specialist with TESOL Endorsement

**YR 2017-44**

WHEREAS, by the year 2022, over 20% of children in all schools will have identified special needs and by 2020, most classrooms will be full inclusion with the exception of moderate/severe needs which often remain self-contained; and

WHEREAS, teacher candidates need to be prepared that every classroom will have students with identified special needs; and

WHEREAS, the number of English language learners will continue to increase in the public schools as well; and

WHEREAS, the Department of Teacher Education proposes an undergraduate program leading to an Early Childhood Education and Early Childhood Intervention Specialist (ECIS) licenses with TESOL Endorsement which increases the marketability of YSU teacher candidates to meet the needs of all students in P-12 schools; and

WHEREAS, the Department of Teacher Education completed an employer needs survey, reviewed the current curriculum, drafted new curriculum, and created new and blended courses to allow for the proposed changes; and

WHEREAS, the Beeghly College of Education faculty plan to participate in professional development training during spring 2017 so all faculty members have the requisite knowledge and skills to teach courses in this degree program;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of an undergraduate program to prepare students for the Early Childhood Education and Early Childhood Intervention Specialist (ECIS) licenses with TESOL Endorsement, contingent on the approval of said degree by the Ohio Department of Higher Education.

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Resolution to Authorize Conferral of Honorary Degree – Dr. Presley Gillespie

**YR 2017-45**

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Humane Letters (L.H.D.) degree, honoris causa, upon Presley Gillespie, with all the rights and privileges attendant thereto.

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Resolution to Authorize Conferral of Honorary Degree – Dr. George Young

**YR 2017-46**

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Business Administration (D.B.A.) degree, honoris causa, upon George Young, with all the rights and privileges attendant thereto.

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Resolution to Modify  
Centers of Excellence at Youngstown State University

**YR 2017-47**

WHEREAS, the Ohio Board of Regents' *Strategic Plan for Higher Education 2008-2017* had called upon each university in the University System of Ohio to identify and define "Centers of Excellence" that would provide focus and distinction through instruction and inquiry in academic areas; and

WHEREAS, in response to that call, Youngstown State University established a process which identified "Centers of Excellence" at Youngstown State University to be the Center for Materials Science and Engineering, the Center for Applied Chemical Biology, the Williamson College of Business Administration Center of Excellence in International Business (IB), and the Rich Center of Excellence for the Study of Autism; and

WHEREAS, in that several new and emerging academic strengths have developed at Youngstown State University since 2008 that should now be considered as updated Centers of Excellence, the Youngstown State University Office of Research, through the University Research Council and Dean's Council has solicited, reviewed and evaluated proposals; and

WHEREAS, the Provost and the President have reviewed the recommendations of the University Research Council and in consultation with the Senior Leadership, have selected the "Centers of Excellence" at Youngstown State University to be the Center for Sports Medicine and Applied Biomechanics, Center for Materials Science and Engineering, the Williamson College of Business Administration Center of Excellence in International Business (IB), the Advanced Manufacturing Research Center; and the Centofanti Center for Health and Welfare for Vulnerable Populations; and

WHEREAS, the Center for Autism Studies and the Center for Applied Chemical Biology did not reapply to remain a "Center of Excellence" and will not longer be designated as such; and

WHEREAS, the selected "Centers of Excellence" meet the University's mission, vision, and core values and address the designation of YSU as an urban research university with focus on the economic rebirth of the Mahoning Valley through quality programs and scholarship;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the report "Centers of Excellence Submissions and Recommendations," as detailed in Exhibit A attached hereto.

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Resolution to Modify  
Teaching by Staff Policy, 3356-10-12

**YR 2017-48**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

WHEREAS, the Teaching by Staff policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Teaching by Staff policy number 3356-10-12, shown as Exhibit B attached hereto.

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Resolution to Approve  
Integrity in Research – Use and Care of Animals Policy, 3356-10-15

**YR 2017-49**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

WHEREAS, the Integrity in Research – Use and Care of Animals policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the creation of a University Policy governing Integrity in Research – Use and Care of Animals policy number 3356-10-15, shown as Exhibit C attached hereto.

\*\*\*

Resolution to Change the Department Name of  
Human Performance and Exercise Science to Kinesiology and Sport Science

**YR 2017-50**

WHEREAS, the faculty in the Department of Human Performance and Exercise Science request the name of the department be changed to encompass its new and future programs; and

WHEREAS, after researching 120 universities and colleges in the United States with similar programs, it was determined the word “kinesiology” captures the range of scholarly activities within the department; and

WHEREAS, to encompass the recently approved Athletic Training program and to align with sports programs the department wishes to develop, the department proposes the term “sport science” also be included in the department name;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the department name change of Human Performance and Exercise Science to Kinesiology and Sport Science.

2. Institutional Engagement Committee.

The chairperson noted that the Institutional Engagement Committee was recommending one resolution for adoption by the board. There being no objection thereto, the chairperson declared the following resolution adopted by general consent:

Resolution to Accept  
Alumni Engagement and WYSU Memberships

**YR 2017-51**

WHEREAS, Board policy provides that the President shall compile a list of memberships to the University for each meeting of the Board of Trustees and present the list accompanied by his recommendation for action by the Board; and

WHEREAS, the President has reported that the memberships as listed in Exhibit D attached hereto are being held pending acceptance and he recommends their acceptance;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does hereby accept these memberships on behalf of Youngstown State University and requests that the President acknowledge the acceptance of these memberships.

3. Finance and Facilities Committee.

The chairperson noted that the Finance and Facilities Committee was recommending two resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following resolutions adopted by general consent:

Resolution to Establish New Room Rates to Accommodate  
Graduate and Family Housing for Weller House, Effective Summer Semester 2017

**YR 2017-52**

WHEREAS, Ohio law provides that each Board of Trustees of state-assisted institutions of higher education may establish special purpose fees, service charges, and fines and penalties; and

WHEREAS, the University Housing would like to offer graduate and family housing not previously available at YSU; and

WHEREAS, the University Housing is seeking new room rates for Weller House; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the resolution to establish new room rates to accommodate graduate and family housing for Weller House, effective summer semester 2017 as shown in Exhibit E attached hereto.

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Resolution to Modify  
Electronic Information Technology (EIT) Accessibility Policy, 3356-5-14

**YR 2017-53**

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Electronic Information Technology (EIT) Accessibility policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Electronic Information Technology (EIT) Accessibility, policy number 3356-5-14, shown as Exhibit F attached hereto. A copy of the policy indicating changes to be made is also attached.

Mr. Schiavone reported that the Audit Subcommittee met on March 15, 2017. The subcommittee recommended the change of name of the Office of Internal Audit and Risk Management to the Office of Internal Audit. The committee received reports from internal auditor Sarah Gampo regarding the establishment of an anonymous ethics reporting hotline, internal audit quarterly plan update and audit timeline matrix. The subcommittee receive the annual cyber security update from Mr. Chris Wentz, Associate Director – Office of ISO Network Security.



Dr. Jakubek reported that the Investment Subcommittee also met on March 15, 2017. The subcommittee received reports from the Hartland, the university's investment advisors, regarding the university's endowment and non-endowment investments. The subcommittee approved Hartland's recommendation to rebalance a portion of the non-endowment long-term investment pool.

4. University Affairs Committee.

The chairperson noted that the University Affairs Committee was recommending ten resolutions for adoption by the board. There being no objection thereto, the chairperson declared the following seven resolutions adopted by general consent:

Resolution to Modify  
Search Waivers for Hiring of Faculty and Professional/Administrative Staff Policy, 3356-2-04

**YR 2017-54**

WHEREAS, University Policies are reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies; and

WHEREAS, the Search Waivers for Hiring of Faculty and Professional/Administrative Staff policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy Search Waivers for Hiring of Faculty and Professional/Administrative Staff, policy number 3356-2-04 shown as Exhibit G attached hereto. A copy of the policy indicating changes to be made is also attached.

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Resolution to Modify and Retitle Public Records Policy, 3356-9-07

**YR 2017-55**

WHEREAS, University Policies are being reviewed and re-conceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

WHEREAS, the Public Records Policy, policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the modification of the University Policy governing Public Records Policy, policy number 3356-9-07, to be retitled as Public Records, shown as Exhibit H attached hereto. A copy of the policy indicating changes to be made is also attached.

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Resolution to Approve the  
Recruitment of an Associate Provost for Student Success

**YR 2017-56**

WHEREAS, a vacancy occurred in the area of Student Success upon the resignation of Dr. Michael Reagle; and

WHEREAS, the Student Success area is critical for the long-term improvement of retention, persistence, placement, and graduation rates; and

WHEREAS, the position of Associate Provost is necessary to ensure YSU improve its excellence in critical measures of student success and relate this information to the Ohio Department of Higher Education; and

WHEREAS, a motion was made and approved by the University Affairs Committee of the Board of Trustees at its meeting on February 7, 2017, to allow for an expedited posting of this position;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the recruitment of an Associate Provost for Student Success, as recommended by the Provost of Youngstown State University, and

BE IT FURTHER RESOLVED, that the position of Associate Vice President for Student Success shall be eliminated upon successful completion of this search.

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Resolution to Approve  
Part-Time Faculty Teaching Excellence Awards Policy, 3356-7-52

**YR 2017-57**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the creation of a University Policy governing Part-time Faculty Teaching Excellence Awards policy number 3356-7-52, shown as Exhibit I attached hereto.

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Resolution to Approve  
Excellence Awards for Department Chairpersons Policy, 3356-7-53

**YR 2017-58**

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the creation of a University Policy governing Excellence Awards for Department Chairpersons policy number 3356-7-53, shown as Exhibit J attached hereto.

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Resolution to Approve the  
Recruitment of an Executive Director for Maag Library

**YR 2017-59**

WHEREAS, the position of Executive Director for Maag Library has been vacant for approximately five year; and

WHEREAS, Maag Library serves a critical need for student academic success and is an essential element of the University operations; and

WHEREAS, the position of Executive Director is critical to providing appropriate representation of Youngstown State University on the State Library Administrators Council and ensuring YSU receives the appropriate share of State library resources;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the recruitment of an Executive Director for Maag Library, as recommended by the Provost of Youngstown State University.

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Resolution to Approve the  
Recruitment of an Associate Vice President for Technology and Chief Information Officer

**YR 2017-60**

WHEREAS, the position of Associate Vice President for Technology & Chief Information Officer has been vacant since September 2016; and

WHEREAS, information technology is an integral part of every aspect of the University's academic enterprise and administrative functions; and

WHEREAS, the Associate Vice President for Technology & Chief Information Officer is a critical position that provides leadership to, oversight of and direction for the University's information technology service departments;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the recruitment of an Associate Vice President for Technology & Chief Information Officer, as recommended by the Vice President for Finance & Business Operations of Youngstown State University.

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Resolution to Establish  
Culture of Community Committees as Standing Committees of the University and to Further Establish the Purpose of these Committees

**YR 2017-61**

WHEREAS, the Culture of Community Committees establish the pillars of **R**espect and **W**ell-Being, **I**nclusion and **A**wareness, **S**pirit and **T**radition, and **E**xcellence through Engagement (RISE); and

WHEREAS, Youngstown State University recognizes that a strong culture of community contributes to academic excellence; and

WHEREAS, the Board of Trustees acknowledges the importance of collaborative efforts both within and outside of the University to foster respect, inclusion, spirit, and excellence; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees supports and recognizes the establishment of four RISE Committees as standing committees of the University; and

BE IT ALSO RESOLVED, that each RISE Committee shall report directly to the Board of Trustees; and

BE IT FURTHER RESOLVED, that each RISE Committee shall be composed of diverse membership tasked with developing an Action Plan with measureable primary and secondary goals covering a yearly period from July 1 through June 30; and

BE IT FURTHER RESOLVED, that each RISE Committee shall develop its own Statement of Purpose; and

BE IT FURTHERMORE RESOLVED, that each RISE Committee shall report to the Board of Trustees at least once per year on the goals and achievements of its Action Plan; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the resolution to establish Culture of Community Committees as Standing Committees of the University and to further establish the purpose of these committees, as shown in Exhibit K attached hereto.

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Resolution to Ratify Personnel Actions – Faculty and PA Staff

**YR 2017-62**

WHEREAS, the *Policies of the Board of Trustees* authorize the President to manage the University, including appointing such employees as are necessary to effectively carry out the operation of the University and any other necessary personnel actions; and

WHEREAS, new appointments and other personnel actions have been made subsequent to the December 1, 2016, meeting of the Board of Trustees; and

WHEREAS, such personnel actions are in accordance with the 2016-2017 Budget and with University policies 3356-2-02, Equal Opportunity and Affirmative Action Recruitment and Employment; 3356-9-02, Selection and Annual Evaluation of Administrative Officers of the University; 3356-7-42, Selection of Professional/Administrative Staff; and 3356-7-43, Externally Funded Professional/Administrative Staff;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby ratify and confirm the personnel actions as listed in Exhibit L attached hereto.

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Resolution to Ratify Personnel Actions – Intercollegiate Athletics

**YR 2017-63**

WHEREAS, the *Policies of the Board of Trustees* authorize the President to manage the University, including appointing such employees as are necessary to effectively carry out the operation of the University and any other necessary personnel actions; and

WHEREAS, new appointments and other personnel actions have been made subsequent to the December 1, 2016, meeting of the Board of Trustees; and

WHEREAS, such personnel actions are in accordance with the 2016-2017 Budget and with University policies 3356-2-02, Equal Opportunity and Affirmative Action Recruitment and Employment; 3356-7-36, Hiring and Selection Process, Contracts and Compensation for Intercollegiate Athletic Coaches; 3356-9-02, Selection and Annual Evaluation of Administrative Officers of the University; and 3356-7-42, Selection of Professional/Administrative Staff;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby ratify and confirm the personnel actions as listed in Exhibit M attached hereto.

5. Governance Committee

A. Resolution to Amend the *Bylaws of the Board of Trustees of Youngstown State University*. The chairperson stated that as announced at the board's regular meeting on December 1, 2016, the Governance Committee recently completed a review of the board's *Bylaws* and recommended to the board that the *Bylaws* be amended as set forth in the proposed resolution. Following discussion, and upon the committee's recommendation, the trustees voted unanimously to adopt the following resolution:

Resolution to Amend the  
Bylaws of the Board of Trustees of Youngstown State University

**YR 2017-64**

WHEREAS, the Board of Trustees of Youngstown State University is a self-governing body established under Chapter 3356 of the *Ohio Revised Code*; and

WHEREAS, the Board of Trustees has adopted *Bylaws* regarding its governance and policies regarding its procedures; and

WHEREAS, the Governance Committee of the Board of Trustees has recently undertaken a review of the Board's *Bylaws* and has determined that the *Bylaws* should be amended; and

WHEREAS, pursuant to Article IX, Section 3.A. of the *Bylaws*, the Governance Committee announced its proposed amendments to the *Bylaws* at the regular meeting of the Board of Trustees held December 1, 2016.

NOW, THEREFORE, BE IT RESOLVED, effective immediately, that the Board of Trustees of Youngstown State University does hereby amend its *Bylaws* as reflected in the redlined version of the *Bylaws* attached hereto as Exhibit N; and

BE IT FURTHER RESOLVED, that University administration is authorized and directed to take such actions as are necessary and appropriate to effect the amendment of the Board's *Bylaws*, including the republication of the *Bylaws* booklet.

B. Nomination of 2016-2017 Board Officers. The chairperson reported that in accordance with the board's *Bylaws*, the Governance Committee had met and today makes its report to the board regarding its nominations of officers for the year starting this June. Today's report constitutes a first reading only. Voting on the election of officers will take place at the board's June regular meeting. The Governance Committee's recommendations for the 2016-2017 board officers are:

|                  |                              |
|------------------|------------------------------|
| Chairperson      | Ms. Leonard D. Schiavone     |
| Vice Chairperson | Ms. Delores E. Crawford      |
| Secretary        | Mr. Franklin S. Bennett, Jr. |

*[Secretary's Note: The vote taken during the meeting was premature and a nullity as the Bylaws provide for election of board officers at the last regular meeting of the university fiscal year, which this year is scheduled to take place on June 14, 2017.]*

ITEM VI – COMMUNICATIONS AND MEMORIALS

The chairperson recognized the secretary to the board who read aloud the following resolution:

Resolution of Appreciation – Carole S. Weimer

**YR 2017-65**

WHEREAS, in August of 2008, Ohio Governor Ted Strickland appointed Mrs. Carole Safier Weimer as a Trustee of Youngstown State University; and

WHEREAS, for the next nine years Mrs. Weimer served faithfully as a Trustee of Youngstown State University, and generously devoted her time, talents, skills and efforts to the best interests of the University, its students, faculty and staff; and

WHEREAS, during her tenure on the Board, Mrs. Weimer served with distinction as a member of the Academic and Student Affairs Committee, Executive Committee, Finance and Facilities Committee, Institutional Engagement Committee, University Affairs Committee, Governance Committee and several ad hoc committees and subcommittees of the Board of Trustees of Youngstown State University, as well as three Youngstown State University presidential search committees; and

WHEREAS, from 2014 to 2017 Mrs. Weimer served as Chairperson of the Board of Trustees of Youngstown State University; and

WHEREAS, Mrs. Weimer's commitment to the University and its students is clearly evidenced by her attendance at hundreds of meetings of the Board and its committees and her regular attendance at meetings and gatherings of the greater University and Youngstown communities, all while during her term as Trustee maintaining steadfast love, devotion and commitment to her husband, her daughters, her grandchildren, her mother and family and extended family of friends and teaching colleagues; and

WHEREAS, Mrs. Weimer's grace and resolve enabled her to serve as an effective and respected Trustee under four YSU Presidents during times of crisis, challenge, change and success as she provided an example of leadership and stability for current and future trustees.

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Trustees express their appreciation to Mrs. Carole Safier Weimer for her dedication and efforts to promote the welfare and best interests of the students, faculty, and staff of Youngstown State University and the community which it serves; and



BE IT FURTHER RESOLVED that a copy of this Resolution be furnished to Mrs. Weimer.

Resolution of Appreciation – Samantha P. Anderson

**YR 2017-66**

WHEREAS, Samantha P. Anderson was appointed a Student Trustee of Youngstown State University on June 10, 2015, by Governor John Kasich; and

WHEREAS, during her term as Student Trustee, Ms. Anderson, affectionately known as “Sam” to her fellow Trustees, served on the Academic and Student Affairs, Institutional Engagement, Finance and Facilities, University Affairs Committees and the Audit and Investment Subcommittees of the Board of Trustees of Youngstown State University; and

WHEREAS, Ms. Anderson served as Student Trustee while at the same time maintaining a rigorous academic and work regimen and a number of campus leadership positions; and

WHEREAS, as a Student Trustee, Ms. Anderson served Youngstown State University, its faculty, staff, and especially its students, with distinction, bringing to the Board of Trustees a thoughtful, articulate and respected perspective on student issues and concerns; and

WHEREAS, Ms. Anderson’s term as Student Trustee has proved mutually enriching to her and to the Board of Trustees, exemplifying the value of the Student Trustee experience both to the student and to the University; and

WHEREAS, its members wish to thank Sam Anderson for the leadership and perspective that she brought to the Board of Trustees of Youngstown State University;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Board of Trustees express their appreciation to Samantha P. Anderson for her dedication and efforts to promote the welfare and best interests of the students, faculty, and staff of Youngstown State University and the community which it serves; and

BE IT FURTHER RESOLVED that a copy of this Resolution be furnished to Ms. Anderson.

ITEM VII – UNFINISHED BUSINESS

The board considered no unfinished business.

ITEM VIII – NEW BUSINESS

The committee considered no new business.

#### ITEM IX – CHAIRPERSON’S REMARKS

Mrs. Weimer provided the following remarks:

*I have been honored to be a member of the Youngstown State University Board of Trustees since my 2008 appointment by then Governor Ted Strickland. When being told that the appointment to this esteemed board was for a 9-year term, my thoughts, like my colleagues around this table, went from a deep sense of honor and humility at being asked to serve on the board of this institution, to thinking, “Oh my – 9 years is a long commitment.” The ensuing 9 years have gone by quickly, and while I’m not sure that I initially thought that 9 years could come and go so quickly, but such is time.*

*Those trustees who came before me – those trustees whose names are etched into the glass walls of Tod Hall – all came to this role with a deep love of YSU and its relevance as a Beacon of Enlightenment to all the students who enter the classrooms, labs, lecture halls. My years spent in and around the university community has only confirmed what I thought I knew about YSU. This is a place where all things are possible for students to learn, interact with professors, staff and students that would otherwise not be a part of their life, but for their decision to attend YSU. This is a place for students to become inspired and find their passion. I have been amazed and awestruck by seeing and hearing about the incredible accomplishments of our students. I’ve had the opportunities to meet faculty and staff who have encouraged and mentored these students. This is a university where students have more direct interactions with faculty than so many other institutions, and that mentoring and collaborative work and research has enabled our students to graduate with skills and experiences that many of our larger institutions cannot give to students. I’ve attended many student award ceremonies and events, and I’ve been truly impressed with our students’ accomplishments, and their collaboration with their faculty members in research efforts is impressive. Just this morning I read in the paper two examples of the success of our students: Nursing students are on a medical mission in Mexico, and 2 marketing teams have qualified as semifinalists in competitions.*

*Over my 9 years, I’ve been honored to meet so many of the individuals who make this place the wonderful university that it is. To those faculty, staff, and students who took the time to tell me about their position at YSU, thanks for teaching me more than I previously knew about YSU, your fields of study, your role in making this a great university.*

*To those who work in the leadership arena of YSU, you are tasked always to lead by example with your passion, and dedication. Keeping eyes and ears always open to the challenges that face the university, whether due to state mandates or internal issues. Universities have always, and probably always will, be places that need to continually change and evolve, as times change and require a different way of operating. But always - With the best interest of students at the forefront of all decision making.*

*During my 9 years on this board, I have worked alongside 4 different presidents, many management teams, and almost 25 different colleagues around the board table, including the incredible student trustees. We may all come to this table with different thoughts on various issues, but all voices are listened to, and that shared communication and decision making is critical to the lasting success of YSU. We board members will come and go; presidents will come and go; even faculty and staff will come and go (although their longevity at the university will generally collect more years of service than we trustees or even presidents). Our students may have the shortest duration on campus, but they are the pivotal point and should always be the focus for all of us.*

*I want to thank all of those who have helped me to become a better board member, my colleagues who mentored me, and the students who help to refocus many discussions to the most relevant. This is a great university, and I am most proud to have been honored to be a part of serving as a member of the YSU Board of Trustees. YSU is truly the jewel of our Valley.*

*Thanks for the memories, and Go 'Guins!*

ITEM X – TIME AND PLACE OF UPCOMING REGULAR MEETINGS

Upon motion duly made and seconded, which received the affirmative vote of all trustees present, the trustees resolved to set the following dates and times for the next regular meetings of the board to be held in the Board Room in Tod Hall:

3:00 p.m., Wednesday, June 14, 2017  
3:00 p.m., Wednesday, September 13, 2017  
3:00 p.m., Thursday, December 7, 2017

ITEM XI – ADJOURNMENT

There being no further business to come before the board of trustees, and upon motion duly made and seconded, the meeting was duly adjourned by unanimous vote of the trustees at 3:40 p.m.

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Chairperson

ATTEST:

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Secretary to the Board of Trustees



**SUBMITTED AT THE JUNE 2009 BOT MEETING**

**RESOLUTION TO APPROVE  
CENTERS OF EXCELLENCE  
AT YOUNGSTOWN STATE UNIVERSITY**

**WHEREAS**, the Ohio Board of Regents' *Strategic Plan for Higher Education 2008-2017* calls upon each university in the University System of Ohio to identify and define "Centers of Excellence" that provide focus and distinction through instruction and inquiry in academic areas; and

**WHEREAS**, Youngstown State University established a subcommittee of the Institutional Response Committee and identified six criteria for evaluation of proposals, based on the *Strategic Plan for Higher Education*, and requested proposals from the Youngstown State University community; and

**WHEREAS**, the Youngstown State University School of Graduate Studies and Research, through the University Research Council and Dean, and through the Deans Council, reviewed and evaluated each proposal; and

**WHEREAS**, the Provost and the President have reviewed the recommendations of the University Research Council and the Deans Council and, in consultation with the Cabinet, have chosen the "Centers of Excellence" at Youngstown State University to be the Center for Materials Science and Engineering, the Center for Applied Chemical Biology, the Williamson College of Business Administration Center of Excellence in International Business (IB), and the Rich Center of Excellence for the Study of Autism; and

**WHEREAS**, the chosen "Centers of Excellence" meet the University's mission, vision, and core values and address the designation of YSU as an urban research university with focus on the economic rebirth of the Mahoning Valley through quality programs and scholarship;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the report "Centers of Excellence Submissions and Recommendations," as detailed in Exhibit \_\_\_\_\_ attached hereto and directs the President of Youngstown State University to submit the report to Eric Fingerhut, Chancellor of the Ohio Board of Regents.

**Board of Trustees Meeting  
June 19, 2009  
YR 2009-**

**THIS INFORMATION WAS SUBMITTED AT THE JUNE 2009  
BOT MEETING  
CENTERS OF EXCELLENCE  
SUBMISSIONS AND RECOMMENDATIONS  
MAY 2009**

**1. Request for Proposals:**

- The *Request for Proposals to Establish University Centers of Excellence* was developed by a subcommittee of the Institutional Response Committee and distributed to faculty, department chairs, and deans on February 11, 2009.
  
- The RFP outlined six criteria for evaluation of proposals. These criteria—based on the Ohio Board of Regents’ *Strategic Plan for Higher Education 2008–2017* and on communications from the Office of the Chancellor, as well as on institutional issues that will form the basis of evaluation of potential Centers of Excellence—were as follows:
  - a. The potential or already established Center is focused on a particular area of academic inquiry (the chosen area may be somewhat broad, but not simply exploratory in nature) that aligns with appropriate academic programs at Youngstown State University. Investment in the Center will enhance these academic programs, particularly graduate programs, be inclusive of student research experiences (both undergraduate and graduate), and assist the University in developing and enhancing nationally recognized programs.
  - b. The activities of the Center are meritorious and highly regarded as measured through significant publications, competitive grants and contracts from national agencies, collaboration with leading centers/institutes, contributions to national and international research boards and committees, patents and licenses, etc.
  - c. The area is already contributing, or is likely to contribute, to regional or statewide science and technology collaborations, economic development, or other worthy initiatives. This may include collaboration with any other state university, but would likely include Northeast Ohio state and/or private universities, or regional industrial or non-profit partners.
  - d. Investment in the Center will leverage additional, sustained, external funds (either to individual faculty members or to the Center).
  - e. The Center has strong faculty leadership, involves a number of highly productive faculty members, often from several departments/programs, is interdisciplinary, and documents effective, collaborative planning and execution.
  - f. The Center has a strategy to increase the stature of the particular focus area and has the endorsement of the appropriate Dean or Deans.
  
- The timeline for submission and evaluation of proposals was as follows:

- Program announcement/Request for Proposals issued February 11, 2009
- Center of Excellence proposals due Monday, March 9, 2009
- Review of proposals by the University Research Council began March 23, 2009
- Review of proposals by academic Deans began April 1, 2009
- Presentation to the Cabinet
- Provost's recommendations to President Sweet

**2. List of Applicants, March 9, 2009:**

| <u>Center Name</u>  | <u>Proposed Budget</u> |
|---|------------------------|
| 1. The Applied Gerontology Research Center                    | \$ 1,453,034           |
| 2. Center for Applied Chemical Biology                        | \$1.5 – \$3.4 million* |
| 3. Center for Applied History                                 | \$ 1,395,765           |
| 4. Center for Community Wellness                              | \$ 4,721,884           |
| 5. Center for Creative Writing and Publishing                 | \$ 1,540,713           |
| 6. Center for Working-Class Studies                           | \$ 1,350,674           |
| 7. Center of Excellence in Environmental Sustainability       | \$ 15,662,442          |
| 8. Center of Excellence in Materials Science and Engineering  | \$ 14,666,642          |
| 9. Rich Center of Excellence for the Study of Autism          | \$ 3,437,505           |
| 10. Institute for Applied Topology and Topological Structures | \$ 9,831,209           |
| 11. Williamson College of Business Administration Center      | \$ 1,624,158           |

\* The range is contingent upon faculty salaries. Other budgets will be reviewed at a later date.

### 3. Centers recommended to President Sweet:

- Center of Excellence in Materials Science and Engineering
- Center for Applied Chemical Biology
- Williamson College of Business Administration Center of Excellence in International Business (IB)
- Rich Center of Excellence for the Study of Autism\*

*\*The Rich Center may not fully qualify based on the criteria outlined in the Request for Proposals. However, the level of support—both in the region and statewide—and YSU's aspirations for the Rich Center warrant its inclusion in the list of centers recommended to the President.*

### 4. (Edited) University Research Council's summary statements about the four centers listed above:

- Center of Excellence in Materials Science and Engineering: The Materials Science and Engineering program has been building at YSU for several years, culminating with the submission of a proposal for a doctoral program in this area as well as the awarding of several high-profile grants. The senior faculty members involved have solid records of achievement at YSU, mainly in instrumentation procurement, while the junior faculty members have promise. While eight faculty members are detailed on the cover page, 20 odd are supposed to play roles in this Center; their vita and details of their roles are not included. This proposed Center will play a significant role in economic development, but the proposal could be improved. The budget was overly ambitious and has conflated the needs for resources in the proposed doctoral program with those of the center. New graduate programs need to be properly funded independently from how they fit with or can be worked into any research or service-based center at YSU.
- Center for Applied Chemical Biology: This Center features faculty with solid records of previous collaboration and achievement. The Center is a consolidation of two faculty research groups: Proteomics/Genomics and Drug Design. It brings together chemists, biochemists, and biologists and promises to further enhance the already strong area of Biological Chemistry and related fields. Investment will contribute significantly to the growth and external recognition of this program at YSU. Center activities have attracted significant external funding and collaboration with business. Publications are of a high quality, with students featuring prominently. The faculty members involved are well positioned to expand external collaborations, both locally and internationally, to enhance the profile of the Center and contribute to economic development.
- Williamson College of Business Administration Center of Excellence in International Business (IB): This Center is a collection of separate entities put together as one body with little obvious overlap and common mission. International engagement is essential in modern business; however, local engagement is also important in terms of economic development, especially if state support from the Chancellor will be sought. The focus of the student-centered educational activities in the separate components could be more integrated with research in the field. The main players involved have solid records of achievement and are involved in external collaborations and with national organizations.
- Rich Center of Excellence for the Study of Autism: A well-established Center in Youngstown that has potential; however, the main players do not all have very strong records of grant writing and overall research publication. It is difficult to see, from the evidence provided, how this Center would be a driving force for economic development,

but it could be a national center of excellence in the academic field if the research/academic focus areas were clearly delineated and future hiring in the collaborating departments was designed to support the Center activities.



**3356-10-12 Teaching by staff.**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: June 1999; March 2007; March 2011; March 2017  
Board Committee: Academic and Student Affairs  
**Effective Date: March 16, 2017**  
Next Review: 2022

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- (A) Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.
- (B) Definition. For purposes of this policy, a “staff member” is defined as any full-time employee who is not a member of the faculty bargaining unit.
- (C) Parameters.
  - (1) Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual’s academic credentials.
  - (2) Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, approved leave time, or at times other than their paid work schedule.
  - (3) Prior to the assignment, the staff member’s supervisor shall certify in writing that any teaching assignment will not interfere with the staff member’s regular responsibilities.
  - (4) Non-exempt staff members that complete a 40 hour work week and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty instructors, as per FLSA requirements.

- (5) A staff member may teach no more than one course per term (normally considered to be equivalent to 3 TH) without the approval of the provost/vice president for academic affairs.

(D) Procedures.

- (1) A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.
- (2) The credentials will be collected by the chair of the department for departmental review. The credentials must be forwarded to the dean and provost for certification following Higher Learning Commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.
- (3) A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment agreement, secure the written approval of the staff member's supervisor, and then forward the materials to the dean and provost for final approval.

**3356-10-12 Teaching by staff.**

~~Previous Policy Number: 1012.01~~

Responsible Division/Office: Academic Affairs

Responsible Officer: Provost and Vice President for Academic Affairs

Revision History: June 1999; March 2007; March 2011; March 2017

Board Committee: Academic and Student Affairs

**Effective Date: ~~March 18, 2011~~ March 16, 2017**

Next Review: ~~2016~~ 2022

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- (A) Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.
- (B) Definition. For purposes of this policy, a “staff member” is defined as any full-time employee who is not a member of the faculty bargaining unit.
- (C) Parameters.
  - (1) Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual’s academic credentials.
  - (2) Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, ~~during~~ approved leave time, or at times other than their paid work schedule.
  - (3) Prior to the assignment, the staff member’s supervisor shall certify in writing that any teaching assignment will not interfere with the staff member’s regular responsibilities.
  - (4) Non-exempt staff members that complete a 40 hour work week and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty Instructors, as per FLSA requirements.

~~(3)~~ (5) A staff member may teach no more than one course per term (normally considered to be equivalent to 3 TH) without ~~the express written consent of that staff member's supervisor and~~ the approval of the provost/vice president for academic affairs.

~~(4)~~ Prior to the assignment, the staff member's supervisor shall certify in writing that any teaching assignment will not interfere with the staff member's regular responsibilities.

(D) Procedures.

- (1) A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.
- (2) The credentials will be ~~forwarded~~ collected by ~~to~~ the chair of the department for departmental review ~~and approval~~. The credentials must be forwarded to the dean and provost for certification following Higher Learning Commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.
- (3) A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment contract agreement, ~~and~~ secure the written approval of the staff member's supervisor, and then forward the materials to the dean and provost for final approval.

**3356-10-15 Integrity in research – use and care of animals.**

Responsible Division/Office: Research  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: December 1999; March 2007; March 2011;  
September 2016  
Board Committee: Academic and Student Affairs  
**Effective Date: March 16, 2017**  
Next Review: 2022

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- (A) Policy statement. The university conducts research with integrity requiring the humane treatment and care of all animals utilized in such research. The university has developed and maintains procedures, which are in conformance with, but not limited to, relevant federal and state regulations to humanely, efficiently, effectively, and legally use live vertebrate animals in research.
- (B) Parameters.
- (1) In accordance with the Health Research Extension Act of 1985 (Pub. L. No. 99-158), the chief executive officer, i.e., the president, is required to annually appoint an institutional animal care and use committee (“IACUC”) as specified by federal regulations. At Youngstown state university the presidential authority to appoint the IACUC is delegated to the associate vice president for research as the authorized institutional official of the university.
  - (2) The IACUC is charged with reviewing all research projects and programs that involve animals. This review process will be in accordance with all state and federal regulations and it will include authority to approve, require modification, disapprove, or suspend research activities involving vertebrate animals.
  - (3) The IACUC is further charged with:
    - (a) Requiring adequate scientific justification prior to approval, including consideration of alternative or in vitro methods, of use of live animals, especially when any pain or suffering is a possible result.

- (b) Maintaining appropriate systematic continuing review and monitoring of approved protocols and a process to suspend or terminate approval of research that is not being conducted in accordance with the committee's requirements or that has been associated with unexpected results.
  - (c) Overseeing a comprehensive veterinary care program for all animal colonies that includes diagnostic resources, preventative medicine, postsurgical care, and a mechanism for emergency care.
  - (d) Assuring a training program for both researchers and animal care technicians that includes information on the humane practice of animal care and use and training to minimize animal distress.
  - (e) Maintaining an adequate system to track, report, and maintain compliance with the Animal Welfare Act, "Guide for the Care and Use of Laboratory Animals," the Health Research Extension Act of 1985, and applicable state and federal law.
- (C) Procedures. Persons contemplating research utilizing the use of live animals should contact the IACUC through the office of research for the proper forms and current procedures.
- (D) Note: Further information may be found in the "Guide to Sponsored Program Development," Pub. L. No. 99-158 (1985) and Pub. L. No. 89-544 (1966), as amended, (Pub. L. No. 91-597, Pub. L. No. 94-279, and Pub. L. No. 99-198), 7 U.S.C. 2131 et seq. Implementing regulations are published in the Code of Federal Regulations, Title 9, Chapter 1, subchapter (A), parts (1), (2), and (3), and are administered by the U.S. department of agriculture.

**3356-10-15 Integrity in research – use and care of animals.**

~~Previous Policy Number: 1015.01~~  
Responsible Division/Office: ~~Graduate Studies and~~ Research  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: December 1999; March 2007; March 2011;  
September 2016  
Board Committee: Academic and Student Affairs  
**Effective Date:** ~~March 18, 2011~~ March 16, 2017  
Next Review: ~~2016~~ 22

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- (A) Policy statement. The university conducts research with integrity requiring the humane treatment and care of all animals utilized in such research. The university has developed and maintains procedures, which are in conformance with, but not limited to, relevant federal and state regulations to humanely, efficiently, effectively, and legally use live vertebrate animals in research.
- (B) Parameters.
- (1) In accordance with the Health Research Extension Act of 1985 (Pub. L. No. 99-158), the chief executive officer, i.e., the president, is required to annually appoint an institutional animal care and use committee (“IACUC”) as specified by federal regulations. At Youngstown state university the presidential authority to appoint the IACUC is delegated to the associate ~~provost~~ vice president for research ~~and dean of graduate studies and research~~ as the authorized institutional official of the university.
- (2) The IACUC is charged with reviewing all research projects and programs that involve animals. This review process will be in accordance with all state and federal regulations and it will include authority to approve, require modification, disapprove, or suspend research activities involving vertebrate animals.
- (3) The IACUC is further charged with:
- (a) Requiring adequate scientific justification prior to approval, including consideration of alternative or in vitro methods, of use of live animals, especially when any pain or suffering is a possible result.

**Agenda Item E.1.h**  
**Exhibit C**

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- (b) Maintaining appropriate systematic continuing review and monitoring or approved protocols and a process to suspend or terminate approval of research that is not being conducted in accordance with the committee's requirements or that has been associated with unexpected results.
  - (c) Overseeing a comprehensive veterinary care program for all animal colonies that includes diagnostic resources, preventative medicine, postsurgical care, and a mechanism for emergency care.
  - (d) Assuring a training program for both researchers and animal care technicians that includes information on the humane practice of animal care and use and training to minimize animal distress.
  - (e) Maintaining an adequate system to track, report, and maintain compliance with the Animal Welfare Act, "Guide for the Care and Use of Laboratory Animals," the Health Research Extension Act of 1985, and applicable state and federal law.
- (C) Procedures. Persons contemplating research utilizing the use of live animals should contact the IACUC through the office of ~~grants and sponsored programs research~~ for the proper forms and current procedures.
- (D) Note: Further information may be found in the "Guide to Sponsored Program Development," Pub. L. No. 99-158 (1985) and Pub. L. No. 89-544 (1966), as amended, (Pub. L. No. 91-597, Pub. L. No. 94-279, and Pub. L. No. 99-198), 7 U.S.C. 2131 et seq. Implementing regulations are published in the Code of Federal Regulations, Title 9, Chapter 1, subchapter (A), parts (1), (2), and (3), and are administered by the U.S. department of agriculture.



**3356-2-04 Search waivers for hiring of faculty and professional/  
administrative staff.**

Responsible Division/Office: Equal Opportunity and Policy Development  
Responsible Officer: General Counsel  
Revision History: June 2006; June 2011; March 2013; May 2015;  
March 2017  
Board Committee: University Affairs  
**Effective Date: March 16, 2017**  
Next Review: 2022

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- (A) Policy statement. It is the policy of Youngstown state university that institutional employment and diversity goals are best served through a standard search process. However, exceptions to the standard search process may be appropriate in situations where it can be clearly demonstrated that it is in the university's best interest to forgo the standard search process.
- (B) Scope. This policy applies to faculty and professional/administrative staff vacancies, including externally funded positions (see rules 3356-7-42 and 3356-7-43 of the Administrative Code). The selection of executive and administrative officers of the university is not included within the scope of this policy. (See rules 3356-9-01 and 3356-9-02 of the Administrative Code for the selection of administrative and executive officers.) A request for a search waiver does not waive any human resource or financial requirements for a position.
- (C) Purpose. To provide a process for requesting a search waiver for fully qualified individuals who can make a unique contribution to the university and its strategic plan.
- (D) Request criteria. The following information shall be provided in writing when submitting a request for a search waiver.
- (1) A description of the position, including minimum (and if appropriate) preferred qualifications.
  - (2) Qualifications, credentials and/or skills of the individual that qualify him/her for the position.

- (3) Likelihood of success in the position (e.g., promotion and tenure, where applicable).
  - (4) Relevance of the hire to the university's strategic priorities.
  - (5) Input of the hiring unit for the requested appointment.
  - (6) Identification of funds to support the position.
  - (7) Rationale for departing from the standard search process presented.
  - (8) The race and gender of the proposed hire if known.
- (E) Review Criteria. The following factors will be considered when determining whether a waiver is in the university's best interests.
- (1) Whether the proposed hire supports the university's affirmative action goals.
  - (2) Whether the position and/or funding are temporary or time limited.
  - (3) The existence of an urgent situation.
  - (4) Whether the proposed hire possesses outstanding and uniquely specialized skills, knowledge or experience that would otherwise not be available through the standard search process. Experience, skills or knowledge gained through an interim appointment or temporary assignment of some or all of the duties of the position does not make an individual uniquely qualified for the position.
  - (5) Whether a recent search[es] for the position has lacked a qualified pool of applicants.
  - (6) Previous use of search waivers by the office or department.
  - (7) Other compelling reasons.
- (F) Procedures.

- (1) Individuals considered for employment under the search waiver process must be reviewed by the hiring department or academic unit.
- (2) When any unit inquires about employment opportunities for a potential faculty or staff recruit that is within the university's strategic interest, the chair/director will request a copy of the potential employee's curriculum vitae and/or other relevant materials.
- (3) A request for a search waiver, including all supporting information listed above (section D), must be submitted in writing to the office of human resources and labor relations and the office of equal opportunity and policy development for review and recommendation. Following review by the offices of human resources and equal opportunity and policy development the request will be forwarded to the office of the president.
- (4) Only the president or designee is authorized to grant a waiver from the requirement of a standard search.
- (5) The office of equal opportunity and policy development will provide information and assistance as appropriate.
- (6) The office of equal opportunity and policy development will provide the board of trustees with a quarterly report on hiring activity under this policy.

**3356-2-04 Search waivers for hiring of faculty and professional/ administrative staff.**

~~Previous Policy Number: 2004.01~~  
Responsible Division/Office: Equal Opportunity and Policy  
~~Compliance~~Development  
Responsible Officer: General Counsel  
Revision History: June 2006; June 2011; March 2013; May 2015;  
March 2017  
Board Committee: University Affairs  
**Effective Date: ~~May 5, 2015~~ March 16, 2017**  
Next Review: 20202

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- (A) Policy statement. It is the policy of Youngstown state university that institutional employment and diversity goals are best served through a standard search process. However, ~~exceptions waivers of~~ the standard search process ~~may be are~~ appropriate in situations where it can be clearly demonstrated that it is in the university's best interest to forgo the standard search process.
- (B) Scope. This policy applies to faculty and professional/administrative staff vacancies, including externally funded positions (see rules 3356-7-42 and 3356-7-43 of the Administrative Code). The selection of executive and administrative officers of the university is not included within the scope of this policy. (See rules 3356-9-01 and 3356-9-02 of the Administrative Code for the selection of administrative and executive officers.) A request for a search waiver does not waive any human resource or financial requirements for a position.
- (C) Purpose. To provide a process for requesting a search waiver for fully qualified individuals who can make a unique contribution to the university and its strategic plan.
- (D) ~~Request C~~riteria. The following information shall be provided in writing when submitting a request for a search waiver.
- (1) A description of the position, including minimum (and if appropriate) preferred qualifications.

**Agenda Item E.4.a  
Exhibit G**

- (2) Qualifications, credentials and/or skills of the individual that qualify him/her for the position.
- (3) Likelihood of success in the position (e.g., promotion and tenure, where applicable).
- (4) Relevance of the hire to the university's strategic priorities.
- (5) Input of the hiring unit for the requested appointment.
- (6) Identification of funds to support the position.
- (7) Rationale for departing from the standard search process presented.

(8) The race and gender of the proposed hire if known.

(E) Review Criteria. The following factors will be considered when determining whether a waiver is in the university's best interests.

(1) Whether the proposed hire supports the university's affirmative action goals.

(2) Whether the position and/or funding are temporary or time limited.

(3) The existence of an urgent situation.

(4) Whether the proposed hire possesses outstanding and uniquely specialized skills, knowledge or experience that would otherwise not be available through the standard search process. Experience, skills or knowledge gained through an interim appointment or temporary assignment of some or all of the duties of the position does not make an individual uniquely qualified for the position.

(5) Whether a recent search[es] for the position has lacked a qualified pool of applicants.

(6) Previous use of search waivers by the office or department.

(7) Other compelling reasons.

(EF) Procedures.

- (1) Individuals considered for employment under the search waiver process must be reviewed by the hiring department or academic unit.
- (2) When any unit inquires about employment opportunities for a potential faculty or staff recruit that is within the university's strategic interest, the chair/director will request a copy of the potential employee's curriculum vitae and/or other relevant materials.
- (3) A request for a search waiver, including all supporting ~~documentation~~information listed above (section D), must be submitted in writing to the office of human resources and labor relations and the office of equal opportunity and policy ~~compliance~~development for review and recommendation. Following review by the offices of human resources and equal opportunity and policy development the request will be forwarded to the office of the president.
- (4) Only the president, or designee is authorized to grant a waiver from the requirement of a standard search.
- (5) The office of equal opportunity and policy ~~compliance~~development will provide information and assistance as appropriate.
- (6) The office of equal opportunity and policy development ~~university~~ will provide the board of trustees with a quarterly report on hiring activity under this policy.

3356-5-14

**Electronic information technology (EIT) accessibility.**

Responsible Office: Finance and Business Operations  
(Information Technology Services)  
Responsible Officer: Vice President for Finance and Business Operations  
Revision History: December 2013; March 2014; June 2015; December 2015;  
March 2017  
Board Committee: Finance and Facilities  
**BOT Approval Date: March 16, 2017**  
Next Review: 2022

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- (A) Policy statement. Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibit discrimination on the basis of disability in programs and activities by public universities receiving financial assistance from the U.S. department of education. Youngstown state university (“YSU”) is committed to ensuring that communication with university constituents with disabilities, including students, prospective students, employees, guests and visitors, with hearing, visual and manual impairments, or who otherwise require the use of assistive technology to access information, is as effective as communication with those without disabilities.

The university will ensure that all computer software and systems for public use will permit all persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same services with substantially equivalent ease of use as those without disabilities.

- (B) Purpose. All electronic and information technology (“EIT”) must be accessible to university constituents and must adhere to the EIT accessibility standards referred to below.
- (C) Scope. This policy applies to all electronic and information technology, excluding EIT intended for private use only. EIT includes:
- (1) University web pages and linked information;
  - (2) All online learning content, including documents posted in learning management systems, (“Blackboard” and “Sakai”); and
  - (3) Distance education and e-learning tools and materials.
- (D) Definitions.
- (1) “Official university web page.” An official university web page is any web page created by the university, its departments, colleges, or other administrative offices

for the official business of the university. This includes Maag library, academics, athletics, student newspaper, and student groups and associations.

- (2) “University-related web page.” A university-related web page is any web page created by or linked from a web page created by faculty, staff, students and/or registered student organizations that are either:
    - (a) Linked from an official university web page;
    - (b) Stored on one of the university-controlled web servers;
    - (c) Created in support of university businesses and courses; or
    - (d) On servers contracted by the university.
  - (3) “Content editors.” Authorized university faculty or staff trained by the information technology (“IT”) and human resources (“HR”) department on the EIT accessibility standards and on the approved content management system such that they are approved to maintain a department or office web page.
  - (4) “Faculty.” Authorized faculty who have received training on EIT accessibility standards and content management systems.
  - (5) “[EIT accessibility training](#).” Required training conducted by staff of the IT and HR departments for all content editors and faculty prior to having authorization to publish EIT on the university website, web pages, or any university EIT.
  - (6) “[EIT accessibility coordinator](#).” Staff member authorized to coordinate and implement the EIT accessibility policy.
  - (7) “[EIT accessibility standards](#).” YSU’s EIT accessibility standards are drawn from W3C web accessibility initiative (“WAI”) and section 508 standards.
  - (8) “[Implementation timeline](#).” Plan for the university to be fully compliant with the EIT accessibility standards.
- (E) Parameters.
- (1) Each administrative unit, department, or office, through an authorized content editor, is responsible for ensuring that EIT content is accessible. In addition, all software and IT systems purchased shall produce accessible products and documents and/or shall be compatible with assistive technology.
  - (2) Content editors may develop and maintain official university web pages and are responsible for their content subject to the following requirements:



- (a) Software used to develop official university web pages will be limited to packages approved by information technology services (“ITS”).
- (b) Official university web pages must run on ITS servers or servers contracted for by ITS.
- (c) All official university web pages and related university web pages and all EIT must strictly adhere to the EIT accessibility standards.
- (d) The EIT coordinator shall provide direction and guidance on standards to be followed for accessibility of all EIT. The standards shall be posted on the ADA accessibility compliance web page. The EIT coordinator is responsible for developing and implementing a plan to monitor all university EIT for adherence to EIT accessibility standards. The EIT coordinator is authorized to disable any EIT found to be in violation of the EIT accessibility standards.
- (e) All official and university-related web pages and all EIT must adhere to:
  - (i) Applicable [copyright laws](#).
  - (ii) Applicable state of Ohio and federal laws and rules.
  - (iii) Rule 3356-4-09 of the Administrative Code, “Acceptable Use of University Technology Resources,” (where appropriate).
  - (iv) [EIT accessibility standards](#).
- (f) The use of university symbols (i.e., YSU word mark, YSU logo, university seal, and Pete the penguin) and related information should adhere to the university’s [graphic identity standards](#) from the office of marketing and communications.
- (g) Registered student organizations use of the university name must adhere to article V, section F, paragraph 16 of “The Code of Student Rights, Responsibilities, and Conduct.”
- (h) The following are examples of content prohibited from display on either official university web pages or university-related web pages, including all EIT:
  - (i) Unauthorized solicitation or endorsement for for-profit business ventures.
  - (ii) Activities that involve a conflict of interest (rules 3356-7-01 and 3356-7-19 of the Administrative Code).

- (iii) Adult content (including banners).
    - (iv) Any content covered by rule 3356-4-13 of the Administrative Code, “Sensitive information,” such as credit card numbers.
    - (v) Software or media (i.e., photographs, audio, video, etc.) not authorized for distribution, regardless of the purchase price or copyright status.
  - (i) All university computer labs shall provide equal access afforded by technology for all users, including users with disabilities. The university shall make assistive technology available at all student computer labs and shall provide a [notice](#) of accessibility that includes contact information for questions, inquiries, or complaints.
- (F) Procedures for creating and posting accessible EIT.
- (1) Authorized content editors and faculty may develop and maintain official university websites or pages and EIT.
  - (2) Administrative units, individuals, and organizations requesting ability to place EIT on the university website or the university course management system must contact the university website manager at [webmaster@ysu.edu](mailto:webmaster@ysu.edu) in order to be trained and become an authorized content editor and/or faculty.
  - (3) If any EIT is determined to be in violation of the parameters in this policy, including the EIT accessibility standards, an effort will be made beforehand to discuss the violation(s) with the content editor or faculty and to correct any errors. The EIT coordinator has the authority to disable any EIT from the university servers if in his/her discretion such action is necessary.
- (G) Purchasing accessible software compatible with assistive technology. It is the policy of the university to ensure that all IT software and systems purchased meet the EIT accessibility standards by producing accessible products and documents. The software or systems shall permit persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same services with substantially equivalent ease of use as those without disabilities. See [computer software accessibility purchasing standard](#) that will be placed into the terms and conditions and request for proposal documents provided by the office of procurement services.

(H) Reporting violations.

- (1) All accessibility concerns with any university EIT should be directed to the EIT coordinator for prompt resolution. Any person desiring to make an [anonymous complaint](#) with regard to a violation of this policy or any federal or state law with regard to EIT accessibility may do so by reporting violations through a confidential mailbox.
- (2) In addition, any person desiring to file a formal complaint for EIT accessibility issues may contact the Title II/section 504 coordinator for students or the Title II/section 504 coordinator for employees. The university grievance policy can be found at [university grievance policy](#). The contact information for individuals serving in those roles on behalf of the university can be found at the university's web page dedicated to [accessibility compliance](#) .

3356-5-14

**Electronic information technology (EIT) accessibility.**

~~Previous Policy Number: 5015.01~~

Responsible Office: Finance and Business Operations  
(Information Technology Services)

Responsible Officer: Vice President for Finance and Business Operations

Revision History: December 2013; March 2014; June 2015; December 2015;  
March 2017

Board Committee: Finance and Facilities

**BOT Approval Date:** ~~December 16, 2015~~ March 16, 2017

Next Review: 2020

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The university will ensure that all computer software and systems for public use will permit all persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same services with substantially equivalent ease of use as those without disabilities.

(B) Purpose. All electronic and information technology (“EIT”) must be accessible to university constituents and must adhere to the EIT accessibility standards referred to ~~in~~ this rule below.

(C) Scope. This policy applies to all electronic and information technology, excluding EIT intended for private use only. EIT includes:

- (1) University web pages and linked information;
- (2) All online learning content, including documents posted in learning management systems, (“Blackboard” and “Sakai”); and
- (3) Distance education and e-learning tools and materials.

(D) Definitions.

- (1) “Official university web page.” An official university web page is any web page created by the university, its departments, colleges, or other administrative offices for the official business of the university. This includes Maag library, academics, athletics, student newspaper, and student groups and associations.
  - (2) “University-related web page.” A university-related web page is any web page created by or linked from a web page created by faculty, staff, students and/or registered student organizations that are either:
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- (E) Parameters.
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  - (2) Content editors may develop and maintain official university web pages and are responsible for their content subject to the following requirements:

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- (h) The following are examples of content prohibited from display on either official university web pages or university-related web pages, including all EIT:
  - (i) Unauthorized solicitation or endorsement for for-profit business ventures.
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  - (iii) Adult content (including banners).

- (iv) Any content covered by rule 3356-4-13 of the Administrative Code, "Sensitive information," such as credit card numbers.
    - (v) Software or media (i.e., photographs, audio, video, etc.) not authorized for distribution, regardless of the purchase price or copyright status.
  - (i) All university computer labs shall provide equal access afforded by technology for all users, including users with disabilities. The university shall make assistive technology available at all student computer labs and shall provide a [notice](#) of accessibility that includes contact information for questions, inquiries, or complaints.
- (F) Procedures for creating and posting accessible EIT.
- (1) Authorized content editors and faculty may develop and maintain official university websites or pages and EIT.
  - (2) Administrative units, individuals, and organizations requesting ability to place EIT on the university website or the university course management system must contact the university website manager at [webmaster@ysu.edu](mailto:webmaster@ysu.edu) in order to be trained and become an authorized content editor and/or faculty.
  - (3) If any EIT is determined to be in violation of the parameters in this policy, including the EIT accessibility standards, an effort will be made beforehand to discuss the violation(s) with the content editor or faculty and to correct any errors. The EIT coordinator has the authority to disable any EIT from the university servers if in his/her discretion such action is necessary.
- (G) Purchasing accessible software compatible with assistive technology. It is the policy of the university to ensure that all IT software and systems purchased meet the EIT accessibility standards by producing accessible products and documents. The software or systems shall permit persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same services with substantially equivalent ease of use as those without disabilities. See [computer software accessibility purchasing standard](#) that will be placed into the terms and conditions and request for proposal documents provided by the office of procurement services.

(H) Reporting violations.

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- (2) In addition, any person desiring to file a formal complaint for EIT accessibility issues may contact the Title II/section 504 coordinator for students or the Title II/section 504 coordinator for employees. The university grievance policy can be found at [university grievance policy](#). The contact information for individuals serving in those roles on behalf of the university can be found at the university's web page dedicated to [accessibility compliance](#).



**3356-7-52 Part-time faculty teaching excellence awards.**

**NEW**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: March 2017  
Board Committee: University Affairs  
**Effective Date: March 16, 2017**  
Next Review: 2022

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- (A) Policy statement. Youngstown state university (“university”) recognizes the valuable contributions made by part-time faculty to advance the teaching mission of the university.
- (B) Purpose. To honor the work and commitment of dedicated and outstanding part-time faculty.
- (C) Scope. Eligibility for the part-time faculty excellence award is limited to part-time faculty who have been teaching continuously over the previous five years, with a minimum load of one 3 hour course per year. For purposes of this policy the most recent five (5) continuous years of teaching will be used to determine eligibility.  

Full-time university personnel who are eligible for other university service awards and teach as part-time faculty are not eligible for the part-time faculty excellence award.
- (D) Parameters.
  - (1) Up to eight awards may be granted annually to part-time faculty whose teaching performance at the university has been identified as outstanding.
  - (2) Part-time faculty teaching excellence award recipients shall receive two thousand dollars.
- (E) Procedures.
  - (1) To be eligible an individual must be nominated during a nominations process.

- (2) Staff members, faculty, or alumni may make nominations.
- (3) Each undergraduate college dean will appoint a part-time faculty representative to serve on a committee to review nominations and recommend award recipients. The Provost or his/her designee will serve as the chair of the review committee.
- (4) The names of the award recipients recommended by the committee will be forwarded to the office of human resources.
- (5) Announcement and presentation of the awards occurs at the annual faculty awards dinner.
- (6) Annually a list of all recipients of the part-time teaching excellence award will be presented to the academic and student affairs committee of the board of trustees.

**3356-7-53 Excellence awards for department chairpersons.**

New

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs  
Revision History: March 2017  
Board Committee: University Affairs  
**Effective Date: March 16, 2017**  
Next Review: 2022

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- (A) Policy statement. Youngstown state university (“university”) recognizes the valuable contributions made by department chairpersons to advance the research, scholarship and academic mission of the university.
- (B) Purpose. To recognize and honor outstanding performance of university department chairpersons.
- (C) Scope. Any chairperson who has completed at least one year as a department chairperson is eligible for nomination for the excellence award for department chairpersons. A chairpersons may not receive an excellence award within three years of receiving this same award or a similar distinguished professor award in that category.
- (D) Parameters.
  - (1) One award may be granted annually to a department chairperson whose teaching performance at the university has been identified as outstanding.
  - (2) One award may be granted annually to a department chairperson whose performance in research/scholarship at the university has been identified as outstanding.
  - (3) Department chairperson excellence award recipients shall receive two thousand dollars, a stipend of one thousand dollars, and one thousand dollars added to the individual’s base salary in the following contract year.

**Agenda Item E.4.e  
Exhibit J**

(E) Procedures.

- (1) To be eligible an individual must be nominated during the “Call for Nominations” process.
- (2) Staff members, faculty, or alumni may make nominations.
- (3) Each undergraduate college dean will appoint a representative to serve on a committee to review nominations and recommend award recipients. No person from a department in which a nomination has been received shall be eligible to serve on the review committee.
- (4) The names of the award recipients recommended by the committee will be forwarded to the office of human resources.
- (5) Announcement and presentation of the awards occurs at the annual faculty awards dinner.
- (6) Annually a list of all recipients of the department chair excellence awards will be presented to the academic and student affairs committee of the board of trustees.

**3356-9-07 Public records.**

Responsible Division/Office: Office of General Counsel  
Responsible Officer: Vice President for Legal Affairs and Human Resources  
Revision History: November 2007; March 2011; March 2017  
Board Committee: University Affairs  
**Effective Date: March 16, 2017**  
Next Review: 2022

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- (A) Policy statement. It is the policy of the university that openness leads to a better informed citizenry, which leads to better government and better public policy. In accordance with this policy the university strictly adheres to the state’s public records act (see section 149.43 of the Revised Code).
- (B) Purpose. To define the procedures that the university will follow in administering the public records law.
- (C) Definition. A “public record” is defined as any document, device, or item, regardless of physical form or characteristic, including paper, electronic (including but not limited to e-mail), or other format that is created or received by or comes under the jurisdiction of a public office that documents the organization, functions, policies, decisions, procedures, operations, or other activities of the office. All records of the university are public unless they are specifically exempt from disclosure under section 149.43 of the Revised Code.
- (D) Procedures.
  - (1) It is the policy of the university that, as required by Ohio law, records will be organized and maintained so that they are readily available for inspection and copying. Record retention schedules are to be updated regularly and posted prominently.
  - (2) Each request for public records should be evaluated for a response using the following guidelines:

- (a) Although no specific language is required to make a request, the requester must at least identify the records requested with sufficient clarity to allow the public office to identify, retrieve, and review the records. If it is not clear what records are being sought, the records custodian must contact the requester for clarification.
- (b) The requester does not have to put a records request in writing and does not have to provide his or her identity or the intended use of the requested public record.
- (c) Public records are to be available for inspection during regular business hours, with the exception of published holidays. Public records must be made available for inspection promptly. Copies of public records must be made available within a reasonable period of time.

“Prompt” and “reasonable” take into account the volume of records requested, the proximity of the location where the records are stored, and the necessity for any legal review of the records requested.

- (d) Public records requests should be directed to the “Office of the General Counsel, Tod Hall, Suite 314, Youngstown State University, One University Plaza, Youngstown, Ohio 44555,” or call (330) 941-2340.

“Routine requests” are those that certain departments receive on a consistent basis and that request basic information. These routine requests do not need to go to the office of the general counsel but may be processed by the office that retains the information after having first discussed the process with the office of the general counsel. “Non-routine requests,” or requests that produce voluminous documents, must be processed through the general counsel’s office.

- (e) Routine requests for information that are easily accessed will be processed as quickly as is reasonable. Non-routine or voluminous requests that require extensive copying or

research will be accompanied by an acknowledgment including:

- (i) An estimated number of business days it will take to satisfy the request.
  - (ii) An estimated cost, if copies are requested.
  - (iii) Any items within the request that may be exempt from disclosure, if known at the time of the acknowledgment.
- (f) Any denial of public records requested must include an explanation, including legal authority. If portions of a record are public and portions are exempt, the exempt portions are to be redacted and the rest released. If there are redactions, each redaction must be accompanied by a supporting explanation, including legal authority.
- (g) Those seeking public records will be charged only the actual cost of making copies. The university is permitted to request payment in advance.
- (i) The charge for paper copies is five cents per page.
  - (ii) The charge for downloaded computer files to a compact disc is one dollar per disc.
  - (iii) There is no charge for documents e-mailed.
  - (iv) Requesters may ask that documents be mailed to them. They will be charged the actual cost of the postage and mailing supplies.
- (h) Documents in electronic mail format are records as defined in section 149.43 of the Revised Code when their content relates to the business of the office. E-mail is to be treated in the same fashion as records in other formats and should follow the same retention schedules.

Records in private e-mail accounts used to conduct public business are subject to disclosure and all employees or representatives of the university are instructed to retain their e-mails that relate to public business.

- (i) The university recognizes the legal and civic consequences of a failure to properly respond to a public records request. In addition to the distrust in government, such a failure may result in a court ordering the university to comply with the law and to pay the requester attorney's fees and damages.



**3356-9-07 Public records ~~policy~~.**

~~Previous Policy Number:~~ ~~9007.01~~

Responsible Division/Office: Office of ~~Legal~~General Counsel

Responsible Officer: Vice President for Legal Affairs and Human Resources~~Provost and VP for Academic Affairs~~

Revision History: November 2007; March 2011; March 2017

Board Committee: ~~Internal~~University Affairs

**Effective Date:** **March 18~~6~~, 201~~7~~**

Next Review: 20~~16~~22

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(B) Purpose. ~~The purpose of this policy is to~~To define the procedures that the university will follow in administering the public records law.

(C) Definition.

~~(C) Procedures.~~

~~(1)~~ (1)—A “public record” is defined as any document, device, or item, regardless of physical form or characteristic, including— paper, electronic (including but not limited to e-mail), or other format — that is created or received by or comes under the jurisdiction of a public office that documents the organization, functions, policies, decisions, procedures, operations, or other activities of the office. All records of the university are public unless they are specifically exempt from disclosure under section 149.43 of the Revised Code.

(D) Procedures.

~~(2)~~ (2) It is the policy of the university that, as required by Ohio law, records will be organized and maintained so that they are readily available for inspection and copying. Record retention schedules are to be updated regularly and posted prominently.

(32) Each request for public records should be evaluated for a response using the following guidelines:

- (a) Although no specific language is required to make a request, the requester must at least identify the records requested with sufficient clarity to allow the public office to identify, retrieve, and review the records. If it is not clear what records are being sought, the records custodian must contact the requester for clarification.
- (b) The requester does not have to put a records request in writing and does not have to provide his or her identity or the intended use of the requested public record.
- (c) Public records are to be available for inspection during regular business hours, with the exception of published holidays. Public records must be made available for inspection promptly. Copies of public records must be made available within a reasonable period of time.

“Prompt” and “reasonable” take into account the volume of records requested, the proximity of the location where the records are stored, and the necessity for any legal review of the records requested.

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Records in private e-mail accounts used to conduct public business are subject to disclosure and all employees or

representatives of the university are instructed to retain their e-mails that relate to public business.

- (i) The university recognizes the legal and ~~non-legal~~civic consequences of a failure to properly respond to a public records request. In addition to the distrust in government, ~~that such a failure to comply may cause, the university's failure to comply with a request~~ may result in a court ordering the university to comply with the law and to pay the requester attorney's fees and damages.

**Youngstown State University  
Bitonté College of Health and Human Services  
Department of Nursing**



**Full Proposal for  
Adult-Gerontology Acute Care Nurse Practitioner  
MSN Program Option**

**Prepared and Submitted by:  
Cynthia M. Shields, DNP, ACNP-BC  
Nancy Wagner, DNP, RN, CNE**

**Agenda Item E.1.b  
Support Material**

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**1. Designation of the new degree program, rationale for that designation of the focus of the program and a brief description of its disciplinary purpose and significance.**

The Bitonté College of Health and Human Services, Department of Nursing proposes a new master's degree option, **Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)** to begin Fall 2017, culminating in a Master's degree in Nursing. This program will be offered in addition to the existing Department of Nursing master's options:

- Adult-Gerontology Clinical Nurse Specialist
- Family Nurse Practitioner
- Nurse Anesthesia
- Nursing Education
- School Nurse

The department also offers the following post-graduate degree certificates:

- Adult-Gerontology Acute Care Nurse Practitioner (began Spring, 2017)
- Family Nurse Practitioner
- Nursing Education

The Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) is an advanced practice nurse who uses theory, research, and clinical expertise to provide care for acute and chronically ill patients in a variety of settings. The AG-ACNP role arose from the Adult Nurse Practitioner (NP) whose responsibilities evolved to include care of patients in the hospital setting. AG-ACNPs currently provide advanced nursing care across the continuum of health care services to meet the specialized physiologic and psychologic needs of patients with complex acute, critical, and chronic health conditions. Adult-Gerontology Acute Care Nurse Practitioners (AG-ACNP) assess and manage acutely ill patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department, intensive care units, specialty labs, acute and sub-acute care units, or specialty clinics.

Acutely ill patients increasingly dominate the inpatient population, and research has shown that in these settings nurse practitioners provide quality care, decrease length of stay, and improve patient and family satisfaction. Furthermore, the addition of a nurse practitioner to the health care team improves communication and overall patient care (McDonnell, Goodwin, Kennedy, et.al, 2014). Limited access to care, the aging of the population, and chronicity across the life span contribute to the number of vulnerable persons.

The primary goal of the Adult-Gerontology Acute Care Nurse Practitioner specialty is to prepare graduates to provide advanced nursing care to patients with complex acute, critical and chronic health conditions, including the delivery of acute care services. The AG-ACNP practices in any setting in which patient care requirements include complex monitoring and therapies, high-intensity nursing intervention, or continuous nursing vigilance within the range of high-acuity care. Coursework, clinical experience, and research utilization provide students with the knowledge, values and skills necessary for advanced practice nursing roles. In order to be eligible for Adult-Gerontology Acute Care Nurse Practitioner certification, students must have one year of full-time work experience in an acute care setting prior to beginning the clinical courses. Graduates of the program are eligible for certification through the American Nurses Credentialing Center as Adult-

Gerontology Acute Care Nurse Practitioners  
<http://nursecredentialing.org/AdultGeroAcuteCareNP>)

## **2. Description of the proposed curriculum.**

Entry-level preparation for nurse practitioner practice is a master's degree. The education and clinical preparedness of Adult-Gerontology Acute Care Nurse Practitioners includes an extensive foundation in pathophysiology, pharmacology, evidence-based management of complex patient problems, and leadership within the health care system.

To be eligible for the American Nurses Credentialing Center Certification (ANCC) Adult-Gerontology Acute Care Nurse Practitioner certification exam, a student must have a master's degree in nursing and have completed the core and specialty courses. The AG-ACNP option in the MSN Program includes core course requirements (16 s.h.) and the AG-ACNP option requirements (35 s.h.). Therefore, the total hours required for the AG-ACNP option is (51 s.h.). This semester hour requirement is in line with other YSU Nursing master's degree programs. Included in the course of study is advanced health assessment, advanced pharmacology, and advanced pathophysiology. In addition, courses include comprehensive assessment and management of young adults to old-older adults with complex acute and chronic illnesses in a variety of healthcare settings. **See Appendix A and Appendix B for the full-time and part-time curricula.**

YSU will structure this program to accommodate students with a bachelor's degree in nursing. The student will apply directly to the YSU College of Graduate Studies for acceptance in the AG-ACNP program. The student will be required to take the 51 semester hours required for the accredited program. The AG-ACNP option is based on the existing core course requirements in the Master of Science in Nursing (MSN) program plus courses that prepare the graduate for ANCC certification and specialty practice as an Adult Gerontology - Acute Care Nurse Practitioner. Students will have the option to move through the program as full-time or part-time pace after entering the program in the fall semester.

The Youngstown State University Department of Nursing Adult-Gerontology Acute Care Nurse Practitioner specialty is based upon the guidelines of the AG-ACNP 2016 Nurse Practitioner Competencies as defined by the National Organization of Nurse Practitioner Faculties ([http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/files/np\\_competencies\\_2.pdf](http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/files/np_competencies_2.pdf)) :

### **Essential Skills**

- Health promotion, protection of disease and treatment with particular focus on assessment and diagnosis of health status and initiating a plan of care and implementing treatment
- Building the nurse practitioner/patient relationship
- Teaching/coaching function skills of the nurse practitioner
- Professional role development
- Managing health care delivery systems
- Care in regards to cultural competency

The following are required core courses needed for the attainment of a master's degree in nursing:

### **Core Courses**



- NURS 6904      Advanced Health Assessment
- NURS 6902      Advanced Pathophysiology
- NURS 6903      Advanced Pharmacology
- NURS 6906      Advanced Statistics
- NURS 6901      Nursing Science & Research 1
- NURS 7002      Nursing Science & Research 2
- NURS 6900      Professional Issues
- NURS 7003      Role Development
- NURS 7004      Role Development Practicum
- NURS 7005      Capstone Practicum

Additional courses plus accompanying practica are required for the Adult-Gerontology Acute Care Nurse Practitioner option:

### **Specialty Courses**

- NURS 7037      Adult Gerontology- Acute Care 1
- NURS 7038      Adult Gerontology-Acute Care 1 Practicum
- NURS 7039      Adult Gerontology- Acute Care 2
- NURS 7040      Adult Gerontology-Acute Care 2 Practicum
- NURS 7041      Adult Gerontology- Acute Care 3
- NURS 7042      Adult Gerontology- Acute Care 3 Practicum

See Appendix A and Appendix B for the proposed two (full time) and three (part time) year program plans. See Appendix C for course descriptions.

During the practicum portion of the curriculum, the students will be responsible for attaining their own “preceptor” experiences with the total practicum hours accumulating to 510 hours, mandated by the ANCC. Many clinical departments and clinicians have indicated an interest in having students rotate in their programs.

### **3. Administrative arrangements for the proposed program: department and school or college involved.**

The proposed degree program will be located within the Department of Nursing in the Bitonté College of Health and Human Services. The director of the AG-ACNP program is nationally certified as an ACNP and has the responsibility of overall leadership for the ACNP program. This is in accordance to the NONPF criteria.

Student applicants for the full time and part time entry-level Master program will be admitted through the graduate admission process and then undergo a departmental structured admissions process to determine if they meet the prerequisites to begin core nurse practitioner courses. The students will be expected to meet the minimum admission criteria of the College of Graduate Studies and as well as a bachelor’s degree in nursing with an overall GPA of 3.0 and at least one year of experience as a practicing RN. We expect the program to be highly competitive with enrolled students exceeding all minimum requirements.

Initially, it is anticipated that no additional classroom or laboratory space requirements are required. We will collaborate with Northeastern Ohio Medical University (NEOMED) for standardized patients and examination rooms. This experience will be utilized for final

examination evaluation at the completion of the health assessment course. The Masternick nursing simulation lab will be utilized for instruction on line insertion, intubation, and other acute care nurse practitioner skills. The library resources are sufficient for the program. Maag Library has excellent on-site resources as well as connections to other universities through OhioLink, which provides student access to over 12 million books and scholarly journals.

**4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.**

As changes in health care reflect the trend of cost containment and shortages of health care providers, the ACNP role continues to emerge. According to the Bureau of Labor Statistics (BLS) Employment of nurse practitioners is projected to grow 31 percent from 2014 to 2024, much faster than average for all occupations. Growth will occur primarily because of the effects of healthcare legislation, an increased emphasis on preventive care, and demand for healthcare services from the large, aging baby-boom population as they live longer and more active lives than previous generations. (<https://www.bls.gov/ooh/home.htm>)

While most AG-ACNPs practice in acute care and hospital based settings including sub-acute care, emergency care, and intensive care settings, the continuum of acute care services spans the geographic settings of home, ambulatory care, urgent care, and rehabilitative care. The population in acute care practice includes acutely and critically ill patients experiencing episodic illness, exacerbation of chronic illness, or terminal illness. The need for AG-ACNP's in the intensive care unit (ICU) has steadily increased over the years. This is in part because of an increase in hospital admissions from an aging population that is living longer from advances in health care, especially in the critical care arena. Another factor involves recommendations by the Leapfrog Group that includes fundamental critical care support be readily available to the patients' bedside within 5 minutes. However, the largest driving force is the human resources shortage in critical care medicine. More and more patients are requiring critical care services, whereas physician numbers are not keeping pace with the growth. In addition, duty hour restrictions implemented by the Accreditation Council for Graduate Medical Education that limits residents' work hours is contributing to the shortage.

The Institute of Medicine released its report in October 2010. "Future of Nursing" calls for policymakers, educators, and leaders across the profession to take collective action to reform education, strengthen nursing roles, and amplify nursing's voice in transforming the healthcare system. Specifically, the report calls for raising the education level of the nursing workforce, enhancing nursing's leadership role in healthcare redesign, and strengthening data collection efforts. Advanced practice nursing is at the core of these recommendations. The demand for advanced practice nurses to meet the needs of the acutely ill patient population is well documented. Mercy Health is currently unable to fill their AG-ACNP positions. Currently, on their career website, there are seventeen openings for acute care nurse practitioners within their system. Additionally, there are over fifty local and regional positions listed on [www.indeed.com](http://www.indeed.com), a popular staffing/employment website for healthcare and other professionals. Based upon this recognized demand, Youngstown State University Department of Nursing has a critical opportunity to contribute to the regional and state supply of advanced practice nurses with the initiation of an Adult-Gerontology Acute Care

Nurse Practitioner Program (AG-ACNP) option to the existing Master of Science in Nursing (MSN) program. This would represent the second nurse practitioner program for the university.

In addition to employment opportunities locally and regionally, there is a high level of student interest and demand. YSU Nursing currently has BSN and MSN students waiting to enroll in this nurse practitioner option. Our YSU graduating baccalaureate seniors complete the *BSN Senior Survey* at the completion of their program. See the following response:

**In the future, would you consider attending YSU Nursing Master's (MSN) programs? Which MSN option?**

|                          | Acute Care Nurse Practitioner | Family Nurse Practitioner | Nurse Anesthetist | Nurse Educator |
|--------------------------|-------------------------------|---------------------------|-------------------|----------------|
| 2014 BSN Graduates n=103 | 38                            | 48                        | 31                | 27             |
| 2015 BSN Graduates n= 61 | 47                            | 39                        | 27                | 15             |
| 2016 BSN Graduates n= 86 | 55                            | 60                        | 32                | 26             |

The YSU Nursing Adult-Gerontology Acute Care Nurse Practitioner program would represent the second nurse practitioner program for the university. In addressing the market need, current program offerings as well as geography is taken into consideration. According to the American Association of Colleges on Nursing, there are 6 approved AG-ACNP programs in Ohio including Wright State University in Dayton OH, and University of Cincinnati in Cincinnati, OH, The Ohio State University and Mount Carmel in Columbus OH, Kent State University in Kent, OH, and Case Western Reserve University in Cleveland, OH. Of these, both Case Western Reserve and Kent State are both more than 45 miles and at least 60 minutes travel distance from Youngstown. The only other geographically adjacent program for AG-ACNP is the University of Pittsburgh (DNP program, not offered as an MSN) which is also more than 60 miles travel distance from Youngstown. The proposed program at YSU would be the only AG-ACNP program within the local geographical area.

A review of a program development plan for Master of Science in Nursing (MSN) Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Program option has been completed. Evaluations were received by The Ohio State University, Cleveland State University and University of Akron. Most comments are favorable and strengthen the need for the new AG-ACNP program at YSU. **See Appendix D.**

### **5. Prospective enrollment.**

Youngstown State University will enroll approximately 10 students in the first class and aim for 12 (Y2), 16 (Y3), and up to 20 students in year four as the number of clinical sites and faculty increase. Students will have the option of completing the required course work in two (full-time) or three (part-time) years. **See Appendix E Fiscal Statement.**

#### **Admissions Requirements:**

The following are required for admission to the AG-ACNP option:

- Baccalaureate in Nursing from an accredited college/university

- Regular admission requires an un-recalculated cumulative undergraduate grade-point average of at least 3.0 ( on a 4.0 scale)
- Satisfactory completion of undergraduate courses in health assessment, statistics, and research methods
- Current Ohio Registered Nurse Licensure or eligibility for Ohio Licensure as a registered nurse
- Current CPR and ACLS certification is required.
- Current immunization record, drug screening and BCI criminal background checks are to be maintained while in the program
- Minimum of one year of critical care or intermediate care experience
- Official transcripts from each college or institution of higher education attended (other than YSU), submitted to the YSU Graduate School
- Letter of intent. No more than 300 words, describing goals for MSN in AG-ACNP
- Three satisfactory letters of reference: one from a faculty member, an employer, and a colleague/peer.
- Successful/Satisfactory interview
- Resume or curriculum vita ( including education, work and/or research experience, publications, certifications, licenses, grants, professional affiliations, awards, honors, presentations, and/or courses taught.
- Students not meeting regular admission requirements may be provisionally admitted. See the *Graduate Bulletin* under Provisional Admission

#### **6. Special efforts to enroll and retain underrepresented groups in the given discipline.**

Special efforts to enroll and retain underrepresented groups in the given discipline include lower economic status, and racial minority students. The Department of Nursing intends to work with the admissions, recruitment, and marketing personnel to develop strategies to reach underrepresented populations. Youngstown State University (YSU) is committed to increasing the diversity of students, faculty and staff. YSU reaches out to involve students of diverse and underrepresented cultures and groups in multiple ways. The College of Nursing participates in local recruitment activities for the present Family Nurse Practitioner Program. The Offices of Financial Aid make a concerted effort to help students with financial needs.

#### **7. Availability and adequacy of the faculty and facilities available for the new degree program.**

The department currently has nine (9) full-time tenured doctoral faculty members. Three faculty members are Board Certified Family Nurse Practitioners. One faculty member is a Board Certified Acute Care Nurse Practitioner. In addition, there are two practicing Acute Care nurse practitioners in the local area who have expressed an interest in teaching part-time in the program who are currently teaching in the post masters certificate program.

Clinical facilities to support the AG-ACNP program are excellent. YSU has ready access to health care facilities in Youngstown, Warren, Ashtabula, Akron, Cleveland, and other nearby communities, giving support to this practice degree. Mercy Hospital is a Level I Trauma Center. St. Joseph's Medical Center and Valley Care Health Center-Northside are Level III Trauma Centers. The continued collaboration with the facilities will strengthen our resources and develop evaluation projects to further enhance our inter-professional collaborations.

As the program enrollment grows, we anticipate adding additional departmental administrative support for the program. We also anticipate the need for additional part time and full time faculty as the program enrollment increases.

**8. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.**

The program is expected to be supported by the program tuition, as is the expected increase in part time faculty. Based on students admitted into our present post-master's FNP Program as well as our MSN advanced practice programs, many students prefer part time study due to the need to work and balance family responsibilities and other role obligations. Offering part time as well as full time programs will allow students the flexibility they need as adult learners and will allow YSU the flexibility needed for course offerings and scheduling. See Fiscal Statement, Appendix E.

**APPENDIX A**

**MASTER OF SCIENCE IN NURSING  
ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER  
Full-Time (2 year) Program Plan**

| <b>Year 1</b> | <b>Fall Semester</b>       | <b>S.H.</b> |
|---------------|----------------------------|-------------|
| NURS 6900     | Professional Issues        | 3           |
| NURS 6902     | Advanced Pathophysiology   | 3           |
| NURS 6904     | Advanced Health Assessment | 3           |
|               | <b>Total</b>               | <b>9</b>    |

|               |  |             |
|---------------|--|-------------|
|               |  |             |
| <b>Year 1</b> | <b>Spring Semester</b>                   | <b>S.H.</b> |
| NURS 6903     | Advanced Pharmacology                    | 3           |
| NURS 7037     | Adult-Gerontology Acute Care 1           | 3           |
| NURS 7038     | Adult-Gerontology Acute Care 1 Practicum | 4           |
| NURS 6906     | Advanced Statistics                      | 3           |
|               | <b>Total</b>                             | <b>13</b>   |
|               |  |             |
| <b>Year 1</b> | <b>Summer Semester</b>                   | <b>S.H.</b> |
| NURS 7039     | Adult-Gerontology Acute Care 2           | 3           |
| NURS 7040     | Adult-Gerontology Acute Care 2 Practicum | 4           |
| NURS 6901     | Nursing Science and Research 1           | 3           |
|               | <b>Total</b>                             | <b>10</b>   |
|               |  |             |
| <b>Year 2</b> | <b>Fall Semester</b>                     | <b>S.H.</b> |
| NURS 7041     | Adult-Gerontology Acute Care 3           | 3           |
| NURS 7042     | Adult-Gerontology Acute Care 3 Practicum | 4           |
| NURS 7002     | Nursing Science and Research 2           | 2           |
|               | <b>Total</b>                             | <b>9</b>    |
|               |  |             |
| <b>Year 2</b> | <b>Spring Semester</b>                   | <b>S.H.</b> |
| NURS 7003     | Role Development —NP                     | 3           |
| NURS 7004     | Role Development Practicum               | 5           |
| NURS 7005     | Capstone Practicum                       | 2           |
|               | <b>Total</b>                             | <b>10</b>   |
|               |  |             |
|               | <b>Total Program Credit Hours</b>        | <b>51</b>   |
|               |  |             |

Students must complete a minimum of 500 hours of supervised clinical practice as a part of this program for National Certification eligibility.

## APPENDIX B

### MASTER OF SCIENCE IN NURSING ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER Part-Time (3 Year) Program Plan

|               |                                |             |
|---------------|--------------------------------|-------------|
| <b>Year 1</b> | <b>Fall Semester</b>           | <b>S.H.</b> |
| NURS 6900     | Professional Issues            | 3           |
| NURS 6902     | Advanced Pathophysiology       | 3           |
|               | <b>Total</b>                   | <b>6</b>    |
|               |                                |             |
| <b>Year 1</b> | <b>Spring Semester</b>         | <b>S.H.</b> |
| NURS 6903     | Advanced Pharmacology          | 3           |
| NURS6901      | Nursing Science and Research 1 | 3           |
|               | <b>Total</b>                   | <b>6</b>    |

|               |  |             |
|---------------|--|-------------|
| <b>Year 1</b> | <b>Summer Semester</b>                   | <b>S.H.</b> |
| NURS 7002     | Nursing Science and Research 2           | 2           |
|               | <b>Total</b>                             | <b>2</b>    |
| <b>Year 2</b> | <b>Fall Semester</b>                     | <b>S.H.</b> |
| NURS 6906     | Advanced Statistics                      | 3           |
| NURS 6904     | Advanced Health Assessment               | 3           |
|               | <b>Total</b>                             | <b>6</b>    |
| <b>Year 2</b> | <b>Spring Semester</b>                   | <b>S.H.</b> |
| NURS 7037     | Adult-Gerontology Acute Care 1           | 3           |
| NURS 7038     | Adult-Gerontology Acute Care 1 Practicum | 4           |
|               | <b>Total</b>                             | <b>7</b>    |
| <b>Year 2</b> | <b>Summer Semester</b>                   | <b>S.H.</b> |
| NURS 7039     | Adult-Gerontology Acute Care 2           | 3           |
| NURS 7040     | Adult-Gerontology Acute Care 2 Practicum | 4           |
|               | <b>Total</b>                             | <b>7</b>    |
| <b>Year 3</b> | <b>Fall Semester</b>                     | <b>S.H.</b> |
| NURS 7041     | Adult-Gerontology Acute Care 3           | 3           |
| NURS 7042     | Adult-Gerontology Acute Care 3 Practicum | 4           |
|               | <b>Total</b>                             | <b>7</b>    |
| <b>Year 3</b> | <b>Spring Semester</b>                   | <b>S.H.</b> |
| NURS 7003     | Role Development (NP)                    | 3           |
| NURS 7004     | Role Practicum (NP)                      | 5           |
| NURS 7005     | Capstone Practicum                       | 2           |
|               | <b>Total</b>                             | <b>10</b>   |
|               | <b>Total Program Hours</b>               | <b>51</b>   |

Students must complete a minimum of 500 hours of supervised clinical practice as a part of this program for National Certification eligibility.

## APPENDIX C

### Course Descriptions AG-ACNP Option

**NURS 6903\* Advanced Pharmacology.** Application of pharmacological concepts in clinical settings with examination of major categories of pharmacological agents. Preq: NURS 6902. 3 s.h.

**NURS 6904\*Advanced Health Assessment.** Development of advanced clinical knowledge and skills needed for comprehensive health assessment across the life span. Emphasis on health history, physical, cultural, and developmental and nutritional assessments with differential diagnosis of common health problems. Preq: NURS 6902 (or concurrent) 3 s.h.

**NURS 6906\* Advanced Statistics.** Advanced inferential and multivariate statistical techniques used in nursing and other health professions, with emphasis on PASW computer

analysis for interpretation of nursing and health data.

Prereq.: An undergraduate statistics course or equivalent. 3 s h

**NURS 6901\* Nursing Science and Research 1.** Analysis of health-related evidence for practice. Exploration of the significance of theory, research, and research methods and strategies for translating evidence into practice.

Prereq. or concurrent: NURS 6906. 3 s h.

**NURS 7002\* Nursing Science and Research 2.**

Continuation of NURS 6901, focusing on design, instrumentation, data collection methods, data analysis and data interpretation.

Prereq.: NURS 6901 and NURS 6906. 2 s h.

**NURS 7003\* Role Development.** The examination of concepts, theories, and research related to advanced practice role development, teaching, learning, technology, evaluation strategies, leadership, program development, marketing skills, and health delivery in a variety of health care settings. Preq: NURS 7029. 3 s h.

**NURS 7004\* Role Development Practicum.** Application of concepts, theories, and research from NURS 7003 in a variety of nursing, education, and health care delivery in a variety of health care settings. Taken concurrently with NURS 7003. Preq: NURS 7029. 5 s h.

**NURS 7005\* Capstone Practicum.** Synthesis of learned concepts and theories in the form of an individual scholarly project and dissemination of findings under the direction of a graduate faculty member. Preq: Completion of all course work and approval of MSN faculty committee. 2 s h.

**NURS 7037 Adult-Gerontology Acute Care 1.** Taken concurrently with NURS 7042 Adult-Gerontology Acute Care 1 Practicum. Preq: NURS 6903 (or concurrent) NURS 6902, NURS 6904. 3 s h.

**NURS 7038 Adult-Gerontology Acute Care 1 Practicum.** Taken concurrently with NURS 7041 Preq: NURS 6903 (or concurrent), NURS 6902, NURS 6904 4 s.h.

**NURS 7039 Adult-Gerontology Acute Care 2.** Taken concurrently with NURS 7044 Adult-Gerontology Acute Care II Practicum. Preq: NURS 6902, 6903, and 6904 3 s.h.

**NURS 7040 Adult-Gerontology Acute Care 2 Practicum.** Taken concurrently with NURS 7043 Preq: NURS 6902, NURS 6903, NURS 6904 4 s.h.

**NURS 7041 Adult-Gerontology Acute Care 3.** Taken concurrently with NURS 7046, Preq: NURS 6902, NURS 6903, NURS 6904 3 s.h.

**NURS 7042 Adult-Gerontology Acute Care 3 Practicum.** Taken concurrently with NURS 7045. Preq: NURS 6902, NURS 6903, NURS 6904 4 s.h.

\*- Designates an existing course



**APPENDIX D**  
**Comments from Initial proposal to CCGS**

Youngstown State University Response to Comments regarding the Adult-Gero Acute Care Post-Master's Certificate Program

**Cleveland State U.**

*No concerns to address.*

**U. Akron**

"The diversity of students at YSU appears to be a strength for the University. My suggestion would include clinical hours in underserved areas in or around Youngstown."

*Currently, students' practicum experiences include sites in Mahoning County and surrounding counties, such as Ashtabula, Trumbull and Columbiana. There are designated medically underserved areas within these counties where our students gain clinical practicum experience. St. Elizabeth Youngstown Hospital, located in*

*a Medically Underserved Area (MUA), will be a primary clinical site for our Adult-Gero Acute Care NP students.*

#### **OSU**

The proposal is brief and assumes knowledge of the existing Masters' programs offered at YSU. We are unable to verify overlap of courses with the other Masters' programs at YSU nursing. We would recommend that the original Masters' program proposal (especially the parts that focus on advanced practice nursing and reconciliation with the National Council of State Boards of Nursing Consensus model [<https://www.ncsbn.org/736.htm> ]) that was approved by the Board of Regents be included as an appendix to provide the requisite detail needed.

*In response to OSU's comments, we utilize the guidelines set forth by the National Council of State Boards of Nursing (NCSB) Advanced Practice Nurse (APRN) Advisory Committee to guide our advanced practice program options (See course syllabi that follow).*

*Our MSN degree program was approved in March of 1997 according to the CCGS site. The program has evolved to stay current and I suspect it is significantly different than the program approved by RAGS so many years ago. In addition many courses were combined during the conversion from quarters to semesters that occurred since the program was initially approved by RACGS. For these reasons, our current curriculum and course descriptions follow this response document as well as syllabi for the courses to be included in the certificate program. This information provides a more useful resource to look at overlap between courses in the degree program and the proposed post-master's certificate.*

#### **Appendix E Fiscal Statement**

**Fiscal Statement for New Graduate Degree Programs**

**Adult Gerontology Acute Care Nurse Practitioner**

|  | Year 1    | Year 2     | Year 3     | Year 4     |
|--|-----------|------------|------------|------------|
|  | FY18      | FY19       | FY20       | FY21       |
| <b>Projected Enrollment</b>  |           |            |            |            |
| New head-count full time* (fall/spring avg unduplicated)                       | 8         | 16         | 17         | 20         |
| New head-count part time (fall/spring avg unduplicated)                        | 2         | 4          | 7          | 9          |
| Total full Time Equivalent (FTE) enrollment annualized<br>(includes part time) | 6.93      | 16.27      | 19.03      | 22.67      |
| <b>Projected Program Income</b>  |           |            |            |            |
| Tuition (paid by student or sponsor)   | 94,300    | 236,600    | 282,700    | 343,100    |
| Expected state subsidy   | N/A       | N/A        | N/A        | N/A        |
| Externally funded stipends   |           |            |            |            |
| Other income (describe below) <sup>1</sup>                                     | 4,800     | 13,200     | 15,600     | 18,300     |
| <b>Total Projected Income</b>  | \$ 99,100 | \$ 249,800 | \$ 298,300 | \$ 361,400 |
| <b>Program Expenses</b>  |           |            |            |            |
| <b>New Personnel</b>   |           |            |            |            |
| <b>New Faculty</b>   |           |            |            |            |
| Full 1 beginning year 3  | \$ -      | \$ -       | \$ 93,100  | \$ 95,900  |
| Part Time 8 hours year 1 and 15 year 2 (then fulltime)                         | \$ 30,200 | \$ 56,700  | \$ -       | \$ -       |
| <b>Non-instruction (indicate role(s) in narrative section below)</b>           |           |            |            |            |
| Full   |           |            |            |            |
| Part time <sup>2</sup>   | 28,000    | 28,800     | 29,700     | 30,600     |
| New facilities/space renovation (if applicable, describe below)                |           |            |            |            |
| Tuition Scholarship Support (if applicable, describe below)                    |           |            |            |            |
|  |           |            |            |            |
| Additional library resources (if applicable, describe below)                   |           |            |            |            |
| Additional technology or equipment (if applicable, describe below)             |           |            |            |            |
| Other expenses (describe below) <sup>1,3</sup>                                 | 4,800     | 13,200     | 15,600     | 18,300     |
| (e.g. waived tuition and fees, travel, office supplies, accreditation costs)   | 7,000     | 7,000      | 7,000      | 7,000      |
|  |           |            |            |            |
| <b>Total Projected Additional Expense</b>                                      | \$ 70,000 | \$ 105,700 | \$ 145,400 | \$ 151,800 |
| <b>Net Program Income or Expense</b>   | \$ 29,100 | \$ 144,100 | \$ 152,900 | \$ 209,600 |
| <b>without SSI considered</b>  |           |            |            |            |

**Assumptions:**

2% tuition increase annually  
 10 initially then up to 15 students each year with 25% part time  
 Part time is calculated at per hour rate  
 Part time courses will be taught by PT faculty members each term  
 0% Out of state students (regional)  
 Fringes included for employees  
 SSI is not calculated or considered in fiscal statement due to potential decreasing allocation.  
 FTE is total SCH/30 annualized

- \* Fulltime is 9 or greater hours Graduate  
<sup>1</sup> Fee charged to student supports NEOMED simulation lab  
<sup>2</sup> Part time additional support person needed (section 8)  
<sup>3</sup> Travel to Hospitals; supplies

References

McDonnell, A., Goodwin, E., Kennedy, F., Hawley, K., Gerrish, K., & Smith, C. (2015). An

evaluation of the implementation of advanced nurse practitioner (ANP) roles in an acute hospital setting. *Journal of Advanced Nursing*, 71(4), 789-99.

**SUMMARY OF PERSONNEL ACTIONS**  
**Professional Administrative - Athletics**  
**10/16/16 through 1/15/17**

**Appointments – 2**

**New Positions – 0**

**Replacement Positions – 2**

- Professional Administrative Excluded – 2

**Separations – 0**

**Reclassifications – 0**

**Promotions – 0**

**Transfers – 0**

**Salary Adjustments per BOT Policy – 0**

**Displacements – 0**

**Layoffs – 0**

**SUMMARY OF PERSONNEL ACTIONS**  
**Professional Administrative and Faculty Employees**  
**10/16/16 through 1/15/17**

**Appointments – 21**

**New Positions – 11** *(Notated with an asterisk \*)*

- Professional Administrative Staff – 4
- Professional Administrative Excluded – 1
- Professional Administrative Externally Funded – 4
- Faculty – 2

**Replacement Positions – 10**

- Professional Administrative Staff – 5
- Professional Administrative Excluded – 1
- Professional Administrative Externally Funded – 1
- Faculty – 3

**Separations – 9**

- Professional Administrative Staff – 3
- Professional Administrative Excluded – 0
- Professional Administrative Externally Funded – 1
- Faculty – 5

**Reclassifications – 14**

- Professional Administrative Staff – 5
- Professional Administrative Excluded – 8
- Professional Administrative Externally Funded – 1

**Promotions – 3**

- Professional Administrative Excluded – 2
- Faculty – 1

**Transfers – 0**

**Salary Adjustments/Position Audits – 3**

- Professional Administrative Externally Funded – 3

**Salary Adjustments per CBA & BOT Policy – 0**

**Displacements – 0**

**Layoffs – 0**

**CENTERS OF EXCELLENCE  
SUBMISSIONS AND RECOMMENDATIONS  
MARCH 2017**

**1. Request for Proposals:**

- The *Request for Proposals to Establish University Centers of Excellence* was developed by the Office of Research and the University Research Council, reviewed by Deans, and distributed to faculty, department chairs, and deans on November 28, 2016.
  
  - The solicitation outlined criteria for evaluation of proposals.
1. The Center definition, description, scope and needs statement; background and rationale for establishing this Center; relevance and importance relative to contemporary research; quality and importance of the Center; evidence of value to the university.
  2. The Center Objective describes specific and realistic goals and objectives; alignment with university goals; impacts of products produced, services provided, and outcomes delivered on the university and community.
  3. Center implementation plan includes detailed steps to initiate, grow, and sustain the Center; major initiatives and timing; evidence of clarity, affordability, and appropriateness of the implementation plan;
  4. Strategic rationale for the Center; the logic and rationale for establishing the Center; evidence that the Center advances the university profile and reputation; clear academic benefits; alignment between center objectives and university objectives; interdisciplinary collaboration potential; potential for national and international collaborations.
  5. Center's recent publications, programs, current/recent research, grant applications and grant awards; evidence of publications, citations, recognition, sponsored research, programs, publications, seminars, events, activities of the recent past; evidence that these activities have established a strong foundation for Center growth and sustainability; strong and broad based faculty leadership, from several departments/programs.
  6. The Center has evidence of support from internal and external partners indicating involvement in and commitment to success of the Center. Letters should include a meaningful and relevant role for each involved/committed partner.
- The timeline for submission and evaluation of proposals was as follows:
    - Program announcement/Request for Proposals issued November 28, 2016

**Agenda Item E.1.f  
Exhibit A**

- Center of Excellence proposals due January 23, 2017
- Review of proposals by the University Research Council began January 30, 2017 and concluded on February 27, 2017
- Review of proposals by Academic Deans began February 28, 2017
- Presentation to Tod Hall Leaders on February 28, 2017
- Provost's recommendations to President Tressel

**2. List of Applicants, January 23, 2017:**

| <u>Center Name</u>  | <u>Proposed Budget</u> |
|---|------------------------|
| 1. Center for Sports Medicine and Applied Biomechanics          | \$ 2,526,274           |
| 2. Center for Applied History                                   | \$ 190,050             |
| 3. Launch Lab   | \$ 535,000             |
| 4. Advanced Manufacturing Research Center                       | \$ 22,752,800          |
| 5. Youngstown Design Works                                      | \$ 102,700             |
| 6. Center for Materials Science and Engineering                 | \$ 874,134             |
| 7. Centofanti Center of Excellence                              | \$ 240,175             |
| 8. Institute for Applied Topology and Topological Structures    | \$ 315,050             |
| 9. Williamson College of Business International Business Center | \$ 2,047,266           |

**3. Centers recommended to President Tressel:**

- Center for Sports Medicine and Applied Biomechanics
- Advanced Manufacturing Research Center
- Williamson College of Business Administration Center of Excellence in International Business (IB)
- Center of Excellence in Materials Science and Engineering
- Centofanti Center for Health and Welfare for Vulnerable Populations



#### 4. University Research Council's summary statements regarding the five centers:

- Center of Excellence in Materials Science and Engineering: The Materials Science and Engineering program is comprised of 22 faculty and staff members from six departments within the College of STEM, and is devoted to the preparation, advanced characterization and development of a variety of materials for advancement of basic research, enhanced educational experiences, and practical applications. The Center takes advantage of existing on-site, state of the art infrastructure. The University's only Ph.D. program is in material Science and Engineering, and this Center supports that program.

University Research Council (URC) would propose to require that this center would collaborate closely with the Advanced Manufacturing Research Center in pursuit of external research grants that would quickly lead to full sustainability and full financial independence within two years.

- Advanced Manufacturing Research Center: This center will lead YSU efforts in the development and practice of advanced manufacturing technologies, including additive manufacturing, robotics, industrial internet of things, reverse engineering, digital metrology, and hybrid manufacturing. AMRC will create an environment for academic/industry research partnerships, leveraging top-tier equipment and a planned advanced manufacturing research facility.

URC has an expectation that this center would collaborate closely with the Center for Material Science and Engineering in pursuit of external research funding. Furthermore, this Center would be expected to partner with appropriate faculty from the Williamson College of Business Administration to ensure that the each of the advanced manufacturing technologies are cost profiled/justified, and that the economics of new manufacturing technologies be fully developed.

- Williamson College of Business Administration Center of Excellence in International Business: This Center capitalizes on and integrates the strong and varied WCBA international business activities, including the Williamson Center for International Business and the Ohio Small Business Development Center/Export Assistance Network. More than 20 faculty/staff members across three departments and the SBDC/EAN are engaged. The Center has demonstrated past success through advanced academic programming, applied research and scholarship, and extensive support for the regional business community.

The URC proposes that this Center would engage the College of Liberal Arts and Social Sciences for the possible inclusion of a foreign language component, and a cultural awareness component, including investigating potential synergies in anthropology and sociology. Additionally, efforts should be made to engage the International Program Office for potential collaboration and student outreach.

- Center for Sports Medicine and Applied Biomechanics: Biomedical science and technology has grown dramatically over the last two decades and has become a major academic and industry research area. The establishment of the Center of Excellence in

Sports Medicine and Applied Biomechanics (SMAB) along with a new minor program in biomechanics and joint Master program in biomedical science serve to address these growing academic and societal needs. Faculty members from the College of Health and Human Services (HHS) and College of Science, Technology, Engineering, and Math (STEM) have collaborated to build a state-of-the-art laboratory for the medical science and biotechnological research, which will increase the focus on both biomedical research and clinical service.

URC recommends that the scope of efforts in this Center be expanded to include a wide spectrum of the population, possibly to include geriatrics or orthopedic trauma research. Additionally, local partnerships with NEOMED and/or Mercy Health or other local health care providers are recommended.

- Centofanti Center for Health and Welfare for Vulnerable Populations

The Centofanti Center is committed to serving the needs of vulnerable individuals impacted by debilitating illness, poverty, disability, and/or discrimination throughout the Youngstown Community. The Center currently provides health and human service trainings to faculty, staff, and community members for continuing education, and principally supports the *regional engagement* strategic cornerstone.

The Center will continue collaboration through the establishment of student-driven programs that improve the health and well-being of patients attending the Midlothian Free Health Clinic (MFHC), and build an inter-professional education curriculum to move beyond profession-specific education.

URC recommends this Center with the requirement that the *research* component be fully emphasized. Beyond programming and curriculum development, this Center will be expected to pursue externally funded research grants to advance the discovery of new and effective health and human service policies and practices.

NOTE: Currently, YSU Policy 3356-10-21 (Establishing, altering, or abolishing educational, research, and public service centers, institutes, and laboratories) states in Article D (7):

- Centers, institutes, and laboratories will be evaluated on a periodic basis. Newly established CIL will be evaluated within three years of their creation.

The URC proposes that each designated Center be required once annually to prepare a 15 minute presentation and two-page written summary of accomplishments for the URC. Pending review of accomplishments and progress against plan, the URC would recommend continuance or cessation of University Center designation to the Provost.

**YOUNGSTOWN STATE UNIVERSITY**  
**PROFESSIONAL ADMINISTRATIVE - ATHLETICS**  
**PERSONNEL ACTIONS 10/16/16 THROUGH 1/15/17**  
**APPOINTMENTS**

| <b>EMPLOYEE NAME</b> | <b>EMPLOYEE TYPE</b> | <b>POSITION TITLE</b>                           | <b>DEPARTMENT</b>         | <b>CONTRACT/<br/>APPOINTMENT<br/>DATES</b> | <b>FTE</b> | <b>SALARY</b> |
|----------------------|----------------------|---|---------------------------|--|------------|---------------|
| Conner Neu           | Excluded             | Interim Assistant Coach, Track & Field - Throws | Intercollegiate Athletics | 11/1/16                                    | 0.500      | \$ 14,769.00  |
| John Seaver          | Excluded             | Interim Assistant Coach, Track & Field - Throws | Intercollegiate Athletics | 11/1/16                                    | 0.500      | \$ 14,769.00  |



**UNIVERSITY MEMBERSHIPS**  
**EXECUTIVE SUMMARY**  
**Fiscal Year 2016-2017**  
**July 1, 2016-December 31, 2016**

|  |  |                          |
|--|--|--------------------------|
|  |  | <b>Agenda Item E.2.a</b> |
|  |  | <b>Exhibit D</b>         |

**UNIVERSITY MEMBERSHIPS  
EXECUTIVE SUMMARY  
Fiscal Year 2015-2016  
July 1, 2015-December 31, 2015**

| <b>Memberships Received</b>     | <b>Number of<br/>Members</b> | <b>Amount</b>     |
|---------------------------------|------------------------------|-------------------|
| Alumni Relations                | 1,010                        | \$ 63,980         |
| WYSU-FM                         | 1,113                        | \$ 134,648        |
| <b>Total University Members</b> | <b>2,123</b>                 | <b>\$ 198,628</b> |
|                                 |                              |                   |
|                                 |                              |                   |

**YOUNGSTOWN STATE UNIVERSITY  
 PROFESSIONAL ADMINISTRATIVE AND FACULTY  
 PERSONNEL ACTIONS 10/16/16 THROUGH 1/15/17  
LAYOFFS AS A RESULT OF JOB ABOLISHMENT**

| <b>EMPLOYEE NAME</b> | <b>EMPLOYEE TYPE</b> | <b>POSITION TITLE</b> | <b>DEPARTMENT</b> | <b>DATE OF LAYOFF</b> | <b>FTE</b> | <b>SALARY</b> |
|----------------------|----------------------|-----------------------|-------------------|-----------------------|------------|---------------|
| None                 |                      |                       |                   |                       |            |               |

## **Culture of Community**

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### **How we define YSU's Culture of Community:**

*Culture of Community* is a shared set of values and expectations that influence how we interact with one another and collaborate to achieve common goals at Youngstown State University.

### **Culture of Community at YSU:**

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#### ***Culture of Respect and Well-Being:***

- Helps us to understand that as a community we must promote and nurture mutual respect for each other and work to develop a campus community where everyone feels safe and secure. When personal boundaries are respected and conflict resolution skills are developed, the community benefits creating an environment free of criminal behavior and internal threats.

#### ***Culture of Inclusion and Awareness:***

- Helps us to understand that we all benefit from the unique strengths and perspectives of others and to appreciate the diversity among us for a just and equitable society. Understanding one another will help us overcome and prevent societal divisions.

#### ***Culture of Spirit and Tradition:***

- Helps us to understand the past, while learning that our present and future contributions to the community create history for future generations. Therefore, campus participation and Penguin Pride are essential to building a pride-filled community.

#### ***Culture of Excellence through Engagement:***

- Helps us to understand that we must learn to celebrate each other's accomplishments that create a spirit of excellence and healthy competition among all social groups. It leads to an understanding that true success is better shared; therefore, collaboration and partnerships with other individuals or groups is imperative to the progress of the entire community.

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Academic Programs Proposal Cover Sheet  
Degree/Certificate Programs

(Academic Programs Committee will fill in items on the next line.)

APD# \_\_\_\_\_

Date Received \_\_\_\_\_

Date Approved \_\_\_\_\_

(Underlines will expand as you type.)

Program Title ECE/ECIS

Department(s) Teacher Education

Mark (click on) one:  Associate Degree  Bachelor's Degree  Certificate

- Addition of a new degree and/or degree program\* (new degrees and degree programs require the Ohio Board of Regents' approval): Attach the Preliminary Prospectus required by OBOR, as outlined on the attachment. Complete items A through J of guidelines attached. If a proposed program shares 50% or more of its major courses with an existing program, it may be eligible for streamlined OBOR approval, but items A through J are still required. Check if you propose to make 50% or more of a program hybrid or online: .
- Change in degree program: Attach a proposal that includes items A, B, F (including old and new curriculum sheets), I, J (including the impact on other departments/programs in the University), and K of the guidelines attached.\* Check here if you are proposing an additional option or concentration within an existing program: . Check here if you propose to make 50% or more of a program hybrid or online: .
- Deletion of a program:  Program title change only and being replaced by another name  
 Deletion of degree program  
\_\_\_\_\_ Number of current majors

Complete items B, D, I, and K of the guidelines attached.\*

Address what direction and assistance will be given to current majors:

- will continue under old name until  
 current students may request new name and/or new curriculum  
 will continue old name and/or curriculum until  
 this change in program name is required for accreditation

Indicate the impact, if any, of the proposed program change on existing minors (underlined area will expand as you type): n/a

\*Note: If the proposal affects another/other department(s)/program(s), please provide a memo signed by the parties involved, stating that the proposal has been discussed with the department(s)/program(s).

Required signatures (handwritten signatures required; date may be typed):

Before submitting proposal to Academic Programs Committee:

Department Chairperson(s) Maria Matamoros Date 11-7-16  
College Curriculum/Prog. Committee (s) Mary E. Saline Date 11-15-16  
Dean(s) Chuck Howard Date 11-18-16

Before 10-day circulation to deans and chairs:

Academic Programs Comm. Chairperson \_\_\_\_\_ Date \_\_\_\_\_

After 10-day circulation:

Academic Senate Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Note: If a proposal is returned to the department, the revised proposal with a second signature page must be submitted with the entire original proposal.  
Revised 12/2010

## Guidelines

- A. Indicate the title of the proposed program, and indicate whether it is a new degree, a new degree program and/or option within an existing program, or modification of an existing program.
- B. State the rationale for initiating this action.
- C. Provide information regarding the relationship of the proposed program action to the overall mission of the institution. Indicate whether the program is a part of an ongoing traditional mission, or related to current strategies for modifying or redirecting institutional objectives.
- D. Indicate the proposed implementation date for this action.
- E. Indicate the department(s) or other organizational unit(s) responsible for this program.
- F. Describe, in catalog style, the program, including each concentration or option. Include program-level outcomes and a table listing all courses in the major and the number of semester hours for each, plus the total number of hours for the program (and subtotals if there are categories within the program), including the number of hours of general education required beyond the major. Indicate any prerequisites that students must take that do not apply toward the major. Also indicate approved capstone course within the major.

If the proposed change is an additional option within an existing program, be explicit about how the new option differs from the original program and/or other options within the program.

If the proposed change is a modification of an existing program, include both old and new curriculum sheets, and indicate the specific changes, both in an accompanying description and by bolding or shading within the curriculum sheets.

Please note: Attach course proposals for any new courses or proposed course revisions within the program. You may submit forms simultaneously to the Academic Programs Committee (APC) and the Undergraduate Curriculum Committee (UCC), but you must provide documentation that the revised or new courses have been approved by the UCC before the APC can approve a program proposal.

- G. Provide details regarding the source of students. Provide estimates of the numbers of students (FTE) expected to enroll in the proposed program over the next four-year period. Indicate whether these will be current students or new students, and how many are estimated to be full-time and/or part-time.
- H. Indicate the availability of other such programs within fifty miles.
- I. Describe the impact this program will have on facilities, faculty, and support services.
- J. Estimate total costs, over and above current levels of operation, associated with this proposed program during the next four years.
- K. Review the potential impact of the program change on minors in your department or in other departments. Is there an impact, and if so, what is the impact? (Check any official minors in your program or affecting other departments and programs to see if you need to change a minor based on changes in the program.)

## Requirements for Programs

The following must be included to meet General Education and graduation requirements.

### Baccalaureate Programs

- 1. Number of hours required in the major meets or exceeds the University minimum of either 30 hours in one department or 48 hours in a combined major.
- 2. Total number of hours for the degree does not exceed 124, or adequate rationale is provided for exceeding 124 hours (e.g., comparable programs in other institutions, documentation of accreditation requirements, mission and goals).
- 3. Students in the program will be able to complete 60 or more hours at the 2000 level or higher.
- 4. Students in the program will be able to complete 48 or more hours at the 3000 level or higher.
- 5. Except for combined majors and professional programs, there is sufficient room in the curriculum for a minor of 18 hours.
- 6. GER: Two writing courses are indicated, or room is available.
- 7. GER: One communication course, or room is available
- 8. GER: One mathematics course, or room is available

*Note: Courses from 9 thru 13 must total nine courses*

- 9. GER: Two Natural Science courses (with at least one lab) are indicated, or room is available.
- 10. GER: Two Arts and Humanities courses are indicated, or room is available.
- 11. GER: Two Social Sciences courses are indicated, or room is available.
- 12. GER: Two Social and Personal Awareness courses are indicated, or room is available.
- 13. GER: One general education elective is indicated, or room is available.
- 14. GER: One capstone course is indicated in the major.

### Associate Degree Programs

The following are Ohio Board of Regents regulations:

- 1. The total hours for the degree meet the minimum of 60 hours and do not exceed 73 hours
- 2. A minimum of 30 hours of technical courses
- 3. A minimum of 14 hours in basic related studies
- 4. A minimum of 15 hours in General Education, including:
  - Oral Communication
  - Written communication
  - Social Studies
  - Humanities

The following are General Education requirements for an associate degree:

- Writing I and II
- Four additional courses from at least three of the following areas are indicated, or room is available:
  - Natural Sciences
  - Arts and Humanities
  - Social Science
  - Social and Personal Awareness
  - Mathematics
  - Speech

No more than one course counted toward the general education requirement can be in math.

If you wish to develop an Associate of Arts or Technical Study degree, consult the Provost's Office for requirements.

- A. New Degree Program: ECE/ECIS Dual License with TESOL endorsement (Early Childhood Education/Early Childhood Intervention Specialist with Teaching English to Speakers of Other Languages endorsement).
- B. The Beeghly College of Education prepares teacher candidates to teach all students to learn the 21<sup>st</sup> century skills necessary to be successful in school, college and career. The Early Childhood Education Program and the Special Education Program have received full recognition from their respective SPAs. In addition, the Beeghly College of Education is fully accredited by NCATE/CAEP. The Department of Teacher Education has 10 full-time faculty members and offers licensure in Early Childhood Education, Middle Childhood Education, Adolescent/Young Adult Education, and Health and Physical Education. We offer the Elementary 4-5 Endorsement, the Middle School Generalist Endorsement, the TESOL Endorsement, and the Adapted Physical Education Endorsement. The Special Education Program offers two licenses: mild/moderate, and moderate/severe P-12. These programs have an enrollment of approximately 1200 students, over 350 of whom are either pursuing the ECE or SPED licensure. At the present time a small number of students pursue the dual ECE/SPED license.

The Early Childhood Education/Early Childhood Intervention License with TESOL Endorsement at Youngstown State University will prepare teacher candidates for the Ohio ECE P-Grade 3 License and the ECIS PK-Grade 3 License. It will also include the TESOL Endorsement. This blended program will ensure that YSU teacher candidates are better equipped to teach all children in their classrooms, including those with special needs and/or English language learners. The Department of Teacher Education has a recruitment plan in place that focuses on drawing multiracial students to our program. The services provided by this project ensure access for traditionally underrepresented participants.

- C. This program is grounded in "Promises to Keep" (2015), a document created by the Council of Chief State School Officers (CCSSO), which provides five core guiding assumptions for transforming educator preparation for teaching diverse learners. The first assumption states that every teacher must be able to address the needs of diverse learners every day. The second assumption states that all students deserve access to high quality instruction differentiated to meet the needs of all learners. The third assumption is that all instruction should include tiered levels of support. Fourth, there should be a learner-centered approach to education. The final recommendation states that teachers must be supported in developing a high level of expertise over time. These guiding assumptions will act as the foundation for this program.

The following statistics demonstrate the need for this program. The top six school districts served by Youngstown State University teacher candidates and graduates have between 10 and 19% of their student population identified as special needs. Traditionally, most students receive core instruction in the general education classroom via inclusion with a general education teacher who has no background in special education. The students are then moved to another classroom to provide

additional assistance from the special education teacher. This arrangement is not adequate to meet the needs of all learners. It is imperative that general education teacher candidates are prepared to meet the instructional needs of each child in their classrooms, regardless of his/her abilities and needs.

The development of a blended ECE/SPED licensure program will enable YSU's Beeghly College of Education to provide general education students with the critical knowledge, skills and dispositions to meet the needs of each child. Candidates will acquire a better understanding of the educational realities and associated issues that impact elementary classrooms. Candidates will learn and apply research-based instructional practices that engage all learners in the classroom. The project will also focus on dispositions such as an inclusive philosophy, an awareness of the impact of one's own cultural perspectives, positive communication skills, empathy, and the belief all students can learn. Additionally, this blended program will provide teacher candidates with instruction in teaching English language learners in their classroom. This program will provide an opportunity for a systemic change at YSU from having two licensure programs in which each program had different and exclusive characteristics to a dual licensure blended program that includes the TESOL endorsement and treats the programs as one with a single guiding philosophy, goals and objectives.

Ontario (2007) provided that early learning experiences of English language learners have an overwhelming effect on their development. Although challenging, it is necessary for teachers to build on their students' previous learning experiences derived from homes and communities, especially with English language learners because their experiences may be unique to the general classroom (Ontario, 2007). English language learners need a strong foundation of oral language in early education because it is a critical area of focus for the proficient development of literacy, thinking, and socialization (Ontario, 2007). Language development in both the student's first language, as well as English, beginning in early childhood builds the English language learner's literacy skills (Ontario, 2007). This project will provide an opportunity for a systemic change at YSU from having two licensure programs in which each program had different and exclusive characteristics to a dual licensure blended program with an endorsement in TESOL that treats the programs as one with a single guiding philosophy, goals and objectives.

The blended ECE/ECIS licensure program will increase local capacity by implementing a co-teaching model to assist clinical educators. Youngstown City Schools, for example, has identified the following objectives: to increase the number of students receiving inclusion services; to reduce the number of self-contained special education classrooms and replace them with resource rooms; to increase professional development opportunities; and establish a timeline for implementation. Pairing YSU teacher candidates with these teachers and providing professional development for them will assist Youngstown City Schools and other schools in similar situations achieve these goals. The Youngstown City Schools Academic Distress Commission has reported resistance by regular classroom teachers to the

above goals, in part, due to lack of necessary knowledge to implement effective practices to reach these goals (District Review Report, 2015).

D. Spring Semester 2017

E. Teacher Education – Beeghly College of Education

F.

**Goal 1:** Restructure our existing early childhood education and special education teacher preparation programs to develop a merged dual license program. The blended program will include the TESOL Endorsement.

**Outcome 1:** Teacher candidates who are prepared to teach all students in their classroom, including students with special needs.

**Goal 2:** Provide teacher candidates with instruction and applications related to the knowledge, skills and dispositions in the fields of early childhood education, special education, and TESOL that develop a deep understanding of teaching and use discipline-specific practices to advance the learning of all students.

**Outcome 2:** Teacher candidates will graduate with an increased understanding of the knowledge, skills and dispositions that will enable them to provide differentiated instruction all for learners in the classroom. Teacher candidates will graduate with a licensure in ECE and ECIS with a TESOL endorsement.

**Goal 3:** Prepare teacher candidates with the skills necessary to differentiate instruction to meet the needs of all children in the classroom.

**Outcome 3:** Student learning will increase in the classroom.

**Goal 4:** Assist cooperating teachers and teacher candidates to development as professionals.

**Outcome 4:** The number of professionally active practicing teachers and teacher candidates will increase and remain professionally active through attendance at regional or state workshops or conferences.

**Goal 5:** Seek out and strengthen effective partnerships where high-quality practice is evident to assist candidates in acquiring the knowledge, skills and dispositions to become effective teachers in year-long placements.

**Outcome 5:** The cadre of school partnerships will increase with greater reciprocal development allowing for more year-long teacher candidate placements.

G. Students will enter program at the freshman level in Beeghly College of Education. It is expected that there will be approximately 120 students enrolled each year or approximately 480 per year. They will be new students and enrolled full-time.

H. There are no other such programs within a 50 mile radius.

I. Program impact on teacher preparation and student learning:

The importance of this project on teacher candidate content knowledge and pedagogical practices that enable them to become effective teachers and meet the needs of diverse learners cannot be stressed enough. Teacher candidates will complete the program with a tremendous set of skills, which will allow them to effectively teach all students at all levels within their elementary classrooms. They will have an increased understanding of the knowledge, skills, and dispositions that will enable them to teach lessons with differentiated instruction, while implementing effective assessments to accommodate each individual learner. The design of the new dual licensure program will instruct teacher candidates to better understand all assessment strategies that will foster the continuous intellectual, social and physical development of all children.

The development of dual licensure in these two areas with an endorsement in TESOL will unlock potential for other IHEs in Ohio by designing another model that can be adapted to suit individual program needs. The project will accomplish this by sharing the findings with other IHE's in the following ways: presentations at regional and state conferences (OCTEO, Dean's Compact), presentations at the national level (ATE, AACTE, CEC/TED), and articles in professional journals.

The program will be comprised of experienced and dedicated faculty in a plethora of fields. The department of teacher education has faculty with extensive knowledge in elementary education, early childhood education, ELLs, and literacy. Several program members also have a wealth of knowledge pertaining to special education. Each contributing faculty member will supply in-depth knowledge and expertise to the planning and implementation stages. An Early Childhood/ECIS faculty member will need to be hired.

Facility: Youngstown State University has several unique facilities that will support the proposed merged dual licensure. They include the Special Education Simulation Lab, which involves eight simulations that students work through to experience several challenges with those that have disabilities such as motor, physical, learning, perceptual and hearing.

YSU's Beeghly College of Education is fortunate to house The Wilcox Curriculum Resource Center (CRC), which is an adjunct of the main library. The CRC maintains an extensive collection of children's literature, a leveled library of guided reading books, books with CDs, basal texts, textbooks, videos, puppets, games, and many other hands-on resources teacher candidates can borrow to use in their course work and clinical placements. In addition, the

Wilcox CRC has rich and varied collections of various formats in the field of education. All of these collections are geared for school and classroom use to support the curriculum and research of the Beeghly College of Education's faculty and teacher candidates. The Wilcox CRC includes children's literature, games, kits, level readers, Library of Congress research, media, testing materials, and a textbook collection for all K-12 content areas. A third facility is the Teacher Education Resource room that houses a 3D printer, Cricut, binding machine, two laminators, Ellison machine and other materials that support all teacher education students in preparation of lessons. All BCOE classrooms have Smartboards, computers, document cameras, and projectors that support all instruction and presentations.

**Equipment:** The Special Education Lab has recently purchased \$13,200 of new equipment and resources to update the lab. The following has been added to the lab: Smart Table, Five iPad Air 2s, Five iPad Air 2 OtterBox Cases, Microphone, HP Laptop, 3 Headphones, Proloquo 2 Go, PECS III App, SpecSwitch, Jelly Bean Twist, BigMACK, Step-by-Step Communicator, LITTLEmack, Laptop Communicator, Big keys LX –Black QWERTY, AMDI Overlay Designer Pro Software, HP –Envy 4500 Wireless All-in-One Printer, Read: OutLoud, Co: Writer Universal, and 2 Private Workspack

**Supplies:** Both the Teacher Education and Special Education departments have adequate computers, paper, and office supplies to support the dual licensure program.

**Other resources:** Youngstown State University has experienced faculty (knowledge that will be dedicated to developing this blended program), letters of support from chairs, deans, and provost recognizing the critical need for this blended program. Three GAs will be available when necessary to work directly with faculty.

The proposed budget more than adequately supports this budget by providing sufficient funds for all faculty, GAs, travel, materials and services. The Dean of BCOE along with the director of Grants and Sponsored Programs have consulted with the PI and Co-PI's to insure that this project has all possible funds needed to successfully support this important merger of the ECE and Special Education programs into a dual licensure program.

The number of candidates completing this blended program along with the number of children being served by more efficiently prepared teachers will be invaluable. Seven districts will have the opportunity of collaborating with YSU in this new blended licensure. It is anticipated that teacher candidates completing this newly blended licensure will find employment opportunities with ease because of their background in early childhood education, special education and having the TESOL endorsement.

- J. There is a need for a fulltime ECE/ECIS faculty member to teach the new ECIS courses in both the Teacher Education and Special Education departments.





**Beeghly College of Education**  
**Program Requirements for: ECE / ECIS**

Curriculum Sheet Date:

|                       |  |                            |                            |
|-----------------------|--|----------------------------|----------------------------|
| <b>Student Name</b>   |  | <b>Banner #</b>            |                            |
| <b>Cell Phone #</b>   |  | <b>E-Mail Address</b>      |                            |
| <b>Street Address</b> |  | <b>City/State/Zip Code</b> |                            |
| <b>Birth Date</b>     |  | <b>Date Entered YSU</b>    | <b>Date Declared Major</b> |

|                    |                    |   |                                  |
|--------------------|--------------------|---|----------------------------------|
| <b>Department</b>  | Teacher Education  | <b>Dept. Location</b>                         | Beeghly College of Education     |
| <b>Chairperson</b> | Dr. Marcia Matanin | <b>Dept. Web Address</b>                      | http://bcoe.yzu.edu/bcoe/teached |
| <b>Phone #</b>     | 330-941-3251       | <b>Effective Date of Program Requirements</b> | Fall 2016                        |

**Requirements for Graduation:** Request a Graduation Evaluation after you have completed 80-85 sh from the BCOE Office of Student Services, 2101 Beeghly Hall, 330-941- 3268. Apply for graduation during the *first three weeks of the semester* you plan to graduate.

|                        |   |  |
|------------------------|---|--|
| GER model complete     | Completed requirements for major                                  | Minimum of <b>134</b> total SH for the degree  |
| Minimum 94 SH in major | Minimum 79 SH of upper-division credit<br>3700-4800 level courses | Residency requirement (transfer students only) |
| No grade below a "C"   |   | Minimum of <b>2.75</b> GPA                     |

| <b>General Education Requirements (GER) (40)</b> |          |                                       |    |    |
|--|----------|---------------------------------------|----|----|
| Subject  | Course # | Course Title                          | SH | Gr |
| ENGL   | 1550     | Writing 1 (CRPT or ENGL 1539/1540)    | 3  |    |
| ENGL   | 1551     | Writing 2 (ENGL 1550 or ACT ENGL 28+) | 3  |    |
| CMST   | 1545     | Communication Foundations             | 3  |    |
| MATH   | 2652     | Math Early Child Teachers 2           | 3  |    |

**Advisement:**  
 Freshmen, athletes, and students on warning and probation are required to meet with an advisor before registration.  
 It is recommended that all majors meet with a faculty advisor every semester.

**General Education Knowledge Domains**  
 Some courses are categorized in more than one knowledge domain.  
 Courses can only be used once within the General Education model.  
 Some majors prescribe specific General Education courses.

**Arts & Humanities (AH): 2 courses (6 SH)**

|  |                         |   |  |
|--|-------------------------|---|--|
|  | (See options on page 2) | 3 |  |
|  | (See options on page 2) | 3 |  |

**Natural Sciences (NS): 2 courses, one must include a lab (7 SH)**

|  |                         |   |  |
|--|-------------------------|---|--|
|  | (See options on page 2) | 3 |  |
|  | (See options on page 2) | 3 |  |
|  | (See options on page 2) | 1 |  |

**Social Sciences (SS): 2 courses (6 SH)**

|      |      |                    |   |  |
|------|------|--------------------|---|--|
| PSYC | 1560 | General Psychology | 3 |  |
| PSYC | 3755 | Child Development  | 3 |  |

**Social & Personal Awareness (SPA): 2 courses (6 SH)**

|      |      |  |   |  |
|------|------|--|---|--|
| ENGL | 2651 | Introduction to Language (TESOL endorsement) | 3 |  |
| HIST | 2606 | Turning Points US History 2                  | 3 |  |

**General Education Elective: 1 course (3 SH)**

|      |      |                                 |   |  |
|------|------|---------------------------------|---|--|
| TCED | 1500 | Introduction Becoming a Teacher | 3 |  |
|------|------|---------------------------------|---|--|

**All majors require a Capstone course to satisfy the GER.**  
**Student teaching fulfills this requirement.**

- All students must satisfy General Education Requirements; ECE/ECIS majors are required to take the General Education courses listed above for successful completion of the program.
- Courses taken for the major may be applied toward satisfying General Education Requirements but credit hours toward graduation cannot be double counted.
- Residency rule requires the last 30 SH of your degree & at least 16 SH in your major and 21 SH in upper-division courses to be completed at YSU.

**Remedial Coursework**  
 Students take the following coursework based on scores from their placement exams or ACT/SAT scores. Please see your advisor to determine which courses you are required to complete.  
 These courses do NOT count toward graduation hours.

| Subject | Course #            | Course Title  | SH | Gr  |
|---------|---------------------|---|----|-----|
| RSS     | 1510A               | Advanced College Success Skills                         | 3  |     |
| RSS     | 1510B               | Basic College Success Skills                            | 3  |     |
| RSS     | 1510C               | STEM Adv College Success Skills                         | 3  |     |
| ENGL    | 1509/12             | Aca Conv for Non-native Speakers                        | 3  |     |
| ENGL    | 1512                | Eng Conv for Non-native Speakers                        | 1  |     |
| ENGL    | 1539                | Fundamentals of College Writing                         | 4  |     |
| ENGL    | 1540                | Introduction to College Writing                         | 3  |     |
| MATH    | 1500                | Number Concepts & Beginning Algebra (no longer offered) | 5  |     |
| MATH    | 1501 or (1502+1503) | Elementary Algebraic Models or (Beginning Algebra 1,2)  | 5  | 3+3 |
| MATH    | 1504                | Intermediate Algebra w/ Trig (no longer offered)        | 5  |     |
| MATH    | 1505                | Intermediate Algebra with Applications                  | 5  |     |
| MATH    | 1507                | Intermediate Algebra                                    | 3  |     |

View the online *Undergraduate Bulletin* ([www.yzu.edu/ebulletin](http://www.yzu.edu/ebulletin)) for information including course descriptions and prerequisites, major requirements, academic policies, etc.  
 General Education courses can be found at:  
[http://web.yzu.edu/gen/ysu/General Education Courses\\_m2208.html](http://web.yzu.edu/gen/ysu/General%20Education%20Courses_m2208.html)  
 Eligibility to continue receiving federal financial aid is affected by your "satisfactory academic progress." Carefully review details on the Office of Financial Aid and Scholarship website:  
<http://cfweb.cc.yzu.edu/finaid/index.cfm> and  
[http://cfweb.cc.yzu.edu/finaid/sec\\_sap.cfm](http://cfweb.cc.yzu.edu/finaid/sec_sap.cfm)

I have reviewed this curriculum sheet with an academic advisor. I assume responsibility for completing my program and for remaining informed by meeting at least once a year with my advisor.  
 Candidate signature \_\_\_\_\_ Date \_\_\_\_\_ Academic Advisor signature \_\_\_\_\_ Date \_\_\_\_\_

A grade of "C" or better is required in all required major courses. Courses taken as "CR/NC" will not count towards the major. Courses taken out of sequence will not count toward graduation.

| Subject  | Course # | Course Title   | SH | Gr |
|--|----------|--|----|----|
| <b>General Education Requirements (GERs)</b>   |          |  |    |    |
| <i>Select two of the following courses and one lab required to fulfill 7 SH Natural Science GER:</i> |          |  |    |    |
| ASTR   | 1504     | Descriptive Astronomy  | 3  |    |
| ASTR   | 1504L    | Astronomy Lab  | 1  |    |
| BIOL   | 1505     | Biology and Modern World   | 3  |    |
| BIOL   | 1505L    | Biology and Modern World Lab   | 1  |    |
| ENST   | 1500     | Intro to Environmental Science   | 3  |    |
| ENST   | 1500L    | Intro to Environmental Science Lab   | 1  |    |
| GEOG   | 2630     | Weather  | 3  |    |
| GEOG   | 1504     | The Dynamic Earth  | 3  |    |
| <i>Select one of the following courses required to fulfill 3 SH Arts &amp; Humanities GER:</i>       |          |  |    |    |
| ART  | 1540     | Masterpieces of World Art  | 3  |    |
| ART  | 1541     | Survey of Art History I  | 3  |    |
| <i>Select one of the following courses required to fulfill 3 SH Arts &amp; Humanities GER:</i>       |          |  |    |    |
| MUHL   | 2621     | Music Literature and Appreciation  | 3  |    |
| MUHL   | 2622     | Popular Music in America   | 3  |    |
| <b>Subject Area Curriculum (41 SH)</b>   |          |  |    |    |
| ECIS   | 2629     | Current Best Practices   | 3  |    |
| ECIS   | 2600     | Educating the Whole Child  | 3  |    |
| ECIS   | 3700     | Integrated Strategies in EC Inclusive Environments                         | 4  |    |
| SPED   | 3715     | Characteristics and Needs Mild/Mod   | 3  |    |
| SPED   | 5835     | Class Mgt Exceptional Child and Youth                                      | 4  |    |
| SPED   | 5864     | Service, Coordination, and Consultation for Students with Special Needs    | 3  |    |
| CHFM   | 3733L    | Practicum in Preprimary Settings   | 3  |    |
| ENGL   | 3703     | Literature for Young Children  | 3  |    |
| MATH   | 2651     | Math for Early Childhood Teachers 1  | 3  |    |
| ENGL   | 4850     | Sociolinguistics (TESOL endorsement)                                       | 3  |    |
| ENGL   | 4851     | Language Acquisition (TESOL endorsement)                                   | 3  |    |
| ENGL   | 4852     | Linguistics of Literacy (TESOL endorsement)                                | 3  |    |
| ENGL   | 4856     | TESOL Methods (TESOL endorsement)  | 3  |    |
| <b>Professional Education Courses (24 SH) *denotes prerequisite for preclinical</b>                  |          |  |    |    |
| FOUN   | 1501     | Introduction to Education  | 3  |    |
| PSYCH  | 3709     | Psychology of Education  | 3  |    |
| SPED   | *2630    | Individuals with Exceptionalities in Society                               | 3  |    |
| TERG   | *2601    | Reading Application in the Content Areas, EY                               | 3  |    |
| TERG   | 3701     | Phonics in Reading Instruction, PreK-9                                     | 3  |    |
| TERG   | *3702    | Developmental Reading Instruction and Literature Strategies, PreK-9        | 3  |    |
| TERG   | 3703     | Assessment in Reading PK-9   | 3  |    |
| FOUN   | 3708     | Education and Society  | 3  |    |
| <b>Preclinical Experience (14 SH)</b>  |          |  |    |    |
| ECIS   | 4801     | Teaching of LA and SS: The Early Years                                     | 4  |    |
| ECIS   | 4802     | Teaching of Math and SC: The Early Yrs                                     | 4  |    |
| ECIS   | 3790     | Assessing Lrng in ECE/ECIS   | 3  |    |
| SPED   | 5866     | Assessment and Referral of Exceptional Children and Youth for Intervention | 3  |    |
| <b>Student Teaching Curriculum (15 SH)</b>   |          |  |    |    |
| ECIS   | 4841     | Supervised Student Tchng: ECE/ECIS   | 10 |    |
| ECIS   | 4842     | ST Seminar in ECE/ECIS   | 2  |    |
| ENGL   | 4857     | TESOL Practicum  | 3  |    |

**BCOE Notes:**

- Neither admission to the University nor declaration of a major related to a teaching field guarantees admission to the BCOE's Teacher Education Programs or candidacy for a teaching license. Formal Admission to Teacher Education (Upper-Division) is required before students are allowed to enroll in junior and senior level courses in the college. Undetermined Education students must declare a major before applying for admission to the Teacher Education Program.
- Admission to the Teacher Education Program is obtained upon satisfactory completion of the following requirements:  
 \_\_\_ Minimum completion of 50 SH     \_\_\_ Minimum 2.75 overall GPA
- Meet one of the following criteria:  
 \_\_\_ Overall GPA 3.4 or better, **OR**  
 \_\_\_ ACT scores of Reading-21, English-18, Math-22, **OR**  
 \_\_\_ SAT scores of Reading-450, Writing-430, Math-520, **OR**  
 \_\_\_ Praxis CORE scores, Reading-156, Writing-162, Math-150  
 (Attach a copy of your CORE scores to the application)
- "B" average or better (A-C, B-B) for:  
 \_\_\_ ENGL 1550     \_\_\_ ENGL 1551  
 If failure to meet "B" average above,  
 \_\_\_ ENGL 2601 grade must be a "B" or better. If you receive a "C" or below you will need to retake the course.
- "B" average or better (B-B-B, A-B-C) across the following:  
 \_\_\_ FOUN 1501     \_\_\_ CMST 1545  
 \_\_\_ SPED 2630  
 If you do not have a "B" average, you will need to retake one or more of these courses until the "B" average is achieved.
- Professional education and block courses may only be repeated one time.
- Minimum requirements for teachers' licenses are determined by the Ohio Department of Education; if those requirements change, they become effective immediately at Youngstown State University. (YSU Undergraduate Bulletin)

**Program Notes:**

**Upper-Division Notes:**

**Upper-Division Application** (The application and forms must be completed and printed from the BCOE website.)

- After candidates have completed a minimum of 50 SH, they should submit an Upper Division application along with the completion of the Good Moral Character Statement, a copy of BCI & FBI clearances, and Dispositional Assessment to the BCOE Office of Student Services, room 2101, no later than:
  - September 1—to register for Upper Division Courses for Spring
  - February 1—to register for Upper Division courses for Summer & Fall
- Each completed application must be reviewed and approved by the Upper Division Admission and Retention Committee. If all requirements are met, the student will be allowed to register for Upper Division courses the following semester. Upper Division courses are the courses designated with the "+" symbol. Applications submitted after the deadline will not be processed until the end of the respective semester.

**Preclinical Application with Request for Graduation Evaluation** (The application must be completed and printed from the BCOE website.)

- Preclinical application with the Graduation Evaluation Request summary is to be submitted one year prior to the intended preclinical semester to the BCOE Office of Student Services no later than:
  - September 1—for Fall preclinical
  - February 1—for Spring preclinical
- Preclinical candidates are screened for eligibility because specific course and grade point average prerequisites must be met.

**Student Teaching Notes:**

- Prerequisites: BCOE Upper Division and Senior status, overall 2.75 GPA, minimum of 2.67 GPA in subject area curriculum and professional education courses with no grade less than a "C," and passage of OAE test(s) and ACTFL tests for foreign language.
- Instructions for completing the Student Teaching Application and Forms are available on BCOE website. The application and forms must be completed and printed from the BCOE website and submitted to the BCOE Office of Student Services no later than:
  - September 1—to Student Teach the following Spring Semester
  - February 1—to Student Teach the following Fall Semester

**Graduation Process:**

- Apply for graduation during the first three weeks of the semester you plan to graduate (you must have a graduation evaluation completed in advance).

**Completing a Bachelor of Science in Education without Licensure:**

- Students choosing to graduate without licensure must apply for approval to graduate without licensure at the BCOE Office of Student Services, 2101 Beeghly Hall, 330-941-3268.
- Once approved, students graduating without licensure must take TCED 4830 (3 SH) instead of student teaching block.



Beeghly College of Education

Schedule of Offerings for Required Courses in:

ECE / ECIS  
Grades PreK-3

Suggested 4-Year Semester Plan

| Year 1—Fall Semester |          |                                     |           |    | Year 1—Spring Semester |          |                                       |           |    |
|----------------------|----------|-------------------------------------|-----------|----|------------------------|----------|---------------------------------------|-----------|----|
| Subj.                | Course # | Course Title                        | SH        | Gr | Subj.                  | Course # | Course Title                          | SH        | Gr |
| ENGL                 | 1550     | Writing 1 (CRPT or ENGL 1539/1540)  | 3         |    | ENGL                   | 1551     | Writing 2 (ENGL 1550 or ACT ENGL 28+) | 3         |    |
| CMST                 | 1545     | Communication Foundations           | 3         |    | Math                   | 2652     | Math for Early Childhood Teachers 2   | 3         |    |
| Math                 | 2651     | Math for Early Childhood Teachers 1 | 3         |    |                        |          | Natural Science                       | 3         |    |
| TCED                 | 1500     | Introduction to Becoming a Teacher  | 3         |    |                        |          | Natural Science Lab                   | 1         |    |
|                      |          | Natural Science                     | 3         |    | PSYC                   | 3755     | Child Development                     | 3         |    |
| PSYC                 | 1560     | General Psychology                  | 3         |    | FOUN                   | 1501     | Introduction to Education             | 3         |    |
| <b>TOTAL</b>         |          |                                     | <b>18</b> |    | <b>TOTAL</b>           |          |                                       | <b>16</b> |    |

| Year 2—Fall Semester |              |   |           |    | Year 2—Spring Semester |          |                                    |           |    |
|----------------------|--------------|---|-----------|----|------------------------|----------|------------------------------------|-----------|----|
| Subj.                | Course #     | Course Title  | SH        | Gr | Subj.                  | Course # | Course Title                       | SH        | Gr |
| ART                  | 1540 or 1541 | Masterpiece of Wld Art or Survey Art Hist.                    | 3         |    | ECIS                   | 2600     | Educating the Whole Child          | 3         |    |
| ENGL                 | 2651         | Introduction to Language (TESOL)                              | 3         |    | SPED                   | 2630     | Individuals with Exceptionalities  | 3         |    |
| HIST                 | 2606         | Turning Points US History 2                                   | 3         |    | ENGL                   | 3703     | Literature for Young Children      | 3         |    |
| ECIS                 | 2629         | Tchng Yng Chldn: Best Pract in ECE/ECIS                       | 3         |    | ENGL                   | 4850     | Sociolinguistics (TESOL)           | 3         |    |
| MUHL                 | 2621 or 2622 | Music Literature and Appreciation or Popular Music in America | 3         |    | TERG                   | 3701     | Phonics in Reading Instruction     | 3         |    |
| TERG                 | 2601         | Reading App in the Content Areas, EY                          | 3         |    | SPED                   | 3715     | Characteristics and Needs Mild/Mod | 3         |    |
| <b>TOTAL</b>         |              |   | <b>18</b> |    | <b>TOTAL</b>           |          |                                    | <b>18</b> |    |

| Year 3—Fall Semester |          |  |           |    | Year 3—Spring Semester |          |   |           |    |
|----------------------|----------|--|-----------|----|------------------------|----------|---|-----------|----|
| Subj.                | Course # | Course Title                           | SH        | Gr | Subj.                  | Course # | Course Title                                      | SH        | Gr |
| SPED                 | 5835     | Class Mgt. Exceptional Child and Youth | 4         |    | ECIS                   | 3700     | Integ Strategies EC Inclusive Environ.            | 4         |    |
| ENGL                 | 4852     | Linguistics of Literacy (TESOL)        | 3         |    | SPED                   | 5864     | Service Coord, Collab, Consult Stds Special Needs | 3         |    |
| ENGL                 | 4851     | Language Acquisition (TESOL)           | 3         |    | TERG                   | 3703     | Assess Instruct Rdg Internship PK-9               | 3         |    |
| TERG                 | 3702     | Dev Rdg Instruction and Lit Strat PK-9 | 3         |    | CHFM                   | 3733L    | Practicum in Preprimary Settings                  | 3         |    |
| PSYC                 | 3709     | Psychology of Education                | 3         |    | FOUN                   | 3708     | Education and Society                             | 3         |    |
| <b>TOTAL</b>         |          |  | <b>16</b> |    | <b>TOTAL</b>           |          |   | <b>16</b> |    |

Request for Graduation Evaluation is completed online, printed and submitted to the BCOE Office of Student Services, room 2101, with the preclinical application.

| Year 4—Fall Semester |          |  |           |    | Year 4—Spring Semester |          |                                    |           |    |
|----------------------|----------|--|-----------|----|------------------------|----------|------------------------------------|-----------|----|
| Subj.                | Course # | Course Title   | SH        | Gr | Subj.                  | Course # | Course Title                       | SH        | Gr |
| ECIS                 | 4802     | Teaching of Math and SC: The Early Yrs                                     | 4         |    | ECIS                   | 4841     | Supervised Student Tchng: ECE/ECIS | 10        |    |
| ECIS                 | 4801     | Teaching of LA and SS: The Early Years                                     | 4         |    | ECIS                   | 4842     | ST Seminar in ECE/ECIS             | 2         |    |
| ECIS                 | 3790     | Assessing Lrng in ECE/ECIS   | 3         |    | ENGL                   | 4857     | TESOL Practicum                    | 3         |    |
| SPED                 | 5866     | Assessment and Referral of Exceptional Children and Youth for Intervention | 3         |    |                        |          |                                    |           |    |
| ENGL                 | 4856     | TESOL Methods  | 3         |    |                        |          |                                    |           |    |
| <b>TOTAL</b>         |          |  | <b>17</b> |    | <b>TOTAL</b>           |          |                                    | <b>15</b> |    |

Date: 12/6/2016

|  |     |
|--|-----|
| Required Hours for the Major                 | 94  |
| Required Hours for the Minor                 |     |
| Required Upper-Division Hours for the Degree | 79  |
| Total Hours Required for the Degree          | 134 |

Candidates will not be permitted to take the following professional education courses more than twice: FOUN 1501, FOUN 3708, PSYC 3709, SPED 2630, TERG 2601, 3701, 3702, 3703, 3710, 3711, TEMC 4802, SED 4800series, ECE 2629, ECE 3760, pre-student teaching courses – ECE TEC, MCE Internship, STEP, SED 3706, student teaching seminar and student teaching.

## Fiscal Impact Statement New Undergraduate Program

### Early Childhood Intervention Specialist

|   | Year 1<br>FY18   | Year 2<br>FY19    | Year 3<br>FY20    | Year 4<br>FY21    |
|---|------------------|-------------------|-------------------|-------------------|
| <b>Projected New Enrollment</b>   |                  |                   |                   |                   |
| Head-count full time (12+) fall/spring avg unduplicated   | 8                | 19                | 34                | 49                |
| Head-count part time fall/spring avg unduplicated   | 2                | 6                 | 11                | 16                |
| Full Time Equivalent (FTE) enrollment<br>annualized (no summer enrollment)                                      | 10.27            | 25.53             | 45.60             | 65.27             |
| <b>Projected Program Income</b>   |                  |                   |                   |                   |
| Tuition (paid by student or sponsor)  | 82,800           | 203,500           | 364,100           | 524,900           |
| Expected state subsidy  | N/A              | N/A               | N/A               | N/A               |
| Externally funded stipends  |                  |                   |                   |                   |
| Other income (College Fees)   | -                | -                 | 1,500             | 3,800             |
| <b>Total Projected Income</b>   | <b>\$ 82,800</b> | <b>\$ 203,500</b> | <b>\$ 365,600</b> | <b>\$ 528,700</b> |
| <b>Program Expenses</b>   |                  |                   |                   |                   |
| <b>New Personnel</b>  |                  |                   |                   |                   |
| New Faculty   |                  |                   |                   |                   |
| Full One new faculty member year 3 TESOL  | \$ -             | \$ -              | \$ 74,500         | \$ 76,000         |
| Part Time 2 courses year 1 and 2 (then fulltime)  | \$ 5,800         | \$ 5,800          | \$ -              | \$ -              |
| Non-instruction (indicate role(s) in narrative section below)   |                  |                   |                   |                   |
| Full time (none)  | -                | -                 | -                 | -                 |
| Part time (none)  | -                | -                 | -                 | -                 |
| New facilities/space renovation (if applicable, describe below)   | -                | -                 | -                 | -                 |
| Tuition Scholarship Support (if applicable, describe below)   |                  |                   |                   |                   |
|   | -                | -                 | -                 | -                 |
| University stipend support (if applicable, describe below) <sub>2</sub>   | -                | -                 | -                 | -                 |
| Additional library resources (if applicable, describe below)  | -                | -                 | -                 | -                 |
| Additional technology or equipment (if applicable, describe below)  |                  |                   |                   |                   |
| Other expenses (describe below)<br>(e.g. waived tuition and fees, travel, office supplies, accreditation costs) | -                | -                 | -                 | -                 |
| <b>Total Projected Additional Expense</b>   | <b>\$ 5,800</b>  | <b>\$ 5,800</b>   | <b>\$ 74,500</b>  | <b>\$ 76,000</b>  |
| <b>Net Program Income or Expense<br/>without SSI considered</b>   | <b>\$ 77,000</b> | <b>\$ 197,700</b> | <b>\$ 291,100</b> | <b>\$ 452,700</b> |

#### Assumptions:

0% tuition increase annually

110 first-year students in the program year one. 120 first-year students by year four.

New Student increase by estimated 10% year one to 20% year 4

10% Out of state students (non-regional)

75% fulltime

SSI is not calculated or considered in fiscal statement due to potential flat/decreased allocation.

Lab fee revenue or expense not included as it will be a zero net.

2% faculty wage increase

## **George Young-**

A Youngstown State University graduate with a degree in Chemistry in 1983, Dr. Young is the CEO of Kalypso LP. Prior to founding Kalypso, George was a partner with Deloitte Consulting where he focused on product development and lifecycle management. He also held R&D, plant management and business management positions with BF Goodrich. George holds four US patents and was named the 1994 Northeast Ohio Inventor of the Year. He is a member of The Ohio State University's Technology Review Board to promote the commercialization of emerging technologies. George holds a PhD in Organic Chemistry from The Ohio State University and an MBA in Finance and Strategic Planning from Rice University.

## **Justification for New Room Rates for Graduate and Family Housing in Weller House**

University Housing has been asked by International Programs to provide housing for graduate students. In reviewing this request we would like to change Weller House to Graduate and Family Housing. Because the change will result in a reduction in occupancy to give graduate students the ability of private units, we would like to ask for new housing rates beginning with the Summer 2017.

Current Rate is \$7,140 for the academic year.

### **Proposed new rates:**

Two bedroom unit (3) suitable for families would be \$10,000 for the entire academic year and a daily rate of \$50 for night before or after contract dates.

Single apartments (11) either one bedroom or efficiency units would be \$8,000 for the academic year with a daily rate of \$40 a night.

Shared apartments but single bedrooms (2 units with 5 beds total) would be \$ 7,000 per bed for the academic year with a daily rate of \$35 a night per single bedroom.

This change in rates keeps our income at the same level as it would be with undergraduate housing. This will allow us to continue our current level of services. All these units have been updated in the last two years.

We will change the twin beds to full size beds. We will add some dishes and cooking-ware to assist our international students. These units would be open to any graduate student and twelve month leases are available with rates prorated for summer term.

**PROFESSIONAL/ADMINISTRATIVE STAFF  
POSITION DESCRIPTION**

Page 1 of 2



**Issue Date:**

**Salary Range:** G11 Excluded

**Reviewed By:** MAA/ JG

**FLSA Status:** Exempt

**Hiring Range:** \$97,338 - \$131,853

**TITLE:** Associate Provost, Student Success

**DEPARTMENT:** Student Success

**JOB SUMMARY:**

To provide leadership, vision, and direction in the administration of a comprehensive array of services, policies, and initiatives related to student retention, completion, and success. To plan, manage, and evaluate operational, financial, and personnel activities of the Student Success Division.

**ESSENTIAL FUNCTIONS & RESPONSIBILITIES:**

Provides vision, leadership, and strategic direction to the Division for Student Success in supporting student retention and graduation.

Provides leadership for persistence, completion, and post-graduation success initiatives.

Designs and implements a comprehensive program of services and activities to drive student success. In conjunction with the Student Success Cornerstone Committee, formulates student success goals and objectives and oversees achievement of those goals.

Analyzes data to determine barriers to student progress, persistence, and completion; and works with appropriate leadership groups to provide solutions to overcoming these barriers.

Develops and evaluates student persistence and completion metrics; aligns metrics with state goals and mandates; reports data to the administration, Board of Trustees, State agencies, and other pertinent stakeholders.

Provides effective and efficient management of the Division for Student Success and its human and financial resources; ensures that resources are allocated effectively to achieve objectives of the division; reviews expenses, prepares periodic reports, and develops annual budget recommendations; ensures that programs produce measurable results that are communicated to the campus community.

**Agenda Item E.4.c  
Support Material**

**PROFESSIONAL/ADMINISTRATIVE STAFF  
POSITION DESCRIPTION**

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Supervises, develops, and evaluates administrative and support staff within the student success division; assigns and reviews work; establishes timeframes for the completion of assigned tasks; trains and orients new employees; approves/disapproves requests for paid leaves; interviews candidates for employment and recommends hiring; evaluates employee work performance; receives and responds to grievances; provides assistance with the development of unit work procedures and policies.

Provides supervisory support for the following departments: Academic Achievers, Career and Academic Advising, the Center for Student Progress, Comprehensive Testing, First Year Student Services, the Student Counseling Center, Upward Bound/SCOPE, and Student Outreach Support; works with the Director of the First-Year Experience course to ensure integration of student success activities with course content.

Coordinates planning with academic advisors, college deans, faculty, and staff to provide a comprehensive approach to student success.

Represents University with visible presence at events with students, parents, and community; represents University through service on community boards and committees.

Participates on a variety of University-level decision making groups such as the President's Leaders, Deans Council, University Administrative Council, etc.

Serves as primary administrator for University on-campus student employment; responsible for development, coordination, and dissemination of University policies related to on-campus student employment; administers development of student position descriptions, recruitment system, and appointment processes.

**OTHER FUNCTIONS AND RESPONSIBILITIES:** Performs other related duties as assigned.

**SUPERVISION EXERCISED:**

Supervision is exercised over professional/administrative and classified staff.

**REPORTS TO:** Provost

**REQUIRED CERTIFICATIONS AND/OR LICENSURES:** None

**PHYSICAL REQUIREMENTS:** None

**MINIMUM QUALIFICATIONS:**

Master's degree in Higher Education Administration, Student Personnel or a related field; minimum of eight (8) years of experience in college/university administration including three (3) years supervisory experience.

**DESIRED QUALIFICATIONS:**

Doctoral degree in an appropriate field; teaching experience at college/ university level.





**Issue Date:** 1/17

**Salary Range:** H12 Excluded

**Reviewed By:** KR/CT

**FLSA Review:** Exempt

**Hiring Range:** \$145,000 - \$175,000

**TITLE:** Associate Vice President for Technology & Chief Information Officer

**DEPARTMENT:** Information Technology Services (ITS)

**JOB SUMMARY:**

Provides strategic vision and leadership to align and optimize enterprise technology services with business strategies and goals. Balances enterprise Information Technology (IT) service delivery risks with service responsiveness. Serves as a senior advisor to the President, Vice Presidents, Deans, and other constituencies on policies related to institution-wide technology services. Establishes, reviews, and recommends IT governance, frameworks, organizational structure, strategic direction, goals, processes, policies, productivity measures, and procedures. Responsible for overall leadership, direction and management of operational, financial, and personnel resources and activities. Promotes a technology culture of service, security, urgency, and accountability.

**ESSENTIAL FUNCTIONS & RESPONSIBILITIES:**

Provides strategic vision and leadership to align and optimize enterprise technology services with business strategies and goals. Develops, recommends, and implements short term and long range strategies and solutions to support the University's enterprise technology and information needs. Motivates positive culture change through actions and communications to maintain a high performing, flexible, and agile technology organization focused on service, security, urgency, and accountability.

Oversees systems and infrastructure improvements to enhance the availability and accessibility of IT-enabled business process services aligned with institutional goals. Promotes implementation of new services that increase functionality and profitability based-upon emerging technologies (e.g., online learning, mobile and social computing, cloud services, etc.). Develops organizational resources to improve access to system-based, business process information for decision-making purposes.

Provides general oversight and direction to units within the division of Information Technology Services. Develops and implements plans for IT Governance within a structure of University governance enforcing standards for, and adoption of, an enterprise services delivery framework that includes priority setting, accountability, project/change management and performance measurement. Establishes, reviews, and recommends changes to organizational structure, strategic direction, goals, processes, policies, productivity measures, and procedures related to University's technology infrastructure and services.

Responsible for risk management and mitigation associated with overall enterprise IT services security, availability and change. Balances overall enterprise IT service delivery risks with service responsiveness. Identifies and addresses IT organization talent gaps and works to ensure technology services stability through the active retention of technology skills leaders. Interviews and selects staff, especially as related to technology leadership. Evaluates performance and addresses divisional personnel and disciplinary matters as needed. Establishes and evaluates system and security measures and adherence to internal controls to safeguard information resources. Reviews security and compliance with data processing auditors and specialists to maintain a secure and reliable computing and networking environment.

**Agenda Item E.4.g  
Support Material**

Engages and advises University administration on issues regarding technology and information systems. Cultivates relationships within the institution, with business partners and with higher education colleagues to shape and inform expectations for an IT-enabled enterprise. Represents technology matters and provides leadership in state and local activities. Communicates Information Technology Services performance in business-relevant terms. Develops and implements ITS communications strategy. Promotes a service-menu, industry standards based (e.g., Tier 1-4 data center) and a Total Cost of Ownership (TCO) basis approach to delivery of enterprise IT services.

Examines and collaborates regarding Return on Investment (ROI), or value proposition, of proposed new technology services, service upgrades and significant IT projects. Works to control IT costs with a strong focus on business value basis of IT services. Transforms costs as possible through adoption of emerging technologies. Develops divisional budget recommendations and evaluates expenditures of IT area signature authorities. Explores long-term possibilities to establish cost-based services into profit-based services. Oversees software and hardware maintenance agreements and contractual services agreements, and maintains dialogue with external service providers and vendors.

**OTHER FUNCTIONS AND RESPONSIBILITIES:**

Performs other related duties as assigned.

**SUPERVISION EXERCISED:**

Administrative and functional supervision is exercised over approximately 65 full-time and 5 part-time employees.

**REPORTS TO:** Vice President, Finance & Business Operations

**PHYSICAL REQUIREMENTS:** None

**MINIMUM QUALIFICATIONS:**

Graduate Degree. 10 years' experience as an administrator of Information Technology based services with escalating authority and budgetary responsibility.

**PREFERRED QUALIFICATIONS:**

Experience as an IT administrator in a higher education environment; demonstrated ability to plan and implement IT based services for academic and non-academic systems.

Demonstrated ability to work with senior higher education administrators; demonstrated ability to manage large and/or complex projects; creativity and/or vision in the application of IT to academic and business systems. Ability to think outside the box.

Excellent oral and written communications skills, especially the ability to communicate technical issues to a non-technical audience; excellent financial and human resource skills.

**PROFESSIONAL/ADMINISTRATIVE STAFF  
POSITION DESCRIPTION**

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**YOUNGSTOWN STATE UNIVERSITY**

**Issued:**

**Salary Grade:** O9

**Reviewed By:** AT/ MAA/ JG

**FLSA Review:** Exempt

**Hiring Range:** \$99,155-\$133,906

**TITLE:** Executive Director, Maag Library

**DEPARTMENT:** Maag Library

**JOB SUMMARY:**

To possess the vision and leadership skills necessary to promote and advance Maag Library as a progressive student-focused academic center. Responsible for leading, developing, coordinating, and managing all aspects of library resources and services to ensure the Library excels in the provision of support for teaching, learning, and research.

**ESSENTIAL FUNCTIONS & RESPONSIBILITIES:**

Provides strategic leadership for development of library programs and management of services including planning, policies, procedures, opportunities for improvement, and integration of emerging trends.

Supervises, develops, and evaluates administrative and support staff within the Maag Library; assigns and reviews work; establishes timeframes for the completion of assigned tasks; trains and orients new employees; approves/disapproves requests for paid leaves; interviews candidates for employment and recommends hiring; evaluates employee work performance; receives and responds to grievances; provides assistance with the development of unit work procedures and policies; recruits, leads, and mentors library staff in an environment that supports professional advancement and ensures a high level of professional service.

Facilitates the continuing transformation of the Library into a knowledge commons that integrates diverse resources, seeks new opportunities, engages with the community, collaborates with University departments, and sustains a vibrant research and learning community.

Creates an environment that promotes research and scholarship while being innovative and proactive in the implementation of new technologies and services.

Collaboratively establishes and implements a shared vision and strategic plan that align with the mission and vision of the University and Maag Library's mission.

Develops and manages digital library initiatives while supporting and promoting innovative library information technologies.

**Agenda Item E.4.f  
Support Material**

**PROFESSIONAL/ADMINISTRATIVE STAFF  
POSITION DESCRIPTION**

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Promotes and advocates for library services that address the needs of students, staff, faculty, and the community.

Collaborates to identify, evaluate, and implement programs that improve services and facilities, enhance the quality of resources, and increase operational efficiency within the libraries.

Assesses and evaluates library services in meeting the needs of the University and accreditation standards.

Manages all library resources in such a way that the Maag Library provides optimum services to the University and its community.

Fosters a climate that promotes diversity and inclusion.

Formulates goals, policies, and procedures in alignment with University policies and with the approval of the Provost and/or other University officials.

Represents and advocates for the library within the University community and other local, regional, state, national, and global groups.

Works with State agencies to ensure appropriate shared resources are directed towards YSU, and advocates for YSU needs in statewide meetings.

Builds partnerships with community organizations to support the needs of Maag Library and the University.

Engages in outreach and fundraising opportunities on campus and in the community.

**OTHER FUNCTIONS & RESPONSIBILITIES:** Performs other duties as assigned by the Provost and Vice-President for Academic Affairs

**SUPERVISION EXERCISED:** Supervision is exercised over professional librarians, classified staff, and student employees.

**REPORTS TO:** Provost and Vice President, Academic Affairs

**REQUIRED CERTIFICATIONS AND/OR LICENSURES:** None

**PHYSICAL REQUIREMENTS:** None

**MINIMUM QUALIFICATIONS:**

Master's degree in Library Science from an American Library Association (ALA) accredited institution; minimum of five (5) years of related experience with increasing administrative leadership and supervisory responsibilities in an academic library; broad knowledge and understanding of current issues in academic libraries, collection development, and information technology; demonstrated success in the development and implementation of

**PROFESSIONAL/ADMINISTRATIVE STAFF  
POSITION DESCRIPTION**

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new technologies and innovative services in an academic library; demonstrated experience with budgeting, financial management, and resource allocation; demonstrated success in recruiting, leading, and managing library staff; demonstrated leadership, collegiality, and strong communication skills; ability to work in a collaborative manner with diverse constituencies; strong analytic, strategic and innovative thinking skills; creative, engaged and committed to outreach.

**PREFERRED QUALIFICATIONS:**

Additional graduate degree in an academic discipline from an accredited institution; familiarity with systems of shared library resources such as OhioLINK; demonstrated experience leading organizational change; demonstrated experience with personnel development; experience with accreditations.

## **Presley Gillespie-**

YSU alumni. Graduated with a degree in Speech Communications in 1992. President of Neighborhood Allies of Pittsburgh (inaugural president), a non-profit focused on resources, services and connections to neighborhood organizations with a focus on distressed areas. Former VP with Key Bank of Youngstown and the initial Executive Director of the Youngstown Community Development Corp. Presley has served on numerous boards locally and nationally, and currently serves on the Board of Directors of The Center for Community Progress, the Advisory Board of the Greater Pittsburgh Nonprofit Partnership, and the Western Pennsylvania Regional Data Center Advisory Board. In 2015 Presley was selected by Mayor William Peduto as a Daniel Rose Fellow with the Rose Center for Public Leadership, a fellowship established to encourage and support excellence in land use decision-making by local governments.

**RESOLUTION TO AMEND THE BYLAWS OF  
THE BOARD OF TRUSTEES OF  
YOUNGSTOWN STATE UNIVERSITY**

**WHEREAS**, the Board of Trustees of Youngstown State University is a self-governing body established under Chapter 3356 of the *Ohio Revised Code*; and

**WHEREAS**, the Board of Trustees has adopted *Bylaws* regarding its governance and policies regarding its procedures; and

**WHEREAS**, the Governance Committee of the Board of Trustees has recently undertaken a review of the Board's *Bylaws* and has determined that the *Bylaws* should be amended; and

**WHEREAS**, pursuant to Article IX, Section 3.A. of the *Bylaws*, the Governance Committee announced its proposed amendments to the *Bylaws* at the regular meeting of the Board of Trustees held December 1, 2016.

**NOW, THEREFORE, BE IT RESOLVED**, effective immediately, that the Board of Trustees of Youngstown State University does hereby amend its *Bylaws* as reflected in the redlined version of the *Bylaws* attached hereto as Exhibit N; and

**BE IT FURTHER RESOLVED**, that University administration is authorized and directed to take such actions as are necessary and appropriate to effect the amendment of the Board's *Bylaws*, including the republication of the *Bylaws* booklet.

**Board of Trustees Meeting  
March 16, 2017  
YR 2017-\_\_\_\_\_**

**Agenda Item E.5.a**

E. Standing Committees – The Board’s standing committees, and their respective duties and areas of responsibility, shall be as follows:

**1. Academic and Student Affairs Committee**

a. To consider those matters that warrant Board attention or require Board action relating to:

- academic policies which provide for and govern faculty teaching, research, and service;
- establishment of new academic programs, changes in or deletions of existing academic programs, and the issuing of certificates or the granting of degrees;
- policies which provide for and govern student recruitment, admission, financial aid, retention, and graduation, including but not limited to, diversity issues, enrollment management, and general education requirements;
- policies which provide for and govern student housing and student life; and
- institutional mission, strategic and master plans, or relevant parts thereof, dealing with matters within the purview of the Academic and Student Affairs Committee.

b. To assist the Board in the exercise of its oversight responsibilities relating to those academic and administrative departments within the purview of the Academic and Student Affairs Committee.

c. To exercise on behalf of the Board ancillary jurisdiction as related to the above, or as assigned by the Board or its Executive Committee.

d. Provided that he or she is a member of the University faculty, the chair of the YSU Academic Senate shall be a nonvoting member of the Academic and Student Affairs Committee. In the event that the chair of the YSU Academic Senate is not a member of the University's faculty, then the faculty member holding the highest ranking position within the YSU Academic Senate leadership shall hold this position. This position shall not count toward the determination of a quorum of the Committee.