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Edgar, Earl E.
Vice President, Academic

MINUTES
ACADEMIC SENATE
Friday, March 5, 1976

DR. EARL E. EDGAR
VICE PRESIDENT
FOR ACADEMIC AFFAIRS

PRESENT: T. Alderman, G. Almond, R. Ameduri, J. Bakos, P. Baldino, F. Barger, E. Barret, F. Blue, B. Brothers, F. Castronovo, T. Chrobak, E. Cobett, I. Cohen, H. Cox, A. R. Curran, P. Dalbec, R. DiGiulio, L. DiRusso, T. DiSalvo, C. Dykema, Vice President Edgar, E. Eminhizer, R. Ervin, L. Esterly, F. Feitler, I. Feldmiller, R. Gould, M. Gubser, P. Hahn, S. Hanzely, E. Harris, D. Hille, H. Jeffrey, R. Jones, E. Juhasz, J. Kirschner, E. Largent, C. McBriarty, W. McGraw, T. Miner, W. Miner, A. Moore, L. Motosko, C. Owens, G. Owens, N. Paraska, E. Pejack, V. Richley, D. Rost, D. Sample, L. Satre, G. Schoenhard, J. Scriven, J. Senary, H. Sheng, A. Smith, C. Smith. S. Sniderman, R. Sorokach, A. Spiro, E. Sterenberg, A. Stocks, C. Vanaman, B. Yozwiak, L. Zaccaro.

A quorum having assembled, the meeting was called to order at 4:05 by Chairman, Clyde Vanaman.

The following corrections were made to the minutes of the February 6, 1976 Senate meeting:

1. Dr. Vanaman said that a mistake had been made in including the working report of the Ad Hoc Committee on Academic Advisement with the Minutes. Since the report is a working report, it does not have any present meaning for the Senate.
2. In the University Curriculum Committee report, H & PE 632R should be listed as three credit hours instead of one, and English 757 should be deleted from the courses appended.

The minutes were approved as corrected.

COMMITTEE REPORTS

Charter and Bylaws Committee: Dr. Singler moved adoption of two changes in the Charter:

1. Article IV (Senate Committees), Section 2 (b) (3):
(Present Language) The Charter and Bylaws shall receive or originate, consider, and recommend to the Senate such revisions of the Charter and Bylaws as are deemed necessary, reasonable, and desirable.
(Proposed Addition) This committee shall make interpretations of the meaning and intent of Articles and Bylaws when questions are brought to the committee by Senate members or Senate Committees. Such interpretations are to be reported to the Senate for its information. If

the Senate, by majority vote, objects to an interpretation, the Charter and Bylaws Committee must submit a proposal for a Charter and Bylaws revision which would clarify the issue. Until the issue is resolved, any action based on the disputed interpretation shall be held in abeyance.

2. Article V (Challenge of a Senate Action):

(Present Language) Any action (including amendments to the Bylaws) of the Senate may be challenged either by the President of the University or a member of the Faculty.

(Proposed Language) Any action (including amendments to the Bylaws) of the Senate, and reports (interpretations) to the Senate under Article IV, Section 2 (b) (3) may be challenged either by the President of the University or a member of the Faculty.

The motion was seconded by Dr. Jones. Dr. Singler said that the two changes are to be considered as a single proposal.

When asked why the proposed changes are to be considered together, Dr. Singler said that if one passed without the other, it would change the meaning and total structure of the challenge mechanism. In response to a question by Dr. Baldino, Dr. Singler said that under the present Constitution, acceptance of reports does not constitute approval or endorsement. Under the existing language, these reports cannot be challenged. The proposed changes would permit challenge of informational interpretations made by the Charter and Bylaws Committee.

The question was called for, and the motion carried.

Executive Committee: No report.

Elections and Balloting Committee: Dr. Cox said that a ballot vote had been held on the proposed one-word change in the Charter passed at the January Senate meeting. The change passed 258 to 17. A ballot vote will be held for the changes now proposed by the Charter and Bylaws Committee. Dr. Cox said that the ballots should be ready for distribution at the beginning of the Spring quarter.

Dr. Cox said that preparations are being made for the election of the next Senate. Faculty have until March 15 to withdraw from any or all of the elections. Elections for At-Large Senators will be held between March 15 and April 15. Departmental Senator elections will be held between April 15 and May 15. The present Senators will serve until May 15.

Academic Affairs Committee: Dr. Sheng moved approval of the Re-Submission of Policy Statement on Prerequisites for 600, 700, and 800 Level Courses as proposed by the Academic Affairs Committee. The motion was seconded by Dr. Baldino.

Mr. Senary moved to amend item 5, to add "such approval must be in writing by the Department Chairperson." The motion was seconded by Mr. Owens. It was pointed out that a motion had been made at the previous Senate meeting to insert the word "written" before the word "waiver." Dr. Sheng said that the Academic Affairs Committee had overlooked this. Mr. Senary's motion was withdrawn, with the understanding that the correction would be made.

Dr. Cox raised two questions: (1) Would we be putting a straightjacket on those courses where it would not be proper to have a prerequisite? (2) How are these policies to be policed? Dr. Sheng said that the Academic Affairs Committee has no policing power. Vice President Edgar said that the University Curriculum Committee can police departments offering new courses to ascertain that departments comply with the policy in submitting new course proposals.

Dr. Eminhizer supported Dr. Cox's view that for some upper division courses prerequisites do not make sense.

Dr. Pejack asked what the purpose of the policy statements on prerequisites is. Dr. Sniderman, who was on the Curriculum Committee when that committee requested a guideline on prerequisites, said that the proposed policy statement does not do what the Curriculum Committee had asked. He said that the committee had been in a bind whenever a high-level course came through with no prerequisite, that an 800-level course suggested some previous background in the area, and that, in his opinion, the problem is with item 4, which concerns "justification." It does not state what constitutes justification.

Dr. Baldino said that a department submitting an 800-level course should be able to support its being offered at the 800 level. He said that the Academic Affairs Committee was not charged with determining the definition of 600, 700, and 800 level courses.

Dr. Sheng said that the committee had never been asked to define the various levels.

Mrs. Dykema pointed out that the catalog states that 500 level courses are usually taken by freshmen, 600 level courses by sophomores, etc. Dr. Cohen said that the University requirement that a student take a certain number of upper division hours could influence the numbering system.

Dr. Thelma Miner defended the credit-no credit policy and its effect in influencing a student to move out of his/her major area. An upper division course with several prerequisites may discourage a student from trying a course in a new area.

Dr. Spiro said that students should be able to take an upper division course without a prerequisite.

Dr. Eminhizer said that this policy could affect rotation schedules in departments that offer courses infrequently.

Dr. Ameduri said that item 1 indicates that the department makes the decision. Item 5 indicates that the chairman makes the decision. He questioned which would hold, if opposite decisions were made. Dr. Baldino said that this is a department problem.

Dr. Cohen said that the policies are a step in the wrong direction. Prerequisites sometimes get in the way. We should be able to rely on the good sense of departments in determining the prerequisites that are necessary for a given course.

Dr. Largent moved to amend item 4 to read "University Curriculum Committee" instead of "appropriate Curriculum Committee(s)". The motion was seconded by Mrs. Dykema.

Dr. Vanaman called for the question on Dr. Largent's motion. The amendment did not carry.

Dr. Ward Miner moved that the wording be changed to "School/College" instead of "appropriate." The motion was seconded by Dr. Largent. Upon voice vote, this amendment carried.

Mr. Ervin made a motion to send the package back to the committee. The motion was seconded by Mr. Owens.

Dr. Jones suggested that this matter is in the jurisdiction of the Curriculum Committee.

The motion to resubmit the package to the Academic Affairs Committee was defeated.

Dr. Thelma Miner made a motion to refer the document to the University Curriculum Committee. The motion was seconded by Mr. Ervin.

Mrs. Phillips said that the University Curriculum Committee would be happy to consider this if the Senate felt it was part of the charge of that committee. The University Curriculum Committee had felt that this was covered by the charge to the Academic Affairs Committee.

The motion to refer the policy statements to the University Curriculum Committee was defeated, by hand vote.

Dr. Vanaman called for the question on the original motion. The motion carried.

Dr. Sheng moved approval of the three Secretarial Studies programs that were circulated with the Agenda. Mrs. Hille seconded the motion.

Mrs. Phillips said that the Medical Assisting program will be transferred to the Allied Health Department.

Mrs. Jeffrey expressed concern over the fact that Introduction to Nursing 501 is included in the Medical Secretary and Medical Assisting programs. The Nursing Department feels that this course is inappropriate for these two programs. However, she said that it is expected that this course will be reworked when put under the Allied Health Department, and this would be satisfactory.

Mr. Senary questioned the prerequisite of two years of high school typing for the Office Management curriculum. It was pointed out that this is similar to other entrance requirements and that a deficiency could be made up.

Upon voice vote of the Senate, the three programs were approved.

Curriculum Committee: Mrs. Phillips said that the following additions to the committee report of curriculum changes for Senate consideration should be made: Economics 510 is 4 credit hours, and BESS 570 is 3 credit hours.

The motion to approve the courses was made by Dr. Jones and seconded by Dr. DiGiulio.

Mr. Castronovo objected to Home Economics 640, Historic Costume. He said that it overlapped Speech 764, History of Stage Costuming.

Dr. Thelma Miner made a motion to postpone Home Economics 640 until the next meeting. It was seconded by Dr. Sheng. Upon voice vote of the Senate, the motion was approved.

In discussion concerning CPT 510, it was pointed out that this course is not required for CPT students. It is designed to acquaint students with computers and computer applications. It would be an elective for CPT students. The student's major department would have to determine whether or not this course would carry graduation credit.

Dr. Budge said it was her understanding that courses would not be placed in the catalog before a policy statement on televised instruction is approved. The OEA is concerned because of faculty workload.

Dr. Richley reviewed the history of the course. He indicated it was his understanding that the policy would not have to precede the adoption of courses. There is a question of whether this course falls under televised instruction, since an instructor meets with the students one hour per week and an examination is administered in class. This course has been evaluated--it is quality material. There was a problem in determining a reasonable way to assign faculty load and student teacher contact time. He felt that a reasonable policy would be to approve this course, with the understanding that it would fall under the policy on televised instruction, if and when that policy is developed.

In response to a question by Dr. Largent, Mrs. Phillips said that there is a qualifier in the Curriculum Committee minutes when this course was adopted that it would have to be modified to conform to a policy statement on televised instruction when such a policy statement is developed.

Dr. Jones said that the Executive Committee told the Engineering Technology Department that if it wanted to offer the course permanently, it should be resubmitted. The Executive Committee did not say that the course had to be resubmitted.

Dr. Alderman said that the procedure of determining a policy on televised instruction is much more complicated than originally thought.

Dr. Cohen said that this course is not in the same category as other T & CC courses. He asked if a restriction should be made that this course would not count for credit in the College of Arts and Sciences.

Dr. Richley said that this course is offered for credit at a number of institutions, and that it is at least as high level as the 500-level Computer Technology course.

Dr. Sniderman made a motion that the qualifier in the University Curriculum Committee minutes concerning the modification of this course, if necessary, to comply with future policy be included as part of the course proposal. The motion was seconded by Dr. Largent. Accordingly, CPT 510 is recommended for approval contingent upon modification, if necessary, to insure that this course will be in agreement with such policy as may be adopted in the area of TV instruction for academic credit.

Dr. Vanaman called for the question on the inclusion of this qualifier, and the motion carried.

The question was called for on the entire package with the exception of Home Economics 640. The motion carried.

There was no old, unfinished, or new business.

The next Senate meeting will be held on April 2. All committee reports that are to be circulated with the Agenda for that meeting should be received by the Secretary no later than March 23.

The motion for adjournment was made at 5:15 by Dr. Stocks and seconded by Dr. Ward Miner.

Respectfully submitted,

Virginia Phillips
Secretary

Senate File
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February 20, 1976

The Charter and Bylaws Committee recommends adoption of the following changes in Articles IV and V of the Charter of Youngstown State University's Academic Senate.

1.) Article IV (Senate Committees), Section 2 (b) (3)

Present Language: The Charter and Bylaws shall receive or originate, consider, and recommend to the Senate such revisions of the Charter and Bylaws as are deemed necessary, reasonable, and desirable.

Proposed Addition: This committee shall make interpretations of the meaning and intent of Articles and Bylaws when questions are brought to the committee by Senate members or Senate Committees. Such interpretations are to be reported to the Senate for its information. If the Senate, by majority vote, objects to an interpretation, the Charter and Bylaws Committee must submit a proposal for a Charter and Bylaws revision which would clarify the issue. Until the issue is resolved, any action based on the disputed interpretation shall be held in abeyance.

2.) Article V (Challenge of a Senate Action)

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Proposed Language: Any action (including amendments to the Bylaws) of the Senate, and reports (interpretations) to the Senate under Article IV, Section 2 (b) (3) may be challenged either by the President of the University or a member of the Faculty.

Explanation: Changes in Articles IV and V are to be considered together as part of a single proposal.

Without language to the contrary, it has been assumed that the Charter and Bylaws Committee is charged with making interpretations of the Articles and Bylaws. The proposal clarifies this, and at the same time, provides a mechanism for disputing interpretations of the Charter and Bylaws Committee.

Charter and Bylaws Committee

Frederick Blue
Philip Hahn
Edwin Pejack (secretary)

Irwin Cohen
Daniel O'Neill
Charles Singler (chairman)

RATIONALE AND PURPOSE OF CEU

The pattern in continuing education throughout the country has been to offer degree credit work with admissions requirements, student records and transcripts. Adult continuing education also provides continuing education or informal instruction but, unlike degree credit, often with no record of student accomplishment or even of attendance except on program rosters typically filed neatly away in the departmental archives. These two categories of work are often-times referred to as degree credit and non-credit. From the standpoint of outside looking in, the term non-credit is quite inappropriate for this type of work. Both industry and government rely very heavily upon informal instruction for upgrading and advancement of their employees. Education, the health sciences, and many other fields are also finding the extreme value that continuing education work carries in helping people remain professionally sound.

Continuing education is considered non-credit only because of the way this part of the institutions program is administered. An individual registers for a three-day comprehensive workshop, completes it, goes home, and is summarily forgotten within the institution where he has done his work. From the standpoint of continued interest in a student by an institution, continuing education has too often concentrated on "one-shot" experiences which go unrecorded and unrelated to the continuing needs of the individual.

To assist institutions in the creation of a better image for continuing education and to give students due recognition for work accomplished, a national task force under the joint sponsorship of the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the U.S. Civil Service Commission, and the U.S. Office of Education set out to identify a measure of achievement for non-credit work. After two years of deliberation, this task force concluded that such a measure was necessary and feasible, and even allowing for some local modification could be made universal. The unit of measure indicated by this task force is referred to as the Continuing Education Unit, and is a measure of individual participation in continuing education programs.

Utilization of the Continuing Education Unit (CEU) at Youngstown State University will allow this institution to properly recognize all student participation and effort regardless of program format and help it to facilitate the educational needs of all prospective students who can gain from involvement in educational programs.

In addition to helping the Youngstown State University Department of Continuing Education develop on-going and meaningful relationships with continuing education students, the CEU will assist in doing the following:

1. Develop a system of analysis and evaluation for the purpose of determining the value of individual accomplishment in continuing education work.
2. Draw comparisons between the values of various continuing education opportunities regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose.

3. Provide comprehensive records of student accomplishment to students, advisors, employers, and others through a system of uniform student records and transcripts.
4. Provide a summary of participation in continuing education programs for statistical reporting, program planning, and budget presentation.
5. Permit the accumulation, updating, and transfer of the continuing education record of an individual from institution to institution. This is particularly important in articulating Youngstown State University Department of Continuing Education efforts with the national attention being given to the increased mobility of the prospective student body.
6. Encourage adult students to capitalize on a host of continuing education resources in serving their particular needs.
7. Develop long-term as well as short-term programs through integration of subject matter and formats; thus, meeting needs of individual participants.
8. Put all continuing education on a comparable basis regardless of purpose including professional continuing education, vocational retraining, and adult liberal education and whether a refresher or an advanced program.

The Continuing Education Unit has been proposed as the standard of measure for awarding State subsidy for non-credit programs in Ohio. The Chancellor of the Board of Regents acknowledged the need for a standard for measuring the institutional output in continuing education which would be similar to the credit/quarter hour used in the credit classes for reimbursement purposes. Of the State universities a majority already award the CEU and the remaining are considering the adoption of the CEU as the measure for reporting non-credit continuing education programs.

In order that the Youngstown State University Department of Continuing Education might be able to add to and become a part of the national movement toward uniform measurement of continuing education opportunities and that it be able to fulfill the foregoing objectives, it is recommended that the faculty and administration endorse and promote the implementation of the following:

Youngstown State University Use of the CEU

The CEU is designed to give recognition on a nationally recognized basis to persons continuing their education and keeping current in their chosen field by participating in Youngstown State University sponsored non-credit programs.

The CEU is intended to serve all interests in continuing education, whether public or private, and whether individual, instructional, institutional, organizational, governmental or societal.

The Continuing Education Unit (CEU) will be used for the measurement, recording, reporting, accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in a systematic way or with any sense of permanence, signifi-

cance or transferability. The unit will be applied with equal facility to professional continuing education, vocational retraining, and adult liberal education as well as all other programs in adult and continuing education.

Definition of the Continuing Education Unit

ONE CONTINUING EDUCATION UNIT IS DEFINED AS TEN CONTACT HOURS OF PARTICIPATION IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE UNDER RESPONSIBLE SPONSORSHIP, CAPABLE DIRECTION AND QUALIFIED INSTRUCTION.

This unit represents a sufficiently small amount of participation in continuing education so that it will be possible for an individual to accumulate a substantial number of such units over limited periods of time. The CEU has the further advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Partial units may be recorded as called for by taking advantage of the decimal nature of the system of measurement. Example: a 35 hour activity would provide 3.5 CEU's.

Awarding and Granting of Units

1. The recommendation as to whether a non-credit activity will carry CEU credit and the number of units, will be made by the academic department, college or other university office sponsoring the programs.
2. Based upon this recommendation, the determination of the number of CEU's to be granted and awarded for a specific educational experience will be the responsibility of the Department of Continuing Education.

The number of units will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.

The following criteria must be satisfied in the affirmative before consideration can be given to awarding units.

Administrative Criteria

Organization. The sponsoring organization must have an identifiable educational arm with designated professional staff empowered to administer and coordinate an organized schedule of continuing education programs.

Responsibility and Control. The sponsoring organization, through its educational arm, must maintain administrative control of all program elements to assure that both the immediate educational objectives and these criteria are met.

For programs jointly sponsored by more than one organization, a decision must be made in the planning stage concerning which organization will record and report CEU. In no instance should there be a duplication in recording or reporting CEU.

Facilities. The sponsoring organization must provide or arrange for appropriate educational facilities, library and reference materials and all necessary instructional aids and equipment consistent with the educational content, format and objectives of each learning experience.

Maintenance and Availability of Records. A permanent individual record of participation must be maintained by the sponsoring organization and made readily available to each participant upon request.

Program Criteria

The following criteria are to be met for each non-credit continuing education activity before CEU may be awarded to participants and recorded on individual records:

Definition. The educational activity fulfills these elements in the definition of the CEU: an organized continuing experience...responsible sponsorship...capable direction...qualified instruction.

Planning. The program or activity is planned in response to the educational needs of a target population or clientele group. This planning includes the opportunity for input by representatives of the immediate clientele group, as well as by other knowledgeable individuals having content expertise and an appreciation of the educational objectives to be met.

Purpose. A clear statement of rationale, purposes and goals is prepared for each educational activity prior to the initiation of the program.

Instruction. Qualified instructional personnel are directly involved in conducting the educational activity.

Performance. Specific performance requirements for the award of CEU to participants are established prior to the offering of the program.

Registration. Participant registration includes sufficient detail to provide the necessary information for a permanent record of individual participation.

Program Evaluation. Evaluation procedures determined during the planning process are used to measure the effectiveness of the program design and operation.

Records. Program administration will include a system for verification of satisfactory completion of the activity by each participant and for providing an approved list of those awarded CEU to the office responsible for preparing and maintaining records for individual participants.

Administration of the CEU

1. Record Keeping. The administration and maintenance of all records pertaining to the Continuing Education Unit will be done by the Youngstown State University Department of Continuing Education. The records for the use of the CEU by any college, school, department, division, or unit will be by the Department of Continuing Education in its offices.

The Department of Continuing Education is the University department authorized to award the CEU at Youngstown State University.

2. Evaluation audit. The Senate Committee on Continuing Education will serve as auditor for evaluations. Periodically they will take a random sampling of a cross section of the Departments offerings checking them against the guidelines in an effort to encourage uniformity and comparability. Although it is expected that this function will be carried out quite extensively during the implementation stage of this system, as departments become more accustomed to making these evaluations, the audit function will be occasional only.
3. Publicity. To the extent possible, brochures and other forms of publicity pertaining to continuing education programs should contain a brief explanation of the continuing education unit along with a statement of the number of units that can be earned through successful completion of the activity being described.
4. Student records and transcripts. A system for inputting, storing and retrieving comprehensive student records will be explored with the Registrar's Office and Computer Center. In the meantime the records for the CEU will be created and maintained in the Department of Continuing Education.

The Department of Continuing Education is to be authorized to begin the awarding of the CEU effective the Fall Quarter, 1976. Further, the Department is to develop criteria for the award of the CEU consistent with the positions stated in this document, as well as, to develop an interim and long-range record keeping system consistent with the University's policy in student records. The Department is further charged with developing a standard procedures manual and forms for implementing the CEU at Youngstown State University.