

PETERSUN, CYNTHIA

BUS. EDUC. AND TECHNOLOGY

TO: FULL-SERVICE FACULTY, ADMINISTRATORS, AND STUDENT GOVERNMENT  
FROM: Cynthia Peterson, Secretary of the Senate  
RE: SPECIAL SENATE MEETING  
May 26, 1982, Schwebel Auditorium  
4:00 p.m.

May 18, 1982

NOTE: NEW SENATORS DO NOT TAKE THEIR SEATS UNTIL NEXT FALL. THIS MEETING, AND THE JUNE MEETING, IS FOR THE SENATORS WHO HAVE BEEN A PART OF THE SENATE THIS PART YEAR.

AGENDA

1. Call to Order
2. Approval of Minutes of April 7, 1982
3. Report of Charter and ByLaws Committee  
Proposed change to ByLaw 2, Section 1.
4. Report of Executive Committee
5. Report of Elections and Balloting
6. Reports of Other Senate Committees  
Academic Standards & Events  
University Curriculum Committee  
Honors and ICP Committee  
Academic Planning Committee
7. Unfinished business
8. New Business
9. Adjournment

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

Date 4-15-82 Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Computer Services Committee

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

Appointed chartered \_\_\_\_\_

Names of Committee members: P. Avdey, T. Doctor, S. Graf, S. Guzell, N. Humphrey, K. Lewandowski, A. Owen, N. Paraska, M. Shutes, R. Sorokach, J. Waldron, D. Faires (Chair)

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Annual report

The Computer Services Committee has reviewed the work of the Computer Advisory Committee with regard to items that pertain to the academic aspects of computing on campus.

The members of the Computer Services Committee have found no instances in which the Computer Advisory Committee made recommendations that were not in the best interest of academic computing.

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

If so, state the motion: \_\_\_\_\_

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

Other relevant data: \_\_\_\_\_

D. Faires  
Chairman (please initial)

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

Date # 3-9-82

Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Charter & Bylaws

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

Names of Committee members: L. Hill, W. Jenkins (chair), R. Jones,  
G. Murphy, J. Phillip, C. Singler

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) C&B recommends the addition of the following provision to Bylaw 2, Section 1(c) "For elected chartered committees, confirmation of candidacy and eligibility for election shall be made by the Elections and Balloting Committee."

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

If so, state the motion: To approve the addition to Bylaw 2, Section 1(c) as recommended.

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

Other relevant data: \_\_\_\_\_

WJG  
Chairman (please initial)

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

Date May 6, 1982

Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Academic Standards & Events

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

App't. Chartered

Names of Committee members: Joan DiGiulio, Chairperson; Bernice Brownlee, Kathy Koughl, Dean McGraw, Pat Sorenson, Magdalen Stafford, Peter Von Ostwalden, Margaret Braden, Dennis Henneman, Raymond Kramer, Theresa Maskulka, George Sipka, & Anthony Stocks.

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) See attached motions.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

If so, state the motion: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

Other relevant data: \_\_\_\_\_

\_\_\_\_\_

Joan DiGiulio  
Chairman (please initial)

Please attach to all committee minutes submitted to (1) Chairman of the Senate (2) Secretary of the Senate (3) Library

Name of Committee Academic Standards + Events  
Chairman Jean Di Giulio  
Date of meeting 5/6/82

Formal motions passed:

1. The grade of I may be given to a student who has been doing satisfactory work in a course but who, for reasons beyond his/her control deemed justifiable by the teacher, has not completed all requirements for a course when grades were submitted. A written explanation of the reason for the I must be forwarded to the Registrar's Office for inclusion in the student's permanent record, with copies to the student, department chairman, and the dean of the school. A standard form is provided for this purpose.

It must be emphasized that an I may be used only for a student whose previous work in that course has been satisfactory. In no case may an I be used to allow a deficient student extra time to avoid failing the course.

3. Until the I is converted, it will not be included in the calculation of the student's point average.

If the I has not already been changed to a letter grade, it will be automatically converted to an F after the first six weeks of the next regular quarter (excluding summer quarter).

4. In extenuating circumstances, a faculty member, with the Dean's approval, may change the converted F to a letter grade any time within a one year period from the time the I grade was assigned. The converted F may not be changed to a letter grade after this one year period. If conditions beyond a student's control exist, the student may petition for a W. In no case may a grade be changed after a student has received a Baccalaureate degree unless the grade being changed is in a course taken subsequent to the conferring of the degree.

Department chairmen are granted authority to convert grades of I into final grades in cases where teachers may have severed connections with the University or have become incapacitated before accomplishing conversion of the grade.

6.

7.

Current Policy

An incomplete grade of I may be given to a student who has been doing satisfactory work in a course but who, for reasons beyond control and deemed justifiable by the teacher, had not completed all requirements for a course when grades were submitted. A written explanation of the reason for the I must be forwarded to the Records Office for inclusion in the student's permanent record, with copies to the student, department chairman, and dean of the appropriate school. The I may be used only for a student whose previous work in that course has been satisfactory, and only for reasons beyond that student's control. In no case may an I be used to allow a deficient student extra time to avoid failing a course. Similarly, there is no administratively established period of time within which an I must be converted, but in no instance may an I be converted after a student has received a baccalaureate degree. An I may remain on the record for an unlimited period of time and without penalty, assuming it was appropriately given.

Department chairmen are granted authority to convert grades of I into final grades in cases where teachers may have severed connections with the University or have become incapacitated before accomplishing conversion of the grade.

Proposed Policy

The grade of I may be given to a student who has been doing satisfactory work in a course but who, for reasons beyond his/her control or deemed justifiable by the teacher, has not completed all requirements for a course when grades were submitted. A written explanation of the reason for the I must be forwarded to the Registrar's Office for inclusion in the student's permanent record, with copies to the student, department chairman, and the dean of the school. A standard form is provided for this purpose.

It must be emphasized that an I may be used only for a student whose previous work in that course has been satisfactory. In no case may an I be used to allow a deficient student extra time to avoid failing the course.

Until the I is converted, it will not be included in the calculation of the student's point average.

If the I has not already been changed to a letter grade, it will be automatically converted to an F after the first six weeks of the next regular quarter (excluding summer quarter).

In extenuating circumstances, a faculty member, with the Dean's approval, may change the converted F to a letter grade any time within a one year period from the time the I grade was assigned. The converted F may not be changed to a letter grade after this one year period. If conditions beyond a student's control exist, the student may petition for a W. In no case may a grade be changed after a student has received a Baccalaureate degree unless the grade being changed is in a course taken subsequent to the conferring of the degree.

Department chairmen are granted authority to convert grades of I into final grades in cases where teachers may have severed connections with the University or have become incapacitated before accomplishing conversion of the grade.

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

Date May 7, 1982

Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report University Curriculum Committee

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

appointed chartered

Names of Committee members: L. Hopkins, A. Dastoli, W. Eshleman, L. Harris  
S. Rodfong, H. Yiannaki, D. Rost, J. Drobney

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

The attached course proposals have been passed by the UCC and  
are being submitted to the Senate ~~for ratification.~~

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

If so, state the motion: That course proposals 82-7 through 82-25, 82-30,  
82-107 through 82-117, and 82-119 through 82-129 be passed by the Senate  
and included in the University Course Inventory. Also course proposals  
82-68 and 82-130 through 82-140.

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

Other relevant data: \_\_\_\_\_



Chairman (please initial)

7

82-7 Home Economics (addition)  
Coordinated Undergraduate Program in Dietetics (CUP). HE 750 Orientation to Dietetics. Orientation to the Coordinated Undergraduate Program and to the dietetic profession. Prereq.: Admission into CUP. (F) 1 q.h.

82-8 Home Economics (change)  
(CUP) HE 751. Advanced Food Preparation. Advanced study of the interrelationship of principles used in food preparation in homes and institutions. Two hours of lecture and one three hour laboratory per week. Prereq.: CHEM 503 and HE 611. (S) 3 q.h.

82-9 Home Economics (change)  
(CUP) HE 759. Normal Nutrition II. Designed to broaden and extend the student's knowledge of the science of nutrition, with emphasis on the metabolism of nutrient at the cellular level. Current research in the field of nutrition will be included. Prereq.: HE 551, Chem 503, Biol 552, junior standing. (F) 4 q.h.

82-10 Home Economics (addition)  
(CUP) HE 759L. Normal Nutrition II Laboratory. Selected clinical experiences providing opportunities for developing an understanding and working knowledge of the nutritional care process with focus on problems encountered in normal nutrition. Demonstrated attainment of clinical objectives is required. Two hours of clinical experience per week. Taken concurrently with HE 759. (F) 1 q.h.

82-11 Home Economics (change)  
(CUP) HE 760. Clinical Nutrition. An introduction to the nature and etiology of diseases and the relationship of diet to good health and to disease processes. Also included will be the use of dietary management for meeting the special needs of abnormal conditions. Prereq.: HE 603, 759, Chem 705. (W) 4 q.h.

82-12 Home Economics (addition)  
(CUP) HE 760L. Clinical Nutrition Laboratory. Clinical experience providing opportunities for application of nutritional care process to individuals exhibiting special nutritional needs. Demonstrated attainment of clinical objectives is required for passing 760L. Six hours of clinical experience per week. Taken concurrently with HE 760. (W) 2 q.h.

82-13 Home Economics (addition)  
(CUP) HE 801. Nutrition in Clinical Care. Interdisciplinary activities in applied nutrition are incorporated into the clinical preparation of students in medicine, nursing, dietetics, and other allied health professions. Two hours lecture and 4 hours clinical experience per week. Prereq.: Junior standing and enrollment in Dietetics, Medicine, Nursing or another Allied Health Program. (S) 4 q.h.

82-14 Home Economics (change)  
(CUP) HE 809. Institutional Management I. The principles of business organization and management as applied to problems of institutional food service. Prereq.: HE 611, and a minimum of 20 hours of home economics credit. (F) 3 q.h.

82-15 Home Economics (addition)  
(CUP) HE 809L. Institutional Management II Laboratory. Clinical experiences providing opportunities for application of the management process to the institutional food service system. Demonstrated attainment of clinical objectives is required for passing HE 809L. Fifteen hours of clinical experience per week. To be taken concurrently with HE 809. (F) 3 q.h.



82-16 Home Economics (change)  
 (CUP) HE 857. Institutional Management II. The selection of equipment for institutional food service with consideration of need, quality, cost and trends in the market. The selection and purchase of food for institutional food service with consideration of quality, cost, and marketing practices. Prereq.: HE 611 and a minimum of 20 hours of home economics credit. (F) 3 q.h.

82-17 Home Economics (addition)  
 (CUP) HE 857L. Institutional Management II Laboratory. Clinical experience providing application of the management process to the institutional food service system. Demonstrated attainment of clinical objectives is required for passing 857L. Fifteen hours of clinical experience per week. To be taken concurrently with HE 857. (F) 3 q.h.

82-18 Home Economics (addition)  
 (CUP) HE 860. Advanced Clinical Nutrition. Advanced study of the nature and etiology of disease conditions with focus on the complex dietetic problems accompanying them. Prereq.: HE 760 or permission of instructor. (S) 4 q.h.

82-19 Home Economics (addition)  
 (CUP) HE 860L. Advanced Clinical Nutrition Laboratory. Clinical experiences providing opportunities for application of nutritional care process to individuals exhibiting complex abnormal nutritional needs. Demonstrated attainment of clinical objectives is required for passing HE 860L. Ten hours of clinical experience per week. To be taken concurrently with HE 860. (S) 2 q.h.

82-20 Home Economics (change)  
 (CUP) HE 872. Maternal and Child Nutrition. A study of fundamental nutritional needs of the mother and child at all stages of development with special emphasis on problems of prematurity and malnutrition in children. Indices of growth and development will be included with consideration for the individuality of the child. Prereq.: HE 860 (W) 3 q.h.

82-21 Home Economics (addition)  
 (CUP) HE 872L. Maternal and Child Nutrition Laboratory. Clinical experiences providing opportunities for application of nutritional care process to the pediatric population. Five hours of clinical experience per week will be conducted in hospital and/or community settings. To be taken concurrently with HE 872. (W) 1 q.h.

82-22 Home Economics (change)  
 (CUP) HE 873. Nutrition and Aging. Study of the nutrition needs of the adult and the process of aging. Included are the influences of food availability, intake, economics, culture, chronic disease and physical and social conditions as they affect the ability of the aged to cope with living situations. Prereq.: HE 860 (W) 3 q.h.

82-23 Home Economics (addition)  
 (CUP) HE 874. Community Nutrition. A study of public health nutrition programs and their services to the community. Special emphasis on needs of at-risk population groups such as the elderly. Prereq.: HE 860 (W) 2 q.h.

82-24 Home Economics (addition)  
 (CUP) HE 874L. Community Nutrition Laboratory. Clinical experiences providing opportunities for application of the nutritional care process to individuals in the community setting. Five hours of clinical experience per week will be conducted in out-patient and/or community settings. To be taken concurrently with HE 874 (W) 1 q.h.

82-25 Home Economics (addition)  
 (CUP) HE 880. Practicum in Dietetics. Clinical experiences providing opportunities to integrate content and process principles of management and clinical dietetics into dietetic practice. Emphasis in the classroom is placed on current trends and practice in the field. Demonstrated attainment of clinical objectives is required for passing HE 880. Two hours of lecture and twenty eight hours of clinical experience per week. Prereq.: HE 860L, 809L, 857L, senior standing. (S) 6 q.h.

82-30 Home Economics (change)  
 Dietetic Technology HE 628. Practicum in Dietetic Technology. Experience in the supervision of food production and service under the direction of professional personnel. The student will work 21 hours per week at an approved facility. Taken concurrently with HE 626. Prereq.: Home Economics 611 and application filed with the instructor one quarter prior to registration for the course. 3 q.h.

82-107 English (deletion)  
 Linguistics 759. Topics in English Linguistics. Such alternative topics - to be announced when offered - as dialects, stylistics, semantics, graphemics. May be repeated for different topics. Prereq.: English 755. Listed also as Linguistics 759. 4 q.h.

82-107 English (addition)  
 859. Topics in English Linguistics. Such alternative topics -- to be announced when offered -- as dialects, stylistics, semantics, graphemics. May be repeated twice for different topics. Prereq.: English 755 or equivalent. Listed also as Linguistics 859. 4 q.h.

82-108 English (change)  
 English 871. The Black Experience in American Literature. Literature by and about Black people in America. 4 q.h.

82-109 Political Science (addition)  
 Political Science 768. International Conflict. An examination of the role of force in international politics. Special emphasis on theories of conflict, deterrence theory, technological developments in modern weaponry, and problems of arms control and disarmament. Prereq.: Political Science 660. 4 q.h.

82-110 Health and Physical Education (change)  
 Health Education 690. Personal Health I. Personal health information for the future health educator. Emphasis placed upon mental and physical problems and concerns including safety, personal hygiene and reproduction. Prereq.: HPE 590 4 q.h.

82-111 Health and Physical Education (change)  
 HPE 790. Health and Disease. The study of the human body in health and how it is affected by chronic and communicable disease. Prereq.: Biology 560 and HPE 680. 4 q.h.

82-112 Health and Physical Education (deletion)  
 HPE 793. Personal Health Problems II. Personal health information for the future teacher. Emphasis placed upon current health problems associated with neuromuscular, skeletal and integumentary conditions and environmental hazards. Prereq.: HPE 690. 3 q.h.

82-112 HPE (change)  
HPE 793 to 730. Personal Health II. Personal health information for the future health educator. Emphasis placed upon current health problems including consumer health, drug use and abuse, and fitness. HPE 793 will not be considered as substitute for HPE 730. Prereq.: HPE 680. 4 q.h.

82-113 Military Science (addition)  
ROTC 802L, 803L. Leadership Laboratory, Leadership and Management I & II. Practical exercise work designed to provide experience in the application of leadership and management skills learned in the classroom. Must be taken concurrently with MS 802 and 803. No credit.

82-114 Military Science (change)  
Arts and Science 610. INDIVIDUAL WEAPONS AND MARKSMANSHIP. The safety and practice of handling of a rifle and pistol; introduction to competitive marksmanship techniques; target shooting in prone, kneeling, sitting and standing positions. Two contact hours per week. Same as H&PE 526. 1 q.h.

82-115 Health and Physical Education (change)  
Arts and Sciences 526. Individual Weapons and Marksmanship. The safety and practice of handling of a rifle and pistol; introduction to competitive marksmanship techniques; target shooting in prone, kneeling, sitting and standing positions. Two hours per week. Same as MS 610. 1 q.h.

82-116 Art- CFPA (addition)  
Studio Art 501. Drawing I. Traditional study of the human figure and objects. Attention to the significance of line, the relation of shapes and their organization in established space. Perspective as it pertains to two-dimensional studies in the visual arts. Six hours lab. 3 q.h.

82-117 Art- CFPA (change)  
Studio Art 601. Drawing II. A continuation of drawing 501, with greater emphasis on the expressive use of the basic elements of drawing and the role they play in composition. Six hours lab. Prereq.: Art 501 and 510. 3 q.h.

82-119 Nursing - CAST (change)  
Associate Degree in Nursing 510. Nursing Process I. Introduction to the nursing process. Identification of nursing within the health care system exploring holistic man's needs during varying degrees of stress and adaptation. Concurrent with Nursing 510L and Biology 551. Prereq.: Permission of Departmental Committee 4 q.h.

82-120 Nursing - CAST (change)  
Associate Degree Program in Nursing 510L. Nursing Process I Laboratory. Selected clinical experience provides opportunity for beginning application of the nursing process to clients' needs during varying degrees of stress and adaptation. Nine hours of laboratory per week. Concurrent with Nursing 510. 3 q.h.

82-121 Nursing - CAST (change)  
Associate Degree in Nursing 511. Nursing Process II. Nursing process and nursing within the health care system continued. Promotion of adaptation to holistic man's needs during varying degrees of stress. Concurrent with Nursing 511L and Biology 552. Prereq.: Nursing 510 and 510L. 4 q.h.

82-122 Nursing CAST (change)  
Associate Degree Program in Nursing 511L. Nursing Process II Laboratory.  
 Selected clinical experience provides opportunity for further application of the nursing process to clients' needs during varying degrees of stress and adaptation. Nine hours of laboratory per week. Concurrent with Nursing 511. 3 q.h.

82-123 Nursing - CAST (change)  
Associate Degree Program in Nursing 512. Nursing Process III. Application of nursing process to holistic man's needs during varying degrees of stress and adaptation. Concurrent with Nursing 512L and Psychology 755. Prereq.: Nursing 511 and 511L; Psych 560; Home Ec. 551 5 q.h.

82-124 Nursing CAST (change)  
Associate Degree Program in Nursing 512L. Nursing Process III Laboratory.  
 Selected clinical experiences provides opportunity for application of the nursing process to clients' needs during varying degrees of stress and adaptation. Portions of clinical experience in mental health settings. Nine hours of laboratory per week. Concurrent with Nursing 512. 3 q.h.

82-125 Nursing CAST (addition)  
B.S.N. 725. Health Assessment. The assessment phase of the nursing process, from data gathering to problem list is presented. Anatomical and physiological basis of health history, the physical examination and nursing diagnosis is discussed. Prereq.: Registered Nurses Only. 2 q.h.

82-126 Nursing CAST (addition)  
B.S.N. 725L. Health Assessment Laboratory. Selected learning experiences will be provided in a laboratory setting for the application of the assessment phase of the nursing process. Interviewing techniques of health history, the psychomotor skills of physical examination, and use of developmental assessment tools will be demonstrated and practiced. To be taken concurrently with Nursing 725. 1 q.h.

82-127 Nursing - CAST (change)  
B.S.N. 812. Nursing Research Seminar. Research strategies and methodologies are explored through the identification and development of a researchable problem. Prereq: Nursing 809 and 809L. (or permit). (S) 3 q.h.

82-128 Sociology/Anthropology/Social Work (deletion)  
Anthropology 820, 821, 823  
820. Anthropology: African Prehistory. A survey of the prehistoric development of African cultures south of the Sahara. Prereq.: Soc.-Anth. 712. 4 q.h.  
821. Anthropology: Near Eastern Prehistory. A survey of the prehistoric and early historic development of Near Eastern cultures with an emphasis on the rise and spread of plant and animal domestication and civilization. Prereq.: Soc.-Anth. 712. 4 q.h.  
823. Anthropology: European Prehistory. A survey of the prehistory of Europe from the Lower Paleolithic through the Iron Age. Prereq.: Soc.- Anth. 712. 4 q.h.

82-128 Soc/Anth/Soc Work (addition)  
Anth. 824. Old World Prehistory: Special Topics. An examination of the prehistoric development of Old World Cultures: a.) African, b.) European, c.) Far Eastern, d.) Middle Eastern, e.) Oceanian. May be taken twice for credit if topic is different. Prereq.: Anth. 712. 4 q.h.

- 82-129 Allied Health - CAST (addition)  
Allied Health 703. Concepts in Allied Health Education. University as well as hospital based programs will be reviewed in regard to accreditation, clinical vs. didactic instruction, use of simulations and evaluation techniques. Public health education and the role of the Allied Health professional will also be investigated. Prereq.: AH 701 4 q.h.
- 82-68 Allied Health - CAST (change)  
Medical Laboratory Technology 601. Medical Laboratory Methodology II. Theoretical and practical knowledge related to chemistry as it applies to chemistry in the medical laboratory with emphasis on quality control and instrumentation. Prereq.: Chem 517. MLT 502. Must be taken concurrently with MLT 601L. 3 q.h.
- 82-130 Business Education and Technology (addition)  
Secretarial Studies 539. Alphabetic Shorthand II. Reinforcement of transcription and dictation practices. A dictation speed of 90 words a minute should be attained by the completion of this course. Students will be required to spend as many additional shorthand lab hours per week as is necessary to attain this speed. Prereq.: BET 534, and BET 521. 4 q.h.
- 82-131 Business Education and Technology (deletion)  
Secretarial Studies 531. Shorthand I. To complete and reinforce the theory of the Gregg shorthand system to develop skill in taking dictation at 60 wpm. Prereq.: BET 530 or equivalent. 4 q.h.
- 82-132 Business Education and Technology (change)  
Secretarial Studies 530. Introduction to Gregg Shorthand. Theory of the Gregg shorthand system will be presented along with the fundamentals of dictation and transcription. A dictation speed of 60 words a minute should be attained. Students will be required to spend a minimum of three additional hours per week in individualized shorthand lab. 4 q.h.
- 82-133 Speech Communication and Theatre (addition)  
Theatre 566. Summer Theatre Workshop. Participation in the Summer Theatre Program involving all aspects of theatrical production including acting, scenery construction, lighting, costume, promotion, etc. Active involvement in the program is mandatory. 1-4 q.h.
- 82-134 Speech Communication and Theatre (addition)  
Theatre 768. Costume Design for Stage. A study of costume design for the stage which will include design concepts, stage costume practices, and execution of costume plates by the student. 4 q.h.
- 82-135 Speech Communication and Theatre (addition)  
Theatre 866. Advanced Summer Theatre Workshop. Participation in the Summer Theatre Program involving all aspects of theatrical production. Positions of significant responsibility will be required. Prereq.: Speech 566. 1-4 q.h.
- 82-136 Music (deletion)  
All programs 024. Jazz Ensemble II. This course appears on the University inventory. It has not been offered for several years, and does not appear in the current catalog. (we offer multiple sections under 023)
- 82-137 Music (deletion)  
All programs 025. Jazz Ensemble III. This course appears on the University inventory. It has not been offered for several years since we offer multiple sections under 023. It does not appear in the current catalog.

82-138 Music

(deletion)

All programs 027. Chamber Choir. This course appears on the University Inventory. It has not been offered for several years, and does not appear in the current catalog.

82-139 Music

(deletion)

All programs 739. Instrumental Conducting. This course appears on the University inventory. It has not been offered for several years, and does not appear in the current catalog.

82-140 Music

(deletion)

All programs 836. Electronic Music III. Composition in electronic music and mixed media. Prereq.: Music 835. 2 q.h.

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

Date May 14, 1982

Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Honors and ICP Committee

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

Names of Committee members: EX OFFICIO: J. Altinger, J. Scriven, R. Smith  
FACULTY: P. Baldino, T. Copeland (chair), P. Huang, D. Kennedy, I. Khawaja,  
A. Leonardi, R. Mirth, J. Zetts  
STUDENTS: E. Mancini, K. Organ

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) 1. Critique of the MASTER PLAN.

2. Official description of Honors Program, Courses, and Seminars (already approved by Academic Programs and Curriculum Committee, awaiting approval by Academic Standards and Events Committee).

3. Description of freshman Honors Seminar (approval dependent on passage of item 2, above).

4. Establishment of deadline for approval of ICP's

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

If so, state the motion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Other relevant data: \_\_\_\_\_  
\_\_\_\_\_

Thomas A. Copeland  
Chairman (please initial)

TO B. Gillis, V. P. for Academic Affairs

FROM Honors and ICP Committee

The Master Plan's reference to an "enrollment driven system" (p. 23), however accurately it may reflect the nature of Y.S.U.'s funding, seems to equate the University with any ordinary business, "driven" by the popular demand for its products. While acknowledging the need for education to be responsive to society, we urge that education has also a duty to guide society, to help shape its values and mold wise leaders for it. This view of education, although glanced at here and there in the Master Plan, does not find its way into the methodology for retaining faculty positions (Appendix F) and for evaluating programs (Chapter VI B). Only enrollment seems to matter. We feel that numerical formulae alone cannot fully assess the value of a course, a program, or a faculty position.

The Honors Program would be especially endangered by a preoccupation with enrollment figures. First, being open to only the best students, the program as a whole cannot grow large without violating its definition. Second, class size must be limited to assure a high degree of student-teacher interaction; moreover, a small program offering any reasonable variety of courses to a select student population cannot be expected to fill large classes consistently.

Yet despite its small size, the Honors Program deserves protection from the enrollment-driven machinery of the Master Plan. The goals of liberal education, pursued throughout the University, often together with a frankly vocational orientation, are pursued in a nearly pure form in the Honors Program. They have nothing to do with cost-efficiency; their benefit is not immediately or simply quantifiable; and yet every program that pursues them to any extent whatever has, to that extent, a value to the University far beyond the number of student credit hours it generates.

We hope that these qualitative matters will be considered when evaluating programs and the need for faculty positions, and that the Master Plan's exclusive concern for numerical quantities will be revised.

*Thomas A. Copeland (Chair)*

cc Academic Planning Committee



### Description of the Honors Program

The Honors Program is designed to stimulate gifted and talented students and to provide for their maximum development through a challenging course of study. "Gifted and talented students" are those who are capable of high performance by virtue of superiority in one or more of the following areas: general intellectual capacity, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, psychomotor ability.

To enter the Honors program, a student must be found eligible to take an Honors course or seminar and must file with the Honors Director a statement of intent to seek an Honors certificate.

The Honors Program consists of

1. At least 21 hours of Honors courses distributed among at least three departments.
2. One University Honors seminar sequence (a minimum of nine hours) in addition to the above requirement.

To obtain an Honors certificate upon graduation, a student must have completed the above program with a cumulative grade point average in all university courses of 3.4 or higher at the time of completing the Honors Program requirements and a grade point average of 3.5 or higher in all Honors courses and seminars completed.

At the time a student successfully completes the Honors Program, the words "Successfully completed Honors Program, (date)" will be added to his/her transcript.

17  
BUSINESS OF THE HONORS AND ICP COMMITTEE  
Minimum Standards for University Honors Courses

Honors courses are designed to stimulate gifted and talented students and to provide for their maximum development through a challenging course of study. "Gifted and talented students" are those who are capable of high performance by virtue of superiority in one or more of the following areas: general intellectual capacity, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, psychomotor ability.

Departments establishing Honors courses must adhere to the following guidelines in writing their course descriptions and course prerequisites:

I. Prerequisites for admission to Honors courses

- A. An Honors course at the 500 level should carry as a prerequisite superior performance on a departmental evaluation. Therefore, to enter such a course a student must meet the evaluation criteria established by the department offering the course. Among such evaluative data might be included, for example, a score on a standardized test, performance on a writing sample, high school grade records, high school class rank, a portfolio of former work, a personal interview, letters of recommendation. A statement of the method or methods used to distinguish gifted and talented students from others must be a part of every 500-level Honors course proposal. Every Honors course will have its own set of entrance criteria, established by the department offering it and approved by the Honors Committee before submission to the Curriculum Committee.
- B. An Honors course above the 500 level should carry a prerequisite reflecting the superior and proven academic achievement of the students for whom it is designed. Therefore, in addition to having satisfactorily completed the courses prerequisite to this level of study, a student entering an Honors course must have completed, at an accredited institution of higher learning, twelve or more hours of courses,\* with a cumulative grade point average of 3.4 or higher. Whether this G.P.A. must be in all such courses or only in those directly relevant to the Honors course the student wishes to enter is left to the discretion of the department offering the course. The department may also include additional prerequisites in the course description, but any relaxation of the 3.4 G.P.A. requirement must (1) be formally recommended by the teacher of the course, on a student-by-student basis, and (2) be approved by the Honors Director.

II. Descriptions of Honors courses

The course description of every Honors course (including prerequisites) must include a statement explaining how this course differs from a comparable non-Honors course and, after being routed through regular channels, must be approved by the Honors Committee before submission to the Curriculum Committee.

\*These are not to include courses designed to make up high school deficiencies, or other remedial courses.

## Minimum Standards for University Honors Seminars

Honors seminars are designed to stimulate gifted and talented students and to provide for their maximum development through a challenging course of study. "Gifted and talented students" are those who are capable of high performance by virtue of superiority in one or more of the following areas: general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, psychomotor ability.

An Honors seminar consists of a critical investigation of certain ideas underlying civilization, embracing and integrating more than one discipline. The seminar is conducted by at least two instructors and occasional special lecturers. The course content must be of a depth, scope, and rigor that place it above the standards of the usual university course.

Faculty members proposing Honors seminars must adhere to the following guidelines in writing their course descriptions and course prerequisites:

### I. Prerequisites for admission to Honors seminars

- A. An Honors seminar at the 500 level should carry as a prerequisite superior performance on a pre-admission evaluation. Therefore, to enter such a seminar a student must meet the evaluation criteria established by those offering the seminar. Among such evaluative data might be included, for example, a score on a standardized test, performance on a writing sample, high school grade records, high school class rank, a portfolio of former work, a personal interview, letters of recommendation. A statement of the method or methods used to distinguish gifted and talented students from others must be a part of every 500-level Honors seminar proposal. Every Honors seminar will have its own set of entrance criteria, established by those teaching it and approved by the Honors Committee.
- B. An Honors seminar above the 500 level should carry a prerequisite reflecting the superior and proven academic achievement of the students for whom it is designed. Therefore, in addition to having satisfactorily completed the courses prerequisite to this level of study in each department involved, a student entering an Honors seminar must have completed, at an accredited institution of higher learning, twelve or more hours of courses,\* with a cumulative grade point average of 3.4 or higher. Whether this G.P.A. must be in all such courses or only in those directly relevant to the Honors seminar the student wishes to enter is left to the discretion of those offering the seminar. These instructors may also include additional prerequisites in the course description, but any relaxation of the 3.4 G.P.A. requirement must (1) be formally recommended and justified in writing by a teacher of the seminar, on a student-by-student basis, and (2) be approved by the Honors Director.

### II. Descriptions of Honors seminars

The course description of every Honors seminar (including prerequisites) must satisfy the Honors Committee that its content is of a depth, scope, and rigor that place it above the standards of the usual university course.

\*These are not to include courses designed to make up high school deficiencies, or other remedial courses.

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FURTHER BUSINESS OF THE HONORS AND ICP COMMITTEE

Proposed Course Description for Freshman  
Honors Seminar

Honors 501, 502, 503. University Honors Seminar on Creativity. An investigation into creativity and creative problem solving. Students will read about and discuss creativity and practice creative problem solving techniques. The seminar will count as a general elective. Prerequisite: ACT of at least 25 composite with at least 20 on individual scores OR a minimum of 12 hours of university credit with a GPA of at least 3.4.

2+2+2

(This proposal will come before the Senate after the "Description of Honors Seminars" has been approved.)

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RESOLVED: That a statement be entered in the YSU Bulletin, to the effect that a student pursuing an ICP must have it approved by the academic dean responsible for the degree being sought, at least 45 quarter hours before graduation (30 hours for two-year degrees).

(This action does not require Senate approval, being within the general guidelines established in May 1973, when the Senate approved the Individualized Curriculum Program; it is a purely procedural matter.)

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

Date May 18, 1982 Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report Academic Planning Committee

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

Appointed Chartered

Names of Committee members: F. Feitler, A. Smith, M. Beaubien, J. Bakos, D. Hovey, L. Schroeder, D. Brown, D. Ruggles, B. Yozwiak, B. Gillis, R. Nakley, S. Bird and L. Hugenberg (chair)

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report)

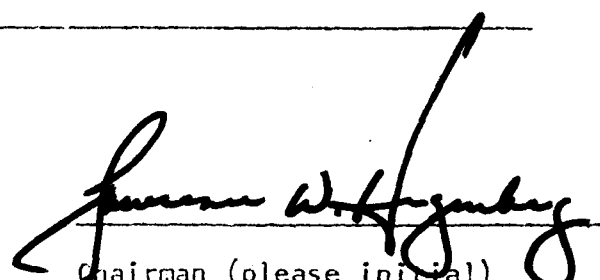
The review of the Draft of the Master Plan written by Academic Vice President Gillis is attached. The Academic Planning Committee's report offers suggestions, summarizes the Draft of the Master Plan, and points out areas which need additional elaboration.

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

If so, state the motion: Move that the Academic Senate adopt this report as its recommendations to the Academic Vice President to be used in the development of the Master Plan.

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

Other relevant data: (See attached report.)

  
Chairman (please initial)

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REPORT OF THE ACADEMIC  
PLANNING COMMITTEE  
TO THE ACADEMIC SENATE

Review of:

The Draft of the Academic Master Plan

Committee Members: Mary Beaubien (CAST)  
Dean Brown (Arts and Sciences)  
Lauren Schroeder (Arts and Sciences)  
Jack Bakos (Engineering)  
Don Hovey (Business)  
Fred Feitler (Education)  
Agnes Smith (Arts and Sciences)  
Bernard Gillis (Administration)  
Ben Yozwiak (Administration)  
Dave Ruggles (Administration)  
Ray Nakley (Student Government)  
Sherry Bird (Student Government - Spring Quarter)  
Gloria Pasquale (Student Government - Fall Quarter)  
Scott Smith (Student Government - Winter Quarter)  
Lawrence Hugenberg (Fine and Performing Arts), Chairperson

May 26, 1982

## Report of the Academic Planning Committee

### To the Academic Senate

The role of the Academic Planning Committee has been under constant scrutiny from within the Committee. In planning the University's future, the Committee adopted a role to facilitate the review and criticism of the Draft of the Master Plan, submitted by Bernard Gillis, Academic Vice President. Receipt of the Draft of the Master Plan was not until the last week of Winter Quarter, 1982.

After accumulating responses from individual faculty members, departments and colleges, the Academic Planning Committee met weekly to review the comments and correlate them with the Draft of the Master Plan. The Committee would like to acknowledge the contribution to the planning process at Youngstown State University by the Academic Vice President. The difficult task of collecting sufficient materials to prepare a master plan and then the final writing of the plan is one worthy of noting. We admire his courage in subjecting his efforts to a University review process, seeking positive comments, negative criticisms, and substantial review within the Committee and the Academic community of the University. We should also like to thank him for the opportunity to review the Draft of the Master Plan as an extension of the Academic Senate. As discussed in the Academic Planning Committee, this Draft of the Master Plan is a beginning and will undergo a series of reviews and revisions as the future unfolds.

#### The Projection of the University as Presented in the Draft of the Master Plan

The Academic Planning Committee was concerned with the vision of the University as presented in the Draft of the Master Plan. The following is a summary (abstract) of what the Committee believes to be the projection of Youngstown State University as presented in the Draft of the Master Plan. There will be additional, substantive comments concerning the projection of the University later in this report.

The following projection is our Committee's effort to formalize the vision of Youngstown State University as revealed in the Draft of the Master Plan. We concur that there is no clearly articulated vision of what Youngstown State University will be like in five years.

#### The Projection

The projection of the future of the University as revealed in the Draft Academic Master Plan forecasts a University not radically changed because of anticipated financial stringency in the next five years, but one in which the aim is a continual improvement in the status of programs at a number of specific points. It has as a notable feature much attention to planning, program reviews and annual evaluations (pp. 78, Appendix ii, Appendix vi and passim).

There is a vision of an Academic Senate which plays an important role in program review, approval and deletion (pp. 2, 24 and 47).

Goals adopted by the Senate (Appendix A) emphasize the "humanistic liberal tradition" (p. vi). Added to this is the projection of the University in which the emphasis is on technical studies, expansion of the Computer Center and wider use of Media Center facilities (p. 76). The basic view is of a retention of two year programs under CAST in its present organization (p. 39) but there is at the same time the idea that the University should be moving toward more four-year and graduate programming in that area. The statement is made that as two-year programs become four-year programs, the possibility of shifting them to different schools or colleges should be examined (pp. 24, 25 and 40).

Upgrading of the University's interactive computing capabilities, video disc technology, etc. is called for (pp. 18 and 75) and expanded space and increased funding for research projects in this area of instruction.

The current mission of the University as reproduced in the Draft of the Master Plan tends to localize our emphasis on clientele and serve primarily the post-secondary educational needs of a five-county region (p. 9). "Youngstown State University has been and will continue to be basically a non-residential campus" (p. 11). It "has been and is committed to remain . . . a leader within its service region." The comment is made (p. 12) that the mission statement needs minor modification with respect to open admission to reflect the philosophy of the Report of the Advisory Council on Articulation Between Secondary Education and Ohio Colleges (p. 12).

Relative to enrollment the projection is of a declining enrollment 1981-86 then a leveling (p. 18). It anticipates a benefit to Youngstown State University from the closing of some small campuses and community colleges in the area. But there is no growth anticipated for the college of Fine and Performing Arts (p. 34). To provide resources for new programs anticipated in technical studies, "control of enrollment will be required in professional fields such as Engineering, Business Administration and health related fields." There is reference to a possible expansion of summer student population in theatre and a dinner theatre program, yet a cut in some co-curricular efforts of speech and education (p. 35).

The goal of the University which provides broad access to higher education and open admission with special assistance to assist those who aren't well prepared is maintained (p. 9). The Developmental Education Program will continue (Appendix iii) and will be abetted by low fees and programs of financial aid. The continuing need for funds to develop primary skills until secondary curricula improve, is noted; and it is suggested that such funds be spent increasingly on technology rather than teachers (p. 17). There is the suggestion that the University attract students by off-campus credit offerings into locations of sufficient population density (Appendix v).

To maintain and improve the quality of student it is pointed out that remediation should occur upon admission and mastery of the basic skills should be completed within the first year. This should be a determining factor as to whether probationary students are permitted to continue in college.

To maintain and improve the quality of academic programs, the Draft of the Master Plan envisions periodic evaluations of programs, Deans, chairpersons, academic advisement, etc. It anticipates a phase-out or elimination of programs on the basis of a definitely established procedure. Academic advisement improvement in the future is expected (pp. 47, 49 and 50). The goal of revising the current policy of hiring new faculty only at the instructor falls in this category (p. 53). The reorganization of the School of Education with some small departments being combined is anticipated (p. 40). The move to the semester system is also defended (pp. 40 and 76).

To maintain and improve community service and relations is cited in the goal of "maintaining and expanding to assist in Youngstown's stability, growth and improved quality." Continuation of the Continuing Education program is expected as well as community service in forums and various departmental activities (Appendix iii and Appendix vi). The Cushwa Center for Industrial Development, Small Business Institute and Center for Urban Studies are all seen as contributing increasingly to this goal.

The projection for the graduate program calls for an increase in quality of graduate students -- both entering and exiting (p. 36). Accreditation of programs in business and engineering is important to the graduate school. Although the forecast for expansion of assistance in faculty research is limited to assistance from corporations, the anticipation of new programs to be developed is encouraging:



- Community Counseling Program (M.S. in Education)
- M.A. in Art
- M.S. in Nutrition
- M.A. or M.S. in Psychology
- "A firming of schedule, some degree of focus and curriculum integration" in the joint Ph.D. program with the University of Akron
- Executive Masters of Business Administration
- possibility of a degree, Master of Accounting
- Adjunct programs with NEUCOM at M.A. level in biology and chemistry
- M.A. in Computer Science
- Continuation of M.S. in Engineering
- New Master of Engineering Administration
- M.S. in Nursing, if there is a potential demand(Appendix iii)

Future Planning

The science of future planning is a complex one. There should be a clear explanation of how future planning in the Draft of the Master Plan was accomplished. There should be a clear explanation of how future planning is to be accomplished. Sources of some information are included; the process of planning in the Draft of the Master Plan is not sufficiently explained. Therefore, the Academic Planning Committee would like to offer the following method for planning at Youngstown State University. This method was developed by the Academic Planning Committee. This suggested plan incorporates all aspects of the University in the preparation of a vision to be part of a master plan. The future of the University will be, to a great extent, determined by the Master Plan eventually adopted and implemented.

The integration of visions of the University and future planning processes is needed. Institutional support for an on-going refining of and implementation of the master plan is required. Additional attention needs to be given the planning process and the necessary planning steps to be followed. Careful integration of decision-making processes and University priorities and needs extrapolated from the created vision needs to be maintained. In other words, a carefully constructed "plan for planning" needs to be developed.

There is a concern within the Academic Planning Committee regarding the procedures used to develop the draft of the Master Plan. Therefore, we suggest using a method such as the following as a possible alternative methodology for planning the future of Youngstown State University.

Planning for the Future of YSU

An Alternative Methodology

Purpose: The purpose of this suggested methodology is to recommend a comprehensive procedure that will focus attention on the most probable future of Youngstown State University and spell out and provide for the educational needs of persons and institutions served by the University. This future vision will provide a basis for developing plans and for establishing planning criteria.

Goal: To provide a specific plan that will create a vision of the future. This plan will utilize different techniques focused on common questions. It will use available technology and be based on the greatest likelihood of occurrence of events. It should involve experts and those implementing and affected by the University plan.

1. Objective -- Trend Extrapolation

Using existing data for extrapolating trends in and affecting higher education in the Youngstown State University service area.

Definition: Trend extrapolation is based on the anticipated continuation of the pattern of change experienced in recent years, up to some natural limit. This is limited by the forecaster's ability to anticipate natural limits and possible lurking discontinuities which may result from anticipated technological innovation or obsolescence.

Activity: Current activities in Admissions and Records, the Economics Department, Center for Urban Studies, the School of Business, and elsewhere would be focused to provide trend extrapolation appropriate for determining the future demand for higher education. Initial report due by November 1, 1982; periodic reports after that.

2. Objective -- Scenario Construction

Use scenario building as an activity to develop a vision of the future.

Definition: Scenario construction is based on "what if" assumptions. For example, a manufacturer of automobiles might ask, "What if a highly efficient electrical storage battery were perfected?" This central issue is then elaborated and its ramifications explored in terms of impact to the corporation. The technique has proven to be very useful in visualizing military and political strategies.

Activity: Conduct three or more scenario building sessions involving faculty, staff, administration, students and the community. The responsibility would rest with the office of the Academic Vice President. The sessions would involve internal and/or external consultants. To be accomplished by April 1, 1983.

3. Objective -- Simulation

Utilize simulation techniques to predict future of higher education for the Youngstown State University service area.

Definition: Simulation is based on a mathematical model of the corporation and its dynamic environment. By varying some of the input or operational factors of the model, the simulation produces a forecast in the same sense that an equation depicting a natural law forecasts an anticipated relationship between parameters.

Activity: The School of Business Administration has the capability and expertise to develop simulations. We suggest that responsibility be assigned by the Academic Vice President to the point of implementation. To be accomplished by June 1, 1983.

4. Objective -- Delphi Technique and Genius Forecasting

Develop a picture of the future derived from Delphic projection and genius forecasting.

Definition: Delphi technique is the traditional and, in many ways, the simplest method of achieving a consensus of experts has been to conduct a roundtable discussion and ask for a statement of a group position.\* This procedure is open to a number of criticisms. In particular, the outcome is apt to be a compromise between divergent views, all too often arrived at under the undue influence of certain psychological factors such as specious persuasion by the member with the greatest supposed authority, or even merely the loudest voice; the unwillingness to abandon publicly expressed opinions; and the bandwagon effect of majority opinion. The Delphi technique is designed to overcome these difficulties. In its simplest form, it eliminates committee activity among the experts altogether and replaces it with a carefully designed program of sequential, individual interrogations (usually best conducted by questionnaires). These are interspersed with information and opinion feedback.

Genius forecasting is based on intuitive judgment of a single person. There have been some spectacular examples of successful genius forecasting such as RAND's early anticipation of the importance of an artificial earth satellite.

Activity: The Center for Urban Studies will conduct a) Genius Forecast(s) and b) Delphi Projection(s) in consultation with the Academic Planning Committee. To be accomplished by June 1, 1983.

Outcome: By January 1, 1984, a synthesized forecast based upon each of the five forecasting techniques will be presented to the University community. This vision of the future will serve as a basis for academic planning.

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\* See O. Helmer, "Analysis of the Future: The Delphi Method," a chapter in Technological Forecasting for Government and Industry, Prentice-Hall 1968.

\*\* Arthur Clarke, Profiles of the Future, Harper & Row, New York, 1958.

\*\*\* Definitions have been borrowed from notes by Robert F. Bundy.

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The Academic Planning Committee's recommendation concerning the future planning process at Youngstown assumes initiating the process Fall Quarter, 1982 and completing the process during Spring Quarter, 1983. The final report would be delivered for discussion on or before January 1, 1984.

Areas to be Included in the Final Master Plan

The following are areas discussed at length during meetings of the Academic Planning Committee. These areas are not presented in rank order; nor are they intended to minimize the importance of any other recommendations made to the Academic Planning Committee. The areas discussed below are those which caused the most discussion and gained the Committee's attention as a whole needing immediate elaboration.

1. The University should not be limited to a certain county region in terms of its service area. The Mission Statement should be broader than Mahoning, Trumbull, Columbiana, and other immediate counties. The region to be served by the University has been further narrowed in the Mission Statement approved by the Academic Senate. In a period of enrollment declining-projections (8% in the Draft of the Master Plan), the University should be broadening its recruitment efforts rather than narrowing them.

2. The Draft of the Master Plan should have a clearer statement of purpose and subsequent discussion of that purpose throughout. There should be a greater emphasis on and discussion of the liberal arts education of the students enrolled at Youngstown State University. The lack of clear purpose in the Draft of the Master Plan for the University seems to be a moving away from the original mission of the University (as articulated in the Mission Statement).

3. Methods of attracting and keeping quality faculty members in all academic programs should be a University objective. The strength of a University is derived from its faculty. It is the faculty that must produce the proximate environment conducive to academic achievement by the students. The University must have an environment characterized by an active enthusiasm for learning, and where the search for knowledge is exciting and self-rewarding. Methods of attracting quality faculty members must be made clear. The role of faculty research and professional development in the University mission needs additional elaboration with emphasis on securing needed monies needed to secure and maintain quality faculty necessary to achieve the overall mission of the University. The University should make a strong commitment to faculty scholarship and professional development striving towards faculty competence in teaching and research.

4. The analysis of program review and evaluation needs elaboration. Enrollment driven models of program review should be a component of any program review process. Recognition of the necessity of some enrollment (quantitative review) trends as part of program reviews is made. However, another area in any program review should be the quality of the program. The Draft of the Master Plan should articulate what qualitative review methodologies are already used within the University and establish guidelines for establishing qualitative reviews in areas not already evaluated. "Good" programs should remain and "bad" programs should be reevaluated and perhaps reconstructed based upon qualitative review of these individual programs. The "goodness" or "badness" of a program cannot be determined through enrollment, FTE's, SCH's or any other quantitative means.

In addition, programs should be evaluated in light of their compliance with or contribution to the needs and/or objectives of the University as a whole.

5. The priorities of the academic sector of the University should be clearer. Emphasis on attracting better students should be elaborated on. The recruitment of gifted high school students should be promoted. Keeping the quality student enrolled in Youngstown State University should be a goal or objective of the academic community of the University. Perhaps the increased utilization of the Honors Program for gifted students, enrolled in small sections, receiving individualized instruction will promote good-will with these gifted students. There should be greater integration of the Report of the Advisory Council on Articulation Between Secondary Education and Ohio Colleges.

6. The University should establish a vigorous fund-raising drive to off-set the decreasing state appropriations to the University. It seems inappropriate to assume the University can continue to pass these additional expenses on to the student population. The role of the Youngstown Education Foundation and the Financial Aids Office needs careful articulation in this area. Perhaps a carefully constructed and implemented student work program, work-study program, co-op program with industry and/or faculty research grant program could assist in this area as well. Organizational alternatives to help achieve educational goals needs careful review and discussion.

7. The recognition of all educational programs within the University needs to be made. The two-year and four-year programs each serve their purpose for the students, the community and the University. Serious deliberations should occur prior to any realignment of two-year programs from CAST into relevant colleges. A redefining of the role of CAST within the University structure has serious implications. These potential ramifications need careful development and consideration prior to any redefining of CAST's mission. A strong defense can be mustered for the retention of the two-year program concept in all respects within the University. One defense is the response of the University to community and/or societal needs in the construction of CAST. Obviously these programs are popular with our students and the community the University serves.

8. Academic excellence should be defined. With this definition of academic excellence for the University, plans, goals and objectives can be made to strive for excellence in those areas. The striving for excellence might, realistically speaking, be tempered by the parameters of economic factors and the University mission.

9. The University's affiliations with organizations within the community needs elaboration in the Draft of the Master Plan. The affiliations with Butler Art Institute, school systems, business and industry, the Arms Museum, the media, the Youngstown Playhouse, and all other organizations needs to be recognized as important in the Draft of the Master Plan and for the people in and outside of the University community.

10. The Draft of the Master Plan fails to address the academic-support areas in the University. Perhaps these areas need to be placed under the auspices of the Academic Vice President for thorough integration into the academic community of the University. These areas include the library, the computer facilities, the Media Center, Continuing Education, the Day Care Center and others not specifically mentioned. With the Academic Vice President administering these academic-support programs and with the realization of a clear master plan, there will be a natural integration of these programs with the academic goals of the University; thus permitting the University to achieve its mission.

11. The Draft of the Master Plan needs some inherent flexibility to deal with exigencies in the future. However, elaboration on areas already recognized to be impacting on the academic mission of the University is needed. The Center for Advanced Studies in Technology (proposed for the University) needs to be mentioned in the Draft of the Master Plan in terms of its potential integration into the Mission of the University, the vision of the University, and the academic goals and objectives. The Draft of the Master Plan needs to be used for decision-making purposes in the future (upon its finalization) -- careful analysis of the vision of the University and its goals and objectives will permit the master plan to serve as a basis for future decisions. The example above serves as illustration regarding the integration of the Center for Advanced Studies in Technology into the University community in the best positive way.

12. Appendix F of the Draft of the Master Plan is too specific. The 450 SCH/FTE limit is too restrictive for programs requiring small sections-classes to achieve academic goals. The 450 SCH/FTE is also the maximum permitted under the Collective Bargaining Agreement between the YSU-OEA and the University. A discussion of the relationship between the YSU-OEA and the University should be made in the Draft of the Master Plan.

### Conclusion

The Academic Planning Committee reviewed all comments presented to it from all sectors of the University. All comments were considered to be equally important during our discussions and were passed to the Academic Vice President for his review and consideration. (Eight pages of summary comments, integrating suggestions and criticisms from across the University were used during our discussions of the Draft of the Master Plan.)

Areas of concern to the Academic Planning Committee, although concerned with all comments made, are mentioned in this report to the Academic Senate. The Committee looked at and passed on all comments received. Those requiring additional elaboration are presented in this report.

Listed below are the sources of information from across the University used in compiling our comments and directing the Committee's discussions. They are:

Dean Brown, Mathematics  
 Mary Beaubien, Home Economics  
 History Department  
 Janet E. Del Bene, Chemistry  
 Mary Loud, Foreign Languages  
 Mark Kittleson, Health and Physical Education  
 Department of Geology  
 Department of Sociology, Anthropology and Social  
 Work  
 Howard Mettee, Chemistry  
 College of Fine and Performing Arts  
 James A. Conser, Criminal Justice  
 George E. Sutton, Engineering  
 Frank A. D'Isa, Mechanical Engineering Department  
 Jack D. Bakos, Civil Engineering Department

Don E. Hovey, Management  
School of Education  
Samuel F. Barger, Mathematical and Computer  
Sciences  
Richard C. Mitchell, Art Department  
Lauren A. Schroeder, Biology Department  
College of Applied Science and Technology (CAST),  
Chairs  
English Department  
Honors and ICP Committee  
Ray Nakley, Student Government

prepared by:

Lawrence W. Hugenberg, Chair  
Academic Planning Committee