

GILLIS, BERNARD T.

OFFICE OF THE PROVOST

TO: FULL-SERVICE FACULTY, ADMINISTRATORS, AND STUDENT GOVERNMENT  
FROM: Cynthia Peterson, Secretary of Academic Senate  
RE: SENATE MEETING  
March 2, 1982, Schwebel Auditorium  
4:00 p.m.

February 14, 1983

AGENDA

1. Call to Order.
2. Approval of Minutes of February 2, 1983 Senate meeting.
3. Charter & By-Laws Committee, Report by William Jenkins.  
823-14
4. Senate Executive Committee, Report by Larry Esterly.  
823-15
5. Elections and Balloting Committee, (No Report).
6. Reports of other Senate Committees.  
823-16 Academic Planning Committee, Report by Dr. Hugenberg.  
823-17 " " " " " " " "  
823-18 Curriculum Division of Academic Programs and  
Curriculum Committee, Report by Lois Hopkins.  
823-19 Academic Standards and Events Committee,  
Report by Hugh Earnhart.
7. Unfinished Business.
8. New Business.
9. Adjournment.

**RECEIVED**

FEB 17 1983

OFFICE OF THE PROVOST

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

Date February 2, 1983

Report Number (For Senate Use Only)

823-14

Name of Committee Submitting Report Charter and Bylaws

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

elected chartered

Names of Committee members: L. Hill, D. Hovey, W. Jenkins,  
R. Jones, D. Robinson, C. Singler

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Charter and Bylaws is recommending a change in the Bylaws to permit the nomination of candidates for chairperson of the Senate at the organizational meeting, and a mail ballot conducted by Elections and Balloting after the meeting to determine the newly elected chairperson.

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

If so, state the motion: To approve the recommended Bylaw changes on the attached sheet

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)

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SENATE CHARTER AND BYLAWS COMMITTEE

Minutes: Meeting of Jan. 19, 1983 (D. Robinson, recorder)

Called to order at 10 a.m. Present: Jenkins, Singler, Jones, Robinson

Motion to recommence debate on the motion regarding election of the Senate Chairman.  
(Moved: Singler; second: Jones)

Extensive discussion of motion and its implications followed.

Motion to amend main motion by substitution of new language (set forth below) in Bylaws.  
(Moved: Robinson; second: Singler)

BYLAW 4(1)(b) Candidates for these offices shall be nominated at the organizational meeting of the Senate. The Elections and Balloting Committee shall conduct a secret mail ballot, and shall announce the results not later than seven calendar days prior to the scheduled November Senate meeting.

(c) The term of office for the chairman shall be for one year beginning seven calendar days prior to the scheduled November Senate meeting.

Bylaw 3(5) (Delete "and election" from 5th line).

Motion passed unanimously.

Meeting adjourned.

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

Date 7 February 1983

Report Number (For Senate Use Only)

823-15

Name of Committee Submitting Report Senate Executive Committee

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

Elected Chartered

Names of Committee members: Peter Baldino, Ralph Crum, Larry Esterly (chairman)  
Patrick Fire, Richard Jones, Mervin Kohn, Edward Largent, Victor Richtey

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

the Senate: ~~PROCEDURE FOR THE SELECTION OF A YOUNGSTOWN STATE UNIVERSITY REPRESENTATIVE TO THE FACULTY ADVISORY COMMITTEE TO THE CHANCELLOR OF THE OHIO BOARD OF REGENTS: (1) RECOMMENDATION BY THE SENATE EXECUTIVE COMMITTEE OF AN ELECTED FACULTY MEMBER OF THE ACADEMIC SENATE; (2) CONFIRMATION BY THE ACADEMIC SENATE OF THE EXECUTIVE COMMITTEE RECOMMENDATION; (3) NOTIFICATION TO THE PRESIDENT OF THE UNIVERSITY OF THE EXECUTIVE COMMITTEE/ACADEMIC SENATE RECOMMENDATION; (4) ACTION BY THE PRESIDENT.~~

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

If so, state the motion: Move that the Academic Senate adopt the above procedure.

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: \_\_\_\_\_

*J. E. Esterly*

Chairman (please initial)

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

Date January 12, 1983

Report Number (For Senate Use Only)

823-16

Name of Committee Submitting Report Academic Planning Committee

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

Appointed Chartered

Names of Committee members: L. Hugenberg (chair), E. Cobbett, A. Smith, J. Bakos, L. Schroeder, M. Horvath, D. Hovey, D. Brown, B. Gillis, D. Ruggles, B. Yozwiak, J. Dentscheff, S. Bird

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

The Academic Planning Committee has reviewed the Master Plan, dated November 1, 1982. Report is best summarized by the motion below.

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

If so, state the motion: Move that the Academic Senate accept the YSU Master Plan dated November 1, 1982 as the principal basis for a continuing cycle of Academic Planning at Youngstown State University envisioned in Section XI (p. 80).

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: \_\_\_\_\_

RESUBMITTED 11 February 1983

L. Hugenberg  
Chairman (please initial)

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

Date January 12, 1983 Report Number (For Senate Use Only) 823-17

Name of Committee Submitting Report Academic Planning

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

Appointed Chartered

Names of Committee members: L. Hugenberg (chair), D. Hovey, L. Schroeder, D. Brown, M. Horvath, J. Bakos, A. Smith, E. Cobbett, B. Yozwiak, D. Ruggles, B. Gillis, J. Dentscheff, S. Bird

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

Upon completion of the review of the Master Plan, dated November 1, 1982, the Academic Planning Committee was concerned with the recommendations accepted by the Faculty Senate (May 26, 1982) and their inclusion in the Master Plan.

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

If so, state the motion: Move that the twelve recommendations, based on the comments solicited from the faculty on the draft master plan, contained in the Academic Planning Committee report of May 26, 1982 be forwarded to the President and the Trustees with the intent that they be considered in the cyclical revision 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: Unanimous recommendation of the Academic Planning Committee.

RESUBMITTED 11 February 1983

Janeanna W. Hugenberg  
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

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## 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).



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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 campus credit offerings into locations of sufficient population density (Appendix

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. 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.

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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 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



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

Date 2-11-83

Report Number (For Senate Use Only)

823-18

Name of Committee Submitting Report University Curriculum Division

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

appointed chartered

Names of Committee members: L. Hopkins, L. Harris, D. Rost, S. Hotchkiss, T. Deiderick  
A. Viehmeyer, W. Eshleman, P. Sorenson

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 UCD and  
are being submitted to the Senate Agenda.

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

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: \_\_\_\_\_

Lois Hopkins

Chairman (please initial)

SEE

83-96 Engineering Technology (deletion)

MTT 500. Introduction to Metallurgy. (Extractive). Principles of mineral beneficiation, pyrometallurgical process for smelting ores and refining crude metal. The functions of fluxes, slags, and refractories in these processes. Prereq: Chem. 501. (Sp) 3 q.h.

83-97 Engineering Technology (deletion)

MTT 501. Foundry and Metal Casting. Mechanism and solidification of metals, stress-strain relations in castings mold materials: reaction at refractory metal interface mold design, optimization of casting design and processing method, mold production, and pattern construction. Prereq: Chem. 501. (F) 3 q.h.

83-98 Engineering Technology (deletion)

MTT 501L. Foundry and Metal Casting Laboratory. Elementary foundry practice: molding simple aluminum, copper, and titanium casting; crucible furnace and induction furnace melting: selection and control of melting process. Three hours of laboratory per week. Taken concurrently with MTT 501. (F) 1 q.h.

83-99 Engineering Technology (deletion)

MTT 602. Non-Destructive Inspection. A study of principles and techniques of non-destructive testing with liquid penetrant, ultrasonic, eddy current, magnetic particle for the detection of structural defects in ferrous and non-ferrous and non-metallic materials in cast, weld, and in mechanically deformed conditions. Prereq: MTT 604, Physics 502. (Sp) 3 q.h.

83-100 Engineering Technology (deletion)

MTT 602L. Non-Destructive Inspection Laboratory. Develop techniques of operating tester (magna-glow, portable sonic, spark testing) on metallic specimen with and without structural and internal defects, classification of surface and internal defects on various processed non-ferrous metals. Utilization of spark testing for identification of carbon analysis in ferrous metals including simple alloys. Three hours of laboratory per week. Taken concurrently with MTT 602. (Sp) 1 q.h.

83-101 Engineering Technology (deletion)

MTT 604. Physical Metallurgy (Mechanical Adaptive I). Study of crystalline nature of metals (irons and steel), the crystalline nature of mechanical phenomena. Mechanical concepts in deformation, i.e., elastic vs. plastic deformation, strain, yield: failure vs. fracture and hot-working vs. cold-working. Prereq: MTT 500. (F) 3 q.h.

83-102 Engineering Technology (deletion)

MTT 604L. Physical Metallurgy (Mechanical Adaptive I Laboratory). Preparation of test specimens for tension testing, hardness testing in the cast, hot rolled, cold rolled, and the annealed and normalized conditions. Three hours of laboratory per week. Taken concurrently with MTT 604. (F) 1 q.h.

83-103 Engineering Technology (deletion)

MTT 606. Physical Metallurgy (Adaptive II) Polycrystalline pure metals, freezing of pure metals, nucleation and growth of crystals, grains and grain boundaries, grain size, and grain growth. Solid metallic recrystallization after plastic deformation. Introduction to the iron-iron carbide system. Three hours lecture and three hours of laboratory per week. Prereq: MTT 604. (W) 4 q.h.

83-104 Engineering Technology (deletion)

MTT 608. Physical Metallurgy (Adaptive III). Continuation of MTT 606, non-equilibrium transformation in iron-iron carbide system; iso-thermal transformation curves; heat treatment and theory; application of heat treatment of common ferrous metals and alloys and non-ferrous metals and alloys. Three hours lecture and three hours lab. per week. Prereq: MTT 606. (Sp) 4 q.h.

- 83-105 Engineering Technology (deletion)  
MTT 610. Metallurgy of Iron and Steel. Manufacturing process of iron and steel; open hearth precess; blast furnace process; rolling mills (semi-finish and finish mills); electric furnace steel making; L & D (Basic oxygen process) B.O.P. and customer specifications and application. Three hours lecture and three hours laboratory per week. Prereq; Chem. 502, MTT 500. (W) 4 q.h.
- 83-106 Business Technology, C.A.S.T. (deletion)  
BT 551. Survey of Graphic Communication. A survey of the reprographic industry and its inter-relationship with information processing. Includes the history of printing, the flow of graphic production from art and copy presentation to the finished product, and an overview of techniques used in the printing industry. 3 q.h.
- 83-107 Business Technology, C.A.S.T. (deletion)  
BT 605. Real Estate Appraisal II. Use of fundamental appraisal principles and the quantitative tools of appraisal analysis. Includes a summary introduction to the physical, legal, and economic characteristics of Real Estate. Meets both the SREA and the SRPA requirements for the 101 qualifying examination. Prereq; 604 or permission of instructor. 3 q.h.
- 83-108 Business Technology, C.A.S.T. (deletion)  
BT 606. Real Estate Appraisal III. Principles and techniques of net income capitalization. Use and application of Mortgage-Equity or Ellwood techniques applicable for valuation and analysis of income-producing properties; use and application of currently-employed techniques and procedures for processing income forecasts into present worth estimates of both Market Value and Income Value. Meets SREA requirements for the 102 qualifying examination. Prereq: BT 604 or permission of instructor. 3 q.h.
- 83-109 Business Technology, C.A.S.T. (deletion)  
BT 652. Applied Offset Printing Process. A hands-on experience of the main steps of the offset printing process from planning to finishing. Includes art and copy preparation, conversion of art and copy into camera-ready art, the use of the offset camera, stripping negatives, platemaking, press work, and binding for finishing. Two hours lecture and six hours lab. Prereq: Art 727. 4 q.h.
- 83-110 Business Technology, C.A.S.T. (deletion)  
BT 659. Graphic Practicum. A terminal course in graphic communication. Includes planning, estimating, production control, work orders, portfolio presentation, resumes, new technologies, and field experience. Two hours lecture and seven hours practicum per week. 3 q.h.
- 83-111 Chemical and Metallurgical Engineering (change)  
ChE 884, 885. Process and Plant Design. Presentation of the analytical approach for establishing a technically and economically efficient plant and process design. Demonstration of the importance of proper correlation of laboratory and field data into a reliable and workable basis for projecting cost estimates of pilot and commercial plant "scaleups." Prereq: ChE788,880. 3+3 q.h.
- 83-112 Chemical and Metallurgical Engineering (Change)  
ChE 884, 885. Process and Plant Design. Presentation of the analytical approach for establishing a technically and economically efficient plant and process design. Demonstration of the importance of proper correlation of laboratory and field data into a reliable and workable basis for projecting cost estimates of pilot and commercial plant "scaleups." Prereq: ChE 788. 880. 3+3 q.h.

83-113 Foreign Languages

(Addition)

751. German Cultural Heritage 11. A survey of German civilization since 1949, including such topics as literature, history, music, and art. Prereq: German 615. 4 q.h.

83-114 Foreign Languages

(Addition)

750. German Cultural Heritage 1. A survey of German civilization from the beginnings to 1949, including such topics as literature, history, music, and art. Prereq: German 615. 4 q.h.

83-115. Geology

(deletion)

Geology 807, 808, 809. Earth Science 1.11.111. An integrated course in earth science designed for teachers of earth science and general science courses. A study of the earth and its environment in space, the various physical and chemical processes acting on and within the earth throughout geological time, lunar geology and the solar system. Prereq: Certification for teaching or permission of the chairman of the Department of Geology. 3+3+3 q.h.

83-116 English

(change)

English 885. Sixteenth and Seventeenth Centuries. The English Renaissance to 1660, excluding Milton and the drama, with emphasis on Spenser, Honson, and Donne. 4 q.h.

83-117 Health & Physical Education

(addition)

HPE 661-Games Analysis. The selection, adaptation and creation of games appropriate for varying developmental levels and environmental situations in K-12 physical education. Large group, coeducational and self-challenging activities are included. Four hours lab. per week. Prereq: 6 HPE activity courses. 2 q.h.

83-118 Health & Physical Education

(addition)

HPE 766 Curriculum Development, Implementation, & Evaluation in Physical Education. Aims, objectives, procedures, implementation, and evaluation for curriculum development in physical education and movement education (K-12). Criteria for the selection of specific content, for lesson and unit planning are covered with reference to the cognitive, psychomotor and affective domains of learning. Prereq: HPE 550 or 551, 595, 661, and 670 3 q.h.

83-119 Health & Physical Education

(addition)

HPE 767- Methods of Instruction & Teacher Behavior in Physical Education. Methods of instruction including direct teaching, guided discovery and problem-solving and the development and analysis of teacher behavior. Two hours lecture, tow hours lab. per week. Prereq: HPE 766. 3 q.h.

83-120 Health & Physical Education

(addition)

HPE 768-Field Experience in Physical Education. Supervised school experiences at both the elementary and secondary levels including planning, teaching and analysis of teaching through video tapes, audip tapes, observations and other techniques. Four hours lab. per week. Prereq: HPE 767. 2 q.h.

83-121 Health & Physical Education

(deletion)

HPE 700-Pre-professional Laboratory Experience. The student will assist in a YSU activity course under the supervision of a qualified faculty member. The student must attend the activity class regulary and is expected to teach small groups or parts of lessons when appropriate. Prereq: Sophomore standing and consent of instructor. 1 q.h.

- 83-105 Engineering Technology (deletion)  
MTT 610. Metallurgy of Iron and Steel. Manufacturing process of iron and steel; open hearth process; blast furnace process; rolling mills (semi-finish and finish mills); electric furnace steel making; L & D (Basic oxygen process) B.O.P. and customer specifications and application. Three hours lecture and three hours laboratory per week. Prereq; Chem. 502, MTT 500. (W) 4 q.h.
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BT 605. Real Estate Appraisal 11. Use of fundamental appraisal principles and the quantitative tools of appraisal analysis. Includes a summary introduction to the physical, legal, and economic characteristics of Real Estate. Meets both the SREA and the SRPA requirements for the 101 qualifying examination. Prereq; 604 or permission of instructor. 3 q.h.
- 83-108 Business Technology, C.A.S.T. (deletion)  
BT 606. Real Estate Appraisal 111. Principles and techniques of net income capitalization. Use and application of Mortgage-Equity or Ellwood techniques applicable for valuation and analysis of income-producing properties; use and application of currently-employed techniques and procedures for processing income forecasts into present worth estimates of both Market Value and Income Value. Meets SREA requirements for the 102 qualifying examination. Prereq: BT 604 or permission of instructor. 3 q.h.
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- 83-111 Chemical and Metallurgical Engineering (change)  
ChE 884, 885. Process and Plant Design. Presentation of the analytical approach for establishing a technically and economically efficient plant and process design. Demonstration of the importance of proper correlation of laboratory and field data into a reliable and workable basis for projecting cost estimates of pilot and commercial plant "scaleups." Prereq: ChE788,880. 3+3 q.h.
- 83-112 Chemical and Metallurgical Engineering (Change)  
ChE 884, 885. Process and Plant Design. Presentation of the analytical approach for establishing a technically and economically efficient plant and process design. Demonstration of the importance of proper correlation of laboratory and field data into a reliable and workable basis for projecting cost estimates of pilot and commercial plant "scaleups." Prereq: ChE 788. 880. 3+3 q.h.

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

Date 2/8/83

Report Number (For Senate Use Only) 823-19

Name of Committee Submitting Report Academic Standards and Events Committee

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

Names of Committee members: H. Earnhart (Chairman), J. Scriven, W. McGraw, D. Henneman, T. Stocks, P. Munro, D. Kennedy, P. Van Ostwalden, P. Sorenson, G. Calderone, M. Braden, S. Guzell.

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Approval of the deletion of the time element in the current policy for the recalculation of Grade Point Average.

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

If so, state the motion: To adopt the proposed change in language as such change appears on the attached page.

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: \_\_\_\_\_

H.S.E.  
Chairman (please initial)

Present Policy

A current undergraduate student may wish to improve his/her cumulative point average by repeating a course in which a grade of D or F was earned. In order to recalculate the cumulative point average a student at the time the course is repeated must initiate the recalucation process with the approval of the advisor (by the dean if it is a second repetition) at the time he/she registers for the repeated course. In this case the grade earned on the repeated course will be used for all purposes including calculation of cumulative point average except where recalculation is specifically prohibited. Although courses are not deleted from the permanent record, the record is adjusted to reflect the inclusion of only the last grade in the computation of the point average. The hours credited toward degree hours completed are those earned with the last grade. Only undergraduate students currently enrolled in the University may request this recalculation privilege. A post-baccalaureate student is not eligible to petition for a recalculation unless both the course and the repetition are completed subsequent to the conferring of the degree. A student holding the two year associate degree may petition after receiving the associate degree only if currently pursuing a baccalaureate degree. All YSU grades will be counted in determining honors for graduation.

Proposed Policy

*Consistent with the policy on repetition of course*

A current undergraduate student may wish to improve his/her cumulative point average by repeating a course in which a grade of D or F was earned. In order to recalculate the cumulative point average a student must initiate the recalculation process. The grade earned on the repeated course will be used for all purposes including calculation of cumulative point average except where recalculation is specifically prohibited. Although courses are not deleted from the permanent record, the record is adjusted to reflect the inclusion of only the last grade in the computation of the point average. The hours credited toward degree hours completed are those earned with the last grade. Only undergraduate students currently enrolled in the University may request this recalculation privilege. A post-baccalaureate student is not eligible to petition for a recalculation unless both the course and the repetition are completed subsequent to the conferring of the degree. A student holding the two year associate degree may petition after receiving the associate degree only if currently pursuing a baccalaureate degree. All YSU grades will be counted in determining honors for graduation.

*\* what is this process?*

OK