

GILLIS, BERNARD T.

OFFICE OF THE PROVOST

ACADEMIC SENATE MINUTES
May 2, 1984

CALL TO ORDER

Chairman Larry Esterly called the meeting of the Academic Senate to order after establishing that a quorum was present.

APPROVAL OF MINUTES OF APRIL 4, 1984

Minutes were approved as distributed.

REPORT OF CHARTER AND BY-LAWS COMMITTEE

William Jenkins reported. The faculty vote regarding the proposed change in Article V of the Charter: in favor, 112; opposed, 15; abstentions and others, 2. The changes in the Charter passed and will take effect Fall Quarter, 1984. The Charter change is subject to approval of the Board of Trustees.

REPORT OF SENATE EXECUTIVE COMMITTEE

Larry Esterly reported. The final Senate meeting for this academic year will be held on Wednesday, June 6, 1984, at 4 p.m., Arts/Sciences auditorium. The reorganization meeting of the Academic Senate will be on Wednesday, October 3, 1984. The response sheets, on which full-service faculty members are to indicate their preferences for committee service and for Dr. Humphrey's consideration for appointment to advisory boards and committees, are to be returned to Esterly's office by Friday, May 4, 1984.

The Senate Executive Committee appointed Homer Warren of the Marketing Department to the Programs Division of the Academic Programs and Curriculum Committee, replacing Miriam Weinstein who resigned due to a schedule conflict.

Dr. George Beelen gave a brief informational report of the April 26 meeting of the Faculty Advisory Committee to Chancellor of the Ohio Board of Regents. (See attached report)

REPORT OF THE ELECTIONS AND BALLOTING COMMITTEE

No report given.

REPORT OF THE CURRICULUM DIVISION, ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE

L. Allen Viehmeyer reported. (Agenda Item 834-14) Two deletions were made in the list of courses, as prepared by the Curriculum Division. On page 17, courses 84-214 (Sociology/Anthropology/Social Work), and 84-220 (Mathematical and Computer Sciences) were withdrawn from the course proposal list.

REPORT OF THE LIBRARY AND MEDIA SERVICES COMMITTEE

Dr. Glorianne Leck reported. (Agenda Item 834-15) Based on the distribution recommendations of the Senate, she moved that the Senate accept the library budget recommendations.

Motion was seconded, with the following discussion:

John Buoni expressed a need for materials on microprocessors in the library.

Ronald Tabak inquired how long the current budget has been in effect and expressed critical concern of a "static" library budget in a time of great inflation and rising periodical costs.

MOTION CARRIED.

Leck moved that in the event that additional funding be made available beyond the stated budget for the 1984-85 year, the Library and Media Committee be granted permission to consider special needs and allocate the necessary funds according to the Committee members' best judgment.

Motion was seconded. MOTION CARRIED.

REPORT OF THE ACADEMIC PLANNING COMMITTEE

Ralph Crum reported. (Agenda Item 834-16) He briefly overviewed the revisions to the Academic Master Plan, referring to the previously circulated draft and an additional handout of draft changes. He assured that the draft as distributed would not be the final copy, allowing any editorial changes desired. Sections 5-7 of the draft were not completely covered for revisions, but they will be in the future. Crum stressed that changes be completed at this meeting due to the time constraint of getting the results to the Office of the Provost and the Board of Trustees. He moved for Senate approval of the draft of revisions to the Y.S.U. Academic Master Plan as distributed and amended, and to be submitted to the Office of the Provost. Motion was seconded, with the following discussion:

Academic Senate Minutes of May 2, 1984

Esterly repeated that discussion be limited to substantive matters. Any editorial changes could be sent to Dr. Crum in the form of a memo.

Janet Del Bene referred to the revised draft of the introduction to the Master Plan. She asked if the Plan was based on the words in paragraph one, "high rates of inflation, declining enrollments, and dwindling resources," as stated in the revised draft.

Crum agreed that the words were harsh and guaranteed that the Committee would look into the wording of the first paragraph.

Lauren Schroeder, representing the Biology Department, offered a motion to amend the present description of the department's objectives. (See attached revision)

Motion to amend was seconded, with the following discussion:

Janice Elias commented on the great length of the proposed description and suggested that each department have a limited amount of space designated for description.

Crum agreed and recommended that each department have a consistent department plan in conjunction with a short Academic Master Plan. He commented that the Committee would accept the essence of the two-page description and apply it to the Master Plan. He also informed the Senate that stricter measures would be enforced next year to obtain faculty and department input.

Howard Mettee suggested that a specific limitation, such as 500 words or two paragraphs, to provide for uniformity with all descriptions.

Ikram Khawaja commented that no specific limit to the length of the descriptions was previously communicated. He suggested that Schroeder shorten the proposed revision and resubmit it.

Crum replied that the Committee would be willing to consider a shortened version.

Donald Hovey asked what would happen if the Senate failed to approve the motion that day.

Esterly replied that the deadline for submission to the Office of the Provost and Board of Trustees would not be met.

MOTION TO AMEND FAILED. For the motion, 24; against the motion, 34.

Schroeder moved to delete the goals and objectives as stated on page 23 for the Biology Department.

Motion was seconded. MOTION CARRIED. Further discussion on the main motion included:

Del Bene commented on the Research and Scholarship section on page 42. She found the statement "clusters of expertise" and "priority" somewhat unclear and suggested rewording.

Dean Brown responded that Y.S.U. does not have the resources to be categorized as a nationally recognized research institution in all areas of academic life. However, Y.S.U. might strive to be recognized in certain specified areas. The entire concept has not yet been worked out in detail.

Schroeder moved to accept the first paragraph only of the proposed revision as the description for the Biology Department.

Motion was seconded, with the following discussion:

Jack Bakos commented that one person should not make changes of his own judgment without the department's approval.

Mettee responded that the first paragraph is taken right from the previously department-approved description and that in the respect of time constraint, there should be no objection.

Brown emphasized that the Senate must be concerned with the approval or disapproval of the description and not with editorial or other changes.

MOTION TO AMEND CARRIED.

Slawewski moved to amend the words on page 32, paragraph 6, as stated, "careful reduction of curriculum" to "careful study of curriculum reduction."

Motion was seconded, with the following discussion:

George Sutton explained that the intent of that statement was to try to reduce the engineering curricula to make them compatible with the requirements of other institutions. Y.S.U. requires much more than other institutions.

Slawewski clarified that he was given authorization by the department to make the change.

Observation by Michele Blum of absence of quorum. Chair established that a quorum was present.

MOTION TO AMEND CARRIED. For the motion, 28; against the motion, 16.

MAIN MOTION AS AMENDED CARRIED.

The chair indicated that because of the time factor, the remaining agenda items would be reserved for the June 6 Senate meeting.

MEETING ADJOURNED.

FACULTY ADVISORY COMMITTEE (FAC) TO
CHANCELLOR OF BOARD OF REGENTS
Meeting of April 26, 1984

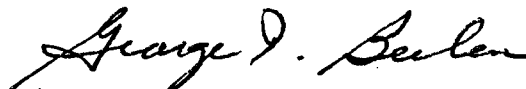
As usual FAC met for a morning and afternoon session. At the morning session we voted favorably on the By-Laws Revisions (very slight revisions); discussed possible and actual raises for each institution for 1984-1985; and the growing acceptance of STRS pick up and buy-out.

In the afternoon session Acting Chancellor William Coulter discussed with us the following items:

- Lack of recent progress on the selection of a Chancellor.
- New budget requests. Coulter says that he believes the legislature is receptive to moving beyond a strong, sustaining budget to one representing excellence. Among the ideas reflecting excellence are: Program Excellence, Eminent Scholar, Edison Grants, which have already been implemented and State Research Challenge, wherein the State will match external funding, and the 1% add-on, wherein the State will add an additional 1% for excellence, to each institution's appropriation, both of which are just suggestions at this point.
- Reduction of Students' share of cost for State education. Coulter indicated that the student share reached a high of 47% a few years ago; 44% last year; 41% this year; 40% next year, with the goal of 33% eventually.
- Program Excellence awards. We agreed on the need for a thorough post-mortem on the criteria and the selection process. This will be done in May or June.
- Toward A Working Ohio - Coulter distributed a working draft with this title. The publication discusses the relationships between education and jobs. It carries the subtitle, "Human Resources: Investing in Ohio's People."
- Coulter also distributed the OBOR Chancellor's Report, 1979-1983, which represents former Chancellor Edward Moulton's assessment of higher education in Ohio during his tenure.

The next meeting of FAC will be on Wednesday, May 23. I invite your questions and comments. Please call me at Ext. 3451.

Respectfully submitted,



George D. Beelen

Revision of the Academic Master Plan, the Biology Department, page 23:

The Department of Biological Sciences aims to provide educational opportunities that enable students to obtain the biological knowledge necessary for achieving their career objectives. The Department encourages a broadly based educational program that requires a fundamental knowledge of chemistry, physics, and mathematics. The Department strives to foster attitudes that demand high standards and self confidence in students. The Department seeks to create an academic environment, by attracting talented students encouraging faculty in teaching and scholarship and improvement in the physical plant, that promotes learning and scholarship.

The Department will continue to provide opportunities for students to specialize in specific areas of biology and to prepare for technical and professional careers. Areas of specialization range from ecology to molecular biology. The pre-professional programs in dentistry, forestry and medicine will be maintained.

The Department will strive to improve counseling of students in career planning by coordinating and improving communication with the Career Services Department. Career opportunities in biology more than most other sciences are highly diverse. The Department recognizes the need for early career counseling so students may make educated career decisions sufficiently early to permit them to select a curriculum that will optimize their chances for achieving their career objectives.

The Department will seek to expand and enhance the graduate program not only for its obvious direct goals, but also as a mechanism to invigorate the undergraduate program by providing opportunities for undergraduate students to observe and participate in science. The graduate program

provides an unfulfilled opportunity to bridge the didactic aspects of biology that dominate undergraduate education with the excitement of discovery that is inherent in doing the science of biology. To promote quality in science education programs requires a faculty that is excitedly engaged in doing science. The Department through its graduate program and by other means will encourage research and scholarship by its faculty.

The Department also provides curriculum support to other disciplines. Although service courses often receive less departmental attention than courses for majors, the service courses are in many respects more important. The service courses are often the only exposure students have to biology or even to science. The Department recognizes its responsibility to provide an educational experience of the highest quality for non-biology major students. Course goals and objectives of many biology service courses will be examined to improve the service to non-biology major students.

Without neglecting traditional teaching the Department of Biological Sciences will seek to include the latest technology in educating students. Application of the rapid developments in computer assisted instruction must be pursued vigorously. The Department recognizes that much of modern biology is imbedded in technology. Procurement of the latest instrumentation is of paramount importance to maintain an educational program of high quality.

The Department will seek to improve the availability and use of audio visual aids especially the use of video recordings. Special attention will be given to equip the remodeled laboratories and lecture halls of Ward Beecher with improved audio visual capabilities. The Department recognizes that field experiences are of high priority for many areas of biology. The Department will encourage improvements in field courses and their supporting systematic collections.

The Department of Biological Sciences will seek to expand its service programs in the community. Expansion of community interaction with the Department will be pursued through research and service grants that involve students in training and internship experiences.

Program evaluation is the basis for improvement. The Department will improve the effectiveness of its self evaluation especially by establishing contacts with and encouraging critiques by its alumni. The Department will enhance its community image through newsletters, post graduate seminars, workshops and other goodwill projects.

ACADEMIC SENATE
Attendance Sheet

DATE MAY 2, 1984

ARTS AND SCIENCES

William Binning
John Buoni
Joan DiGiulio
Tom Dobbelstein
E. E. Eminhizer
Stephen Graf
Lyn Hemminger
William Jenkins
Taghi Kermani
Ikram Khawaja
John Manton
Paul Peterson
Gary Salvner
Ronald Tabak
Allen Viehmever

WB
JB
JD
TD
EE
SG
LH
WJ
TK
Manton
PP
RS
AT

At Large:

Everette Abram
George Beelen
Janet Del Bene
Leslie Domonkos
Hugh Earnhart
Larry Esterly
Howard Mettee
Gratia Murphy
Sidney Roberts
Lowell Satre
Lauren Schroeder
Charles Singler
Ames Smith
Anthony Stocks
Christopher Sweeney
John White

EA
GB
JD
LD
HE
LE
HM
GM
SR
LS
LS
CS
AS
AS
CS
SW
AW

BUSINESS ADMINISTRATION

Dennis Bensinger
Donald Hovey
Melvin Mamula
Phyllis Stoll

DB
DH
MM

At Large:

James H. Daly
E. Terry Deiderick
Mervin Kohn
Clement Psenicka

JD
ED
MK
CP

SCHOOL OF EDUCATION

Robert DiGiulio
Fred Feitler
Joseph Kirschner
Robert Nickelsburg
Gloria Tribble

RD
FF
JK
RN
GT

At Large:

M. Dean Hoops
Edward Tokar

MH
ET

SCHOOL OF ENGINEERING

Javed Alam
Duane Rost
T. K. Slawecki
Robert Sorokach
Daniel Suchora

JA
DR
TK
RS
DS

At Large:

Richard Jones
Phil Munro

RJ
PM

FINE & PERFORMING ARTS

James LaLumia
Edward Largent
Jaroslav Ryska

LL
EL
JR

At Large:

Donald Byo
Frank Castronovo
Michael Gelfand
David Robinson

DB
FC
MG
DR

ADMINISTRATION

Taylor Alderman
William O. Barsch
H. Robert Dodge
James Douglass
David Genaway
Bernard T. Gillis
Sally M. Hotchkiss
Charles McBriarty
David McBride
William R. McGraw
Victor A. Richley
David Ruggles
James A. Scriven
George E. Sutton
Bernard J. Yozwiak

TA
WB
HR
JD
DG
BG
SH
CM
DM
WR
VR
DR
JS
GS
BY

STUDENT MEMBERS

Walter Avdey
Michele Blum
Sonia Ciccone
James Dunn
Patrick Duricy
~~Patrick Fire~~ J. CARAS
Elaine Getsey
Beth Hildebrand
Jim L. Hook
Clarence Moore
Kristy Organ
Cathe Pavlov
Tony Rossi
Maria Spagnola
Michael Teolis

WA
MB
SC
JD
PD
PC
EG
BH
JLH
CM
KO
CP
TR
MS
MT

APPLIED SCIENCE & TECHNOLOGY

Diane Bateman
Janice Elias
James Kohut
Francis Krygowski
Bari Lateef
Maureen Vendemia

DB
JE
JK
FK
BL
MV

At Large:

Robert Campbell
Cynthia Peterson
John Russo
John Yemma

RC
CP
JR
JY

INTER-OFFICE CORRESPONDENCE

TO Dr. Neil Humphrey, Office of the PresidentDATE 4 May 1984FROM Larry E. Esterly, Chairman, The Academic Senate*Larry Esterly*

SUBJECT: Summary of the meeting of the Academic Senate, 2 May 1984

AGENDA ITEM

(Corresponds to numbering of agenda items on circulated Agenda)

1. Call to order; quorum present.
2. Minutes of the Academic Senate, Meeting of 4 April 1984, were approved.
3. Charter and ByLaws Committee: Report by William Jenkins. Noted that he had received from the Secretary of the Senate the results of faculty balloting relative to proposed changes in Article V of the Charter. Proposed changes were approved. Proposed changes are now subject to approval by the Board of Trustees. Jenkins also pointed out that bylaws changes approved at the 4 April meeting will be implemented as of Fall Quarter, for academic 1984-85.
4. Senate Executive Committee: Report by Larry Esterly. Next meeting of the Academic Senate, 6 June 1984, 4 p.m., Arts/Sciences Auditorium. Noted appointment of Prof. Homer Warren to the Programs Division of Academic Programs and Curriculum Committee to fill vacancy created by resignation of Prof. Miriam Weinstein, Department of Management. By mid-May the SEC will be making decisions as to faculty appointments to chartered committees/subcommittees of the Senate for 1984-85, and as to recommendations to the President for his appointments to advisory boards and committees for 1984-85. The SEC expects to be able to report on these assignments/recommendations at the 6 June meeting of the Senate.
Report given by Dr. George Beelan, YSU representative, Faculty Advisory Board to the Chancellor, Ohio Board of Regents.
5. Elections and Balloting Committee: No Report.
6. Curriculum Division, Academic Programs and Curriculum Committee: Report by L. Allen Viehmeyer. (Agenda item, 834-14) Page 17 of the Agenda, Viehmeyer withdrew course listing numbers 84-214 and 84-220. Approval of all other courses as listed by the Curriculum Division. No formal Senate action required.

Library and Media Services Committee: Report by Glorianne Leck. After discussion, Senate approval of both the first and second motions offered by the Committee. (Agenda item, 834-15).

6. Academic Planning Committee: Report by Ralph Crum. (Agenda item, 834-16). After lengthy discussion, Senate approval of the proposed revisions of the Academic Master Plan as offered by the Committee. Addition of some editorial changes and, as an amendment, a redrafted statement for the Department of Biological Sciences. Recommended revisions to be submitted to Dr. Gillis, Provost.
9. Adjournment at 5:30 p.m.; items remaining on the agenda, 834-17, 834-18, and 834-13 to be carried over to the 6 June meeting as Unfinished Business.

cc: ✓Dr. Bernard Gillis, Provost
Ms. Cynthia Peterson, Secretary, The Academic Senate

or Agenda | Note - Special Meeting may

Please caption the Agenda in large letters:

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 PAST YEAR.

Something still to come from
Larry Hagenberg. He'll get it
to you by tomorrow morning--
I am at the latest.

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 _____

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

Names of Committee members: Joan DiGiulio, Chairperson; Bernice Brownlee, Kathy Kough,
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? _____

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: _____

Joan Di Giulio
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 De Kaulis
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.

Minutes of Academic Standards & Events Committee - May 6, 1982

Present: Joan DiGiulio, Chairperson
Bernice Brownlee
Kathy Kougl
Dean McGraw
Pat Sorenson
Magdalen Stafford
Peter Von Ostwalden

Absent: Margaret Braden
Dennis Henneman
Raymond Kramer
Theresa Maskulka
George Sipka
Anthony Stocks

Guests: Ikram Khawaja
Thomas Dobbelstein

Meeting was called to order at 12 noon.

Old Business

1. Nutrition course 551 as a Science Requirement

Ikram Khawaja and Thomas Dobbelstein discussed the natural science departments objections to Nutrition course 551 being considered as a science requirement. Dr. Khawaja stated that the University General Requirement Plan stresses pure science courses as meeting the general requirement rather than applied science courses. He suggested that the philosophy behind the university general requirements be addressed. If it is the university's belief that applied sciences be considered to meet the general requirement, then all applied sciences be considered. He emphasized the necessity for uniformity, rather than a piecemeal plan. Dr. Dobbelstein concurred and added that the natural sciences fully meet the university's intent.

After a discussion of the issue at hand, the committee discussed the previous motion made at the last meeting of April 15, 1982. Since the committee is not a legislative body it was decided that the previous motion could be rescinded. However, since only three voting members were present the issue and the previous motion were tabled. This matter will be discussed more fully at a future meeting.

2. Audit Policy

Bernice Brownlee made a report to the committee concerning the audit policy. Further action was not taken at this time.

New Business

1. Revision of Incomplete Grade Policy

Committee discussed memo formulated at the Dean's council concerning incomplete grade policy revision. It was decided that a sentence concerning change of grade after graduation be added to the proposed changes.

Peter Von Ostwalden made this motion and it was seconded by Magdalen Stafford. The following final motion was made:

That the incomplete grade policy be revised to read:

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.

Moved by Magdalen Stafford.
Seconded by Peter Von Ostwalden
Motion Passed.

Meeting adjourned at 1:15 p.m.

Respectfully submitted,


Joan DiGiulio

Minutes of Academic Standards & Events Committee - April 15, 1982

Present: Joan DiGiulio, Chairperson
Bernice Brownlee
Kathy Kougl
Dean McGraw
Theresa Maskulka
Pat Sorenson
Magdalen Stafford
Anthony Stocks

Absent: Margaret Braden
Dennis Henneman
Raymond Kramer
George Sipka
Peter Von Ostwalden

Guests: Ilajeon Feldmiller
Alice Betz
Ray Nakely

Meeting was called to order at 12 noon.

New Business

1. Nutrition Courses 551 and 502 as Science Requirement.

Ilajeon Feldmiller and Alice Betz presented rationale for above nutrition courses to fulfill science requirement. A discussion was held. The following motions were made.

- (a) That science credit be given for the course Home Economics 502, Nutrition Fundamentals.

Moved by Joan DiGiulio
Seconded by Magdalen Stafford

Motion was defeated.

- (b) That science credit be given for the course Home Economics 551, Normal Nutrition I.

Moved by Anthony Stocks
Seconded by Theresa Maskulka

Motion passed.

Old Business

1. Audit Policy

Ray Nakely presented his proposal for an audit policy compromise. A lengthy discussion followed. Committee members wished to withhold taking any actions until Bernice Brownlee clarifies several questions regarding the proposal.

Meeting adjourned at 1:30 p.m.

Joan Di Giulio

Minutes of the Honors and ICP
Committee

Meeting was held on April 21, 1972, at 4 p.m.

Present: D. Kennedy, E. Mancini, K. Organ, J. Zetts, P. Huang, R. Smith, R. Mirth.
Dr. Scriven and Altinger had prior commitments. *T. Copeland*

The minutes of the preceding meeting (March 11) were approved.

- BUSINESS:
1. The Academic Programs and Curriculum Committee has studied and approved our Honors package but has suggested minor changes, mainly editorial. These we discussed and approved. The revised proposal is attached and will now be sent to the Academic Standards and Events Committee for approval.
 2. Dean Smith raised a question (originally posed by Dean McGraw) about the deadline for ICP students' submission of their program proposal. Although, as J. Zetts observed, no serious problem has yet arisen because of the flexibility of the program's structure, still it was urged by E. Mancini that the current guidelines be formalized. There seemed to be agreement that ICP students should have their course of study approved well before the end of their senior year--perhaps as early as the beginning of their junior year--but we also felt that the Dean should be given discretionary power to allow for exceptional cases. How to reach these goals will be the subject of the next meeting.
 3. P. Huang asked whether Honors courses and seminars should be restricted to having fifteen or more students. T. Copeland agreed to draft a proposal that they be exempt from this rule, to be presented at a special meeting of the Senate May 26. This will be ready at the next meeting.
 4. J. Altinger's draft of a catalogue description of the 2+2+2 freshman seminar of creativity is attached. It incorporates our suggestions concerning ACT scores. Please look it over.

NEXT MEETING: Wednesday, May 6, at 9 a.m. (with apologies)

Place: Kilcawley, Cardinal Room

NOTE: Anyone interested in studying the Master Plan, particularly its purely quantitative approach to program evaluation, is welcome to attend the regular Monday meetings (1-3) of the Planning Committee in Kilcawley 253.

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.

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.

YOUNGSTOWN STATE UNIVERSITY

CURRICULUM PROPOSAL

UCC #	Date Rec'd.	IR Code
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Program HONORS PROGRAM Department -----

Deletion of _____ (complete A and C)

Addition of 501, 502, 503 Honors Seminar on (complete B and C)

Change of _____ Creativity (complete A, B and C)

Chairperson's Signature _____ Date _____

A *To delete or change an existing course, attach a clear photocopy of the course description in the current catalog, and list the page number.*

B *To add or change a course, provide the course description precisely as it is to appear in the catalog.* 501, 502, 503. University Honors Seminar on CREATIVITY. An investigation into creativity and creative problem solving. Students will read and discuss creativity and practice creative problem solving techniques. The seminar will count as a general elective. Prereq: ACT \geq 25 composite with \geq 20 on individual scores or GPA \geq 3.4 for students with Univ. Credit

2+2+2

C *Justify the curriculum proposal, using additional sheets if necessary. Qualified faculty must be listed for a new course. Assurances must be provided that library resources and/or physical plant facilities are or will be available.*

See Attachments.

Cross-list with _____ (department and course number)

Signatures	<u>Approval</u>	<u>Disapproval</u>	<u>Date</u>
School/College Curr. Comm. _____			
Dean _____			
University Curriculum Comm. _____			
Academic Senate _____			

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

Name of Committee Honors and ICP
Chairman T. A. Copeland

Date of meeting May 12, 1982

Formal motions passed:

1. That the attached memo be sent to Dr. Gillis, with a copy to the
Academic Planning Committee.

2. 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

3. before graduation (30 hours for two-year degrees).

4.

5.

6.

7.

Minutes of the Honors and ICP
Committee

The meeting was held on May 12, 1982, at 4 p.m.

Present: I. Khawaja, D. Kennedy, J. Zetts, R. Mirth, J. Altinger, R. Smith,
T. Copeland (chair), J. Scriven, P. Huang (A. Leonardi had a schedule
conflict.)

The minutes of the May 6 meeting were approved with corrections.

- BUSINESS: 1. The committee unanimously passed a motion to send the attached memo to Dr. Gillis, with a copy to the Academic Planning Committee. Another copy will be attached to our annual report to the Senate.
2. The committee unanimously passed a motion that a statement (wording to be left to Deans Smith and Scriven) be entered in the 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). It was not deemed appropriate or necessary to mention exceptions to this rule in the Bulletin, but it was recognized that the academic deans have the power to make exceptions in special cases.

PLEASE SEND ME IN WRITING ANY ADDITIONS OR CORRECTIONS YOU MAY HAVE TO THESE MINUTES. IF I DO NOT RECEIVE THEM BY MONDAY, MAY 17, THE MINUTES WILL STAND APPROVED.

T. A. Copeland

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

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

Name of Committee Honors and ICP
Chairman T. A. Copeland

Date of meeting May 6, 1982

Formal motions passed:

1. Adopt to following course description:

Honors 501, 502, 503. University Honors Seminar on

Creativity. An investigation into creativity

2. and creative problem solving. Students will

read about and discuss creativity and practice

creative problem solving techniques. The seminar

3. 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

4. university credit with a GPA of at least 3.4.

2+2+2

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Minutes of the Honors and ICP Committee

Meeting was held on May 6, 1982, at 9 a.m.

Present: R. Mirth, P. Baldino, J. Scriven, R. Smith, K. Organ, J. Altinger,
T. Copeland, I. Khawaja (P. Huang and E. Mancini has schedule conflicts.)

The minutes of the preceding meeting (April 21) were approved as corrected.

- BUSINESS:
1. The committee agreed that we should send a memo to the Academic Planning Committee before it makes its report to the Senate (May 26) on the Master Plan. Copeland's draft of a memo was discussed and is to be revised before the next meeting.
 2. The catalogue statement concerning the deadline for ICP approval was discussed further, "45 hours before graduation" being suggested as a reasonable deadline. Two questions remain unanswered: a. By whom should exceptions be approved? b. Must this procedure be approved by the Senate?
 3. J. Altinger's curriculum proposal was discussed. In particular the question of GPA, left undiscussed at the March 11 meeting, was addressed. "A GPA of at least 3.4" was not restrictive enough, and "a GPA of at least 3.4 with consent of the instructor" invited the charge of "discrimination." At length the committee unanimously passed a motion to adopt the following course description:

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 can be submitted to the Curriculum Committee and then to the Senate as soon as the Senate has approved the "Description of the Honors Program" etc., which are now in the hands of the Standards and Events Committee.

The meeting concluded at 10:25 a.m.

The next meeting will be held Wednesday, May 12, at 4 p.m., in the Carnation Room (Kilcawley 220).

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

Name of Committee Honors and ICP
Chairman Thomas A. Copeland

Date of meeting April 21, 1982

Formal motions passed:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Minutes of the Honors and ICP
Committee

Meeting was held on April 21, 1982, at 4 p.m.

Present: D. Kennedy, E. Mancini, K. Organ, J. Zetts, P. Huang, R. Smith, R. Mirth.
Dr. Scriven and Altinger had prior commitments.

T. Copeland

The minutes of the preceding meeting (March 11) were approved.

- BUSINESS:**
1. The Academic Programs and Curriculum Committee has studied and approved our Honors package but has suggested minor changes, mainly editorial. These we discussed and approved. The revised proposal is attached and will now be sent to the Academic Standards and Events Committee for approval.
 2. Dean Smith raised a question (originally posed by Dean McGraw) about the deadline for ICP students' submission of their program proposal. Although, as J. Zetts observed, no serious problem has yet arisen because of the flexibility of the program's structure, still it was urged by E. Mancini that the current guidelines be formalized. There seemed to be agreement that ICP students should have their course of study approved well before the end of their senior year--perhaps as early as the beginning of their junior year--but we also felt that the Dean should be given discretionary power to allow for exceptional cases. How to reach these goals will be the subject of the next meeting.
 3. P. Huang asked whether Honors courses and seminars should be restricted to having fifteen or more students. T. Copeland agreed to draft a proposal that they be exempt from this rule, to be presented at a special meeting of the Senate May 26. This will be ready at the next meeting.
 4. J. Altinger's draft of a catalogue description of the 2+2+2 freshman seminar of creativity is attached. It incorporates our suggestions concerning ACT scores. Please look it over.

NEXT MEETING: Wednesday, May 5, at 4 p.m. (with apologies)

Place: Kilcawley, Cardinal Room

NOTE: Anyone interested in studying the Master Plan, particularly its purely quantitative approach to program evaluation, is welcome to attend the regular Monday meetings (1-3) of the Planning Committee in Kilcawley 253.

Description of the Honors Program

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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.

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1. At least 21 hours of Honors courses distributed among at least three departments.
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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.

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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.

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YOUNGSTOWN STATE UNIVERSITY

CURRICULUM PROPOSAL

UCC #	Date Rec'd.	IR Code
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Program HONORS PROGRAM Department -----

Deletion of _____ (complete A and C)

Addition of 501, 502, 503 Honors Seminar on (complete B and C)

Change of _____ Creativity (complete A, B and C)

Chairperson's Signature _____ Date _____

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C *Justify the curriculum proposal, using additional sheets if necessary. Qualified faculty must be listed for a new course. Assurances must be provided that library resources and/or physical plant facilities are or will be available.*

See Attachments.

Cross-list with _____ (department and course number)

Signatures	Approval	Disapproval	Date
School/College Curr. Comm. _____			
Dean _____			
University Curriculum Comm. _____			
Academic Senate _____			

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 Hnoors 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)

BUSINESS OF HONORS AND ICP COMMITTEE: CRITIQUE OF THE MASTER PLAN

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.

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Thomas A. Copeland (Chair)

cc Academic Planning Committee

BUSINESS OF THE HONORS AND ICP COMMITTEE

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

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BUSINESS OF THE HONORS AND ICP COMMITTEE

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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.)

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.)

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

Name of Committee University Curriculum Committee
Chairman Lois Hopkins

Date of meeting May 12, 1982

Formal motions passed:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Attach other sheets if needed

MINUTES OF

UNIVERSITY CURRICULUM COMMITTEE

May 12, 1982 2:00 p.m. K220

Present:

Duane Rost
Staman Rodfong
Anthony Dastoli
Harold Yiannaki
Lois Hopkins

The following decisions were made on the course proposals:

82-174 Circulate
82-175 Circulate
82-176 Circulate
82-177 Circulate

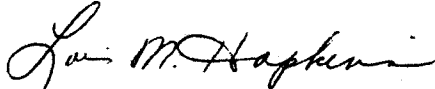
The prerequisites on 82-174 through 82-177 need to be checked.

82-178 Check on number of hours

A letter to the School of Education is to be sent from the UCC objecting to the late submitting of the proposals concerning Special Education courses. A request for suspension of the rules will be made at the June 2 meeting of Senate.

The committee was adjourned for the year with an expression of gratefulness to each member.

Respectfully submitted,



Lois M. Hopkins
Chairperson

cb

ARTS & SCIENCES

Thomas Dobbelstein _____
William Eichenberger _____
Beverly Gartland _____
Martin Greenman _____
Susan Mason _____
Earl Harris _____
Richard Bee _____
Edwin V. Bishop _____
Hugh Earnhart _____
Jack Neville _____
John W. Manton _____
James Morrison _____
James P. Poggione _____
Nicholas Sturm _____
Mario Veccia _____

At Large...

Sidney Roberts _____
Gratia Murphy _____
Lowell Satre _____
Larry Esterly _____
Jean Kelty _____
Anthony Stocks _____
Frederick Blue _____
George Beelen _____
Taghi Kermani _____
Ikram Khawaja _____
William Jenkins _____
Agnes Smith _____
Friedrich Koknat _____
Mark Masaki _____
John White _____
William Binning _____

BUSINESS ADMINISTRATION

BUSINESS ADMINISTRATION

Grgii Lai _____
Stanley Guzell _____
Donald Mathews _____
Dennis Bensinger _____

At-Large...

Mervin Kohn _____
Terry Deiderick _____
Raymond Shuster _____
Jane Simmons _____

SCHOOL OF EDUCATION

Winston Eshleman _____
Joseph Kirschner _____
George Levitsky _____
Jack Dunsing _____
Louis Hill _____

At Large...

Peter Baldino _____
Edward Tokar _____
Edgar Cobett _____

SCHOOL OF ENGINEERING

Yucel Tokuz _____
Peter Botros _____
Wade Driscoll _____
Robert McCoy _____

At Large...

Richard Jones _____
John Peterson _____

FINE & PERFORMING ARTS

Darla Funk _____
Joe Babisch _____
Alfred Owens _____

At Large...

Donald Byo _____
Edward Largent _____
Joseph Lapinski _____
Elaine Johasz _____

ADMINISTRATION

Taylor Alderman _____
Charles McBriarity _____
James Scriven _____
Neil Humphrey _____
Bernard Gillis _____
James Douglass _____
John Yemma _____
Frank Siebold _____
Lee Rank _____
Bernard Yozwiak _____
Nicholas Paraska _____
Robert Dodge _____
William McGraw _____
George Sutton _____
David Ruggles _____

STUDENT MEMBERS

James C. Nevis _____

Paul M. Avdey _____
Laurie Airhart _____
Rainer Kangas _____
Nan Hudak _____
Brenda Cipriano _____
Catherine Simpson _____
Crystal Shells _____
Mark Mook _____
Karen Lewandowski _____
Ray Nakley _____
Ed Salata _____
Cynthia Beckes _____
Dean Deperro _____

APPLIED SCIENCE & TECHNOLOGY

Mary Beaubien _____
Joan Boyd _____
Ralph Crum _____
Cynthia Peterson _____
Patricia McCarthy _____
C. Allen Pierce _____

At Large...

Virginia Phillips _____
Audrey Owens _____

