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TO: FULL-SERVICE FACULTY, ADMINISTRATION, AND STUDENT GOVERNMENT
FROM: VIRGINIA PHILLIPS, SECRETARY, THE ACADEMIC SENATE
RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, 9 JANUARY 1985
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL
4:00 p.m.

27 December 1984

AGENDA

1. Call to Order.
2. Approval of Minutes of Academic Senate of 5 December 1984.
3. Charter and Bylaws Committee, Report by William Jenkins.
4. Senate Executive Committee, Report by Larry Esterly.
5. Elections and Balloting Committee, (No Report).
6. Reports of Other Senate Committees:
Informational Report, Computer Services Committee, Report by James LaLumia.
7. Unfinished Business:
Open Discussion on Informational Report of Academic Standards and Events Committee, Report Delivered by Barbara Brothers, Meeting of the Academic Senate, 5 December 1984. Attached.
8. New Business.
9. Adjournment.

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

Date 12/20/84 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Computer Services Committee

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

appt. chart.

Names of Committee members: R. Burden, A. Dastoli, L. DiRusso, R. Gaydos,
S. Graf, J. LaLumia (Chr.), H. Pullman, D. Singh, T. Doctor, V. Ridley
R. McConnell, P. McKenna

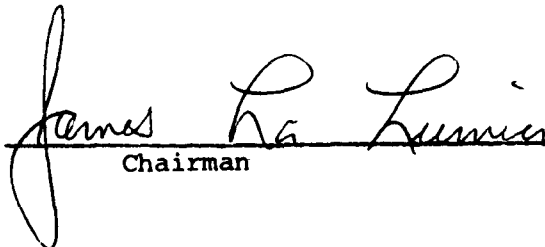
Please write a brief summary of the report which the Committee is submitting to the
Senate: (attach complete report) Informational report on micro computer
policy, (no written report).

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: intention of report is to alert Senate to current
process of implementing micro policy.


Chairman

REPORT OF ACADEMIC STANDARDS AND EVENTS COMMITTEE

Academic Senate Meeting

December 5, 1984

The Academic Standards committee began its deliberations by reviewing the lists of courses that meet the general area requirements in the humanities, social studies and sciences. Each school or college seems to have such a list, though not quite the same one. Our questions are:

1. What accounts for these discrepancies? Conscious, supportable choices? Typing errors? Failure to reflect catalog changes?
2. Are there discrepancies between the statements on page 40 of the catalog of what satisfies those area requirements and the courses that appear on those lists? How and why has this happened? Do we need to change those statements to bring them in line with the courses accepted, or drop courses from the lists which do not fit the statements?

In order to clarify the present situation, we are sending out letters to departments and schools. Questions which we raise include:

1. Why are certain courses not on that school's or college's list?
2. By what mechanism did some courses have added to their catalog descriptions "satisfies the humanities requirement?"
3. What definition of the humanities, social sciences or science/mathematics is a given department using to include certain of its courses within one of those areas?

We are raising this third question with specific departments because there appears to be some discrepancy between the catalog statements of general area requirements and courses listed within those departments.

Examples of some of these seeming discrepancies are:

1. In economics, psychology and sociology, some courses seem to be math/science courses rather than social studies courses.
2. Which computer science courses taught by the math department should be classified as math, which as science, which as applied science or technology courses?
3. Are certain courses in the departments of music and theatre really history or appreciation courses in the fine arts?

It is apparent that some departments have expanded to embrace new areas. Since the statement of general area requirements was drafted, Sociology has become the Department of Sociology, Anthropology, and Social Work; the Department of Mathematics, the Department of Mathematics and Computer Science, to name just two.

While the statement of what meets the general area requirements is quite specific in some instances and limits a particular department in the kinds of courses which it offers that are to count, in other cases the statements list only departments. Do all of a given department's courses fit into that area or are there some that do not?

Some other problems our review made apparent to us are:

1. How can the same 4-hour course be counted as a 4-hour course in science and social studies? Why have we allowed this in one instance and in other instances excluded interdisciplinary courses from meeting either?
2. When a course is cross-listed, (for example: philosophy of history or mathematical logic) which area requirement do they fulfill-- humanities, social studies, math . . . ?

But more importantly:

- A. What does it mean to have general area requirements when at present there are over 800 courses (over 3,000 credit hours) that students can select from to fulfill the minimum of 46 quarter hours?
- B. What does it mean to have general area requirements when a major in the humanities or social studies or sciences need take only one course outside their major department to fulfill that area requirement?
- C. What does it mean to have general area requirements when the majority of courses listed as meeting those requirements are highly specialized, upper-division courses?

We can find in our review no apparent objectives or purposes behind the general requirements:

1. Are they to broaden a student's general education background?
2. What knowledge of the humanities, sciences, and social studies do we want a YSU graduate to have?
3. Are there other objectives that should be addressed through the statements?

In other words, we have concluded that this University's faculty need to address the question of what the purposes and objectives of YSU's University General Requirements are to be (there aren't any apparent now).

Some of the recommendations for Achieving Excellence in Undergraduate Education that are related to our concerns are found on pages 42 and 43 of that report, of which you have received a copy (nos. 8, 9, 10 and 11). I would also call your attention to the study sponsored by the NEH, the text of which appears in the Chronicle of Higher Education (November 28, 1984). The committee is reluctant to proceed any further without a sense that the faculty

shares our concern with the present situation and without hearing what the faculty thinks the objectives and purposes of general requirements should be for our University. We do not want to discuss particular courses until we reach some consensus on what should be the "knowledge, capacities, and skills that students should achieve through general requirements." (Quote from N.I.E.) We would like the Senate to set aside time at the next meeting for a discussion of the purposes and objectives to be achieved through the general requirements.