

JUN 07 1990

OFFICE OF THE PROVOST

ACADEMIC SENATE MINUTES

MAY 30, 1990

CALL TO ORDER

Chair Beaubien called the meeting to order at 4:07 p.m.

MINUTES OF MAY 2, 1990

Motion to Approve Minutes of May 2, 1990.

G. Beelen moved that the minutes of May 2, 1990, be approved as distributed. A. Betz seconded the motion. Motion Carried. May 2, 1990, Minutes approved as distributed.

ELECTIONS AND BALLOTING COMMITTEE

B. Gartland reported.

The report listing newly elected Departmental Senators, At-Large Senators and Elections and Balloting Committee members will be appended to the Minutes of this meeting. See Appendix A.

CHARTER AND BYLAWS COMMITTEE REPORT

M. Siman reported.

At its April 30, 1990, meeting the Charter and Bylaws Committee considered the question of a student or instructor appealing the action of the Student Grievances Subcommittee. Dr. Duane Rost addressed the committee concerning the above question. The Charter and Bylaws Committee moved, seconded and passed a motion to present to the Senate.

Motion to Add a New Paragraph to Bylaw 6 (2) (g) (2) and Additional Material to Bylaw 6 (2) (g-i) (2).

M. Siman moved to add the following paragraph to the current reading of Bylaw 6 (2) (g) (2): "The committee shall be responsible for hearing appeals of the Student Grievances Subcommittee actions when there are allegations of procedural violations and returning the case to the Student Grievances Subcommittee for rehearing when the Student Academic Affairs Committee determines there were procedural violations. If the Student Academic Affairs Committee determines there were procedural violations a second time, the Student Academic Affairs Committee will hear the case and render the final verdict." and to add the following to the current reading of Bylaw 6 (2) (g-i) (2) "h. A student or instructor may appeal to the Student Academic Affairs Committee only allegations of procedural violations." Motion was seconded by D. Rost.

If the committee finds there is a violation, they will refer it back; if there is a second violation, the committee will decide the matter.

T. Shipka--This motion as recommended by the Charter and Bylaws Committee seems consistent with the action taken by the Senate last December to amend the Student Code. I would support the motion.

L. Satre--We are recommending the changes in the Charter and Bylaws because they are necessary to implement the changes approved at the December Senate meeting.

Motion Carried.

Motion to Amend Bylaw 3 Section 5 and Bylaw 4 Section 1 (b).

M. Siman moved to amend Bylaw 3 Section 5 to read as follows: "The duties and responsibilities of all Senators shall begin with a meeting scheduled for the second Wednesday in October, which shall be called by the Chair of the Senate, or, if unavailable, by the Chair of the Executive Committee. The first order of business for this meeting shall be the nomination of the Chair of the Senate and nomination of the Charter and Bylaws Committee." and to amend Bylaw 4 Section 1 (b) to read as follows: "Forms for nominating candidates for this office will be sent to all Senators on the first work day of the Academic Year and returned by the first Wednesday of October. In addition, nominations may be made from the floor at the organizational meeting. All nominations must be confirmed. 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." L. Satre seconded the motion.

This amendment will ensure an orderly election procedure for the Chair of the Senate and will allow enough time for the procedure to take place.

Motion to Amend.

D. Rost moved to amend by changing "...which shall be called by the Chair of the Senate, or, if unavailable, by the Chair of the Executive Committee...." to "...which shall be called by the Chair of the Senate, or, if unavailable, by a member of the Senate Executive Committee...." Motion seconded by L. Hugenberg.

-----Why do we need the next statement?

Parliamentarian--We do have a Chair of the Senate until such time as a new election is held.

Amendment Carried.

G. Mapley--What does it currently say in the Bylaws about the number of nominees and how many votes are required for election?

Parliamentarian--There is no maximum number of candidates. The successful candidate must have a majority of the votes cast.

Motion Carried.

SENATE EXECUTIVE COMMITTEE REPORT

Chair Beaubien reported.

The Committee has nearly completed assignments to 42 committees. These assignments will be publicized, hopefully, by June 15.

To date, two persons from Arts and Sciences and one each from the College of Applied Science

and Technology and Fine and Performing Arts have volunteered for the Ad Hoc Committee on the quarter/semester option. We urge other interested persons to contact the Executive Committee representative from your school/college.

A letter was sent to the Senate Chair from the Association of American Publishers regarding the resale of complimentary copies of textbooks. The letter is of special interest to authors of textbooks, and I am asking the Secretary to append it to the Senate Minutes. See Appendix B for the copy of the letter.

Dr. Peter Baldino of the Executive Committee has developed a statement which will now be presented by J. Edwards. In their Spring meeting, the Graduate faculty passed a similar resolution without a dissenting vote. Dr. Baldino is prepared to respond to your comments or questions. "The Senate Executive Committee urges the Board of Trustees to establish a committee to conduct a national search for the next president of Youngstown State University, if and when a vacancy is announced. We trust this committee will have representatives of staff, faculty, students, administration and community, with the Senate Executive Committee acting in an advisory capacity.

Many thanks to all committees. As they say, "It's been real."

Motion to Urge Board of Trustees to Establish a Search Committee.

J. Edwards moved "The Senate urges the Board of Trustees to establish a search committee to conduct an open national search for a new University President, if and when a vacancy is announced." Motion seconded by K. Feld.

G. Sutton--Did you intend the motion to indicate the participation of the University community or just the Board of Trustees?

Chair--Dr. Baldino, do you wish to speak to the motion?

P. Baldino--The need for this motion is self evident.

T. Shipka--I want to raise a question. You read a statement that Dr. Baldino had written and then a motion was made by J. Edwards--they do not appear to be the same.

J. Edwards--The intent is meant to be the same. I would welcome an amendment.

T. Shipka--I support the motion.

G. Sutton--I am still frustrated by the lack of an indication that the University community should participate. This is a sterile motion that will only irritate the Board of Trustees.

S. Hotchkiss--This is, perhaps, more of a clarification than it is a point for either side. There was, unfortunately, an omission of a sentence from the Graduate Council motion. There was a sentence that indicated the search committee should consist of members of the University community. What I suspect we will be doing at Graduate Council is sending out a mail ballot to vote on the addition of this sentence.

Motion to Amend to Include Participation of University Community.

G. Sutton moved to amend the motion by adding "With appropriate participation of the University faculty, staff, and administration." Motion received a second.

P. Baldino--My original motion did include participation including students and community members.

It was agreed to add these groups to the amendment. The amendment now reads, "With appropriate participation of University faculty, staff, administration, students and community members."

Amendment Carried.

Motion Carried.

REPORT FROM ACADEMIC PROGRAMS DIVISION, ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE

The report is presented for information only.

REPORT FROM CURRICULUM DIVISION, ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE

The report is presented for information only.

REPORT FROM HONORS AND ICP COMMITTEE

The report is presented for information only.

REPORT FROM THE ACADEMIC PLANNING COMMITTEE

A. Owens reported.

This is a brief update on Committee activities. A copy of the Academic Mission Statement approved by the Senate on April 4, 1990, is found on Page 14 of the Agenda. A copy was sent to the President. Dr. Humphrey communicated back to the Community. The Committee met to decide what steps to take next. We invited the President to meet with us to explore ideas. He did meet with us.

The President suggested that the normal planning process which includes a Strategic Plan that normally covers a ten-year period be studied with an eye for change or replacement and perhaps the University should move in the direction of a five-year Strategic Plan. To that end, he suggested a person be selected to begin the process to develop the content of a document at least in draft form. The draft should be developed this summer to be presented to the Academic Planning Committee, the Faculty, and Administration, and the Board of Trustees in the Fall. That would give us next year to react to the document. Ultimately, we should emerge from the next Academic year with a fully synthesized vision of how we might implement a Five-Year Strategic Plan based on the Academic Mission Statement and how we might integrate other planning activities on campus.

The Academic Planning Committee has provided a list of names of people from the faculty to the President. The President will review that list and he will select a person from that list. With your help, hopefully, some progress has been made; and we are eager to see the results. We hope to have a workable, precise, and clear five-year plan.

REPORT FROM THE ACADEMIC STANDARDS AND EVENTS COMMITTEE

A. Owens reported.

A brief summary is found on Page 16 of the Agenda.

Motion to Add Warning Statement to Student Schedule.

A. Owens moved "WARNING. CR/NC GRADING IS A RESTRICTED GRADING OPTION. YOUR SIGNATURE AFFIRMS UNDERSTANDING AND ACCEPTANCE OF THOSE RESTRICTIONS. IF YOU HAVE QUESTIONS, SEE YOUR ADVISOR be added to the student schedule." Motion was seconded by D. Ruggles.

There is some rationale for this motion and some background statistics given on the Summary of the Report found on Page 16 of the Agenda. It is difficult to keep current on precise policies found in the Bulletin and it is not always known how circumstances might play out. All facets and conditions are not immediately clear. We feel it appropriate that additional attention be drawn to the fact that this option does have some restrictions.

Motion Carried.

REPORT OF COMPUTER SERVICES COMMITTEE

C. Nelson reported.

See Appendix C for the complete text of the report.

There were no questions raised by Senators.

OTHER COMMITTEE REPORTS

REPORT OF CONTINUING EDUCATION SUBCOMMITTEE

M. Horvath reported.

The Senate recommended a change in the mission of Continuing Education and the funding mechanism that supports it.

On April 30, 1990, Dr. Beaubien arranged a meeting with President Humphrey. We met with Dr. Humphrey and G. L. Mears. We attempted to clarify what the Senate meant. The President seriously considered this issue because of the Senate vote.

The final Budget proposal has been prepared and will be submitted to the Board of Trustees for approval on June 22, 1990. The salary of Continuing Education staff has been recommended to be moved to Fund One in the Budget.

Pending final approval, G. Sutton had two suggestions: (1) By September, 1990, establish guidelines and criteria for Continuing Education to be presented to Senate for approval and (2) Request the President to establish an Advisory Board or Council to assist the Continuing Education Subcommittee and Dr. Loch. This Advisory Board would include faculty and community members.

Yesterday, the Continuing Education Subcommittee met to discuss these suggestions and gained consensus. After the June 22 vote, the current Subcommittee has agreed to meet over the summer to review criteria and guidelines for operations of the Continuing Education Department from other Universities and put together a draft for submission to the Programs Committee and the Senate during Fall, 1990.

G. Sutton--Is the Advisory Board in place?

M. Horvath--No, but we expect sufficient requests for services from Continuing Education to necessitate one. An Advisory Board would also give us an outreach into the community.

On behalf of the Subcommittee members, I want to express thanks to the Senators and to Dr. Beaubien for her assertive handling of the results of your vote.

REPORT OF ACADEMIC RESEARCH COMMITTEE

J. Cicarelli reported.

All members of the Committee were thanked. Quest '90 enjoyed an attendance figure that doubled the previous year. Approximately eight hundred participated in the event. There were a reduced number of sessions and greater homogeneity of the sessions. Sessions were scheduled over a two-day period.

The Committee is open to suggestions for Quest '91.

The Chair congratulated the Committee for a "Wonderful" show.

UNFINISHED BUSINESS

None.

NEW BUSINESS

The Chair called attention to the materials that were available at the sign-in desk as Senators entered the room. Proposal 890-23 from the University Curriculum Division for UCC 90-212 and Proposal 890-24 from the Academic Programs Division covering a name change in Secretarial Studies and a requirement change for the Management Major Information Systems were received too late to be appended to the Agenda.

The Chair asked if there were any objections to attaching these two reports to the Minutes. Both are for information purposes only.

No objections were voiced. Reports will be appended.

ADJOURNMENT

Meeting adjourned at 5:05 p.m.

ACADEMIC SENATE, 1989-1990

ENGINEERING

At-Large

Duane Rost
Jack Bakos

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Departmental

*Dilip Singh, Chemical Engineering
*Javed Alam, Civil Engineering
**Philip Munro, Electrical Engineering
**Wade Driscoll, Industrial Engineering
**Hyun Kim, Mechanical Engineering

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FINE AND PERFORMING ARTS

At-Large

Frank Castronovo
Mike Crist
Joseph Edwards
Darla Funk
Lawrence Hugenberg
Tedrow Perkins
James Umble

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Departmental

**Elaine Glasser, Art
**Les Hicken, Music
*Dan O'Neill, Speech and Theater

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STUDENTS

At-Large

John Powell
Karen Beal
Bernadette Martyak
Jonathan Gallagher
Yungri Gideon
Claudia Billy
Kelly Senmzarin

School/College

Dirk Hermance, Education
Dawn McCombs, Performing Arts
Paul Geise, Business
CAST
Jonathan Bryan, Arts and Sciences
Engineering

Ex-Officio

Brian Fry, Pres., Stu. Gov.
Dan Haude, V. Pres., Stu. Govt.
Jim Herrholtz, Second V. President

ADMINISTRATION

Bernard T. Gillis
Bernard Yozwiak
Victor A. Richley
James Cicarelli
David P. Ruggles
George E. Sutton
David Sweetkind

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Taylor Alderman
David C. Genaway
Sally M. Hotchkiss
Gordon E. Mapley
Charles A. McBriarty
Alfred W. Owens
L. Allen Viehmeyer
Harold Yiannaki

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*First year of two-year term
**Second year of two-year term

senrostr.899/senate8990

REPORT FROM THE SENATE ELECTIONS AND BALLOTING COMMITTEE, 1990

APPLIED SCIENCE AND TECHNOLOGY

At-Large

Robert Campbell
Ralph Crum
Karen Duda
Margaret Horvath
Anthony Messuri

Departmental

Madeliene Haggerty, Allied Health
William Wood, Eng. Tech.
Jim Dishaw, Home Economics

ARTS AND SCIENCES

At-Large

Samuel Floyd Barger
George Beelen
Paul Dalbec
Larry Esterly
William Jenkins
Gratia Murphy
Lowell Satre
Thomas Shipka
Ronald Tabak
John White

Departmental

Anthony Sobota, Biology
Teresa Riley, Economics
John Sarkissian, Foreign Languages
William Buckler, Geography
Marilyn Karaffa, Health & Phys. Ed.
Richard Goldthwait Math & Comp. Sc.
Edward Mooney, Physics & Astronomy
James Morrison, Psychology

BUSINESS ADMINISTRATION

At-Large

James H. Daly
Inez G. Heal
Donald H. Mathews
Jane S. Reid
Dean Roussos
Eugene A. Sekeres

Departmental

Richard Magner, Accounting & Finance
Donald Hovey, Management

EDUCATION

At-Large

Dora Bailey
Peter Baldino
Susan deBlois

Departmental

Phillip Ginnetti, Elementary Ed.
James Douglas, Adm. & Sec. Ed.

ENGINEERING

At-Large

Jack Bakos
Duane Rost

Departmental

Jalal Jalali, Electrical Eng.
Hojjat Mehri, Industrial Eng.
Ganesh Kudav, Mechanical Eng.

FINE AND PERFORMING ARTS

At-Large

Joseph Edwards
Darla Funk
Les Hicken
Larry Hugenberg
Ted Perkins
David Robinson
James Umble

Departmental

Genevra Kornbluth, Art
Susan Sexton, Music

ELECTED TO ELECTIONS AND BALLOTING COMMITTEE

Nancy White, Arts and Sciences

Nancie Shillington, Education

Association of American Publishers, Inc.



220 East 23rd Street
New York, N.Y. 10010-4686
Telephone 212 689-8920
Facsimile 212-696-0131

May 15, 1990

Dear President of the Faculty Senate:

In the course of the past two years, you have received letters and other materials from me about the problems created by the resale of complimentary examination copies of textbooks. We appreciate your interest and response, and we have been guided by the many thoughtful suggestions we have received. One result has been our decision to create a special return mailer for unwanted textbooks.

I, therefore, wanted to share with you a development we find most encouraging, namely a resolution by the Board of Trustees of the National Association of College Stores in support of our opposition to the sale of comp copies.

Passed this February, the resolution is an important step in discouraging this practice which:

- costs professor/authors \$10 million a year in lost royalties,
- puts upward pressure on the price of textbooks, and
- denigrates intellectual property.

The attached press release describes the NACS resolution more fully, a resolution similar in spirit to those already in place on many campuses.

Overall, we feel that we are moving toward a positive conclusion with regard to this issue. And we hope that, if it has not already done so, your institution might consider a similar resolution.

Again, our sincere thanks for your interest.

Yours truly,

A handwritten signature in cursive script that reads "Parker Ladd".

Parker Ladd
Director,
Higher Education Division

Encl.

RECEIVED

MAY 18 1990



220 East 23rd Street
New York, N.Y. 10010-4686
Telephone 212 689-8920
Facsimile 212-696-0131

CONTACT: Parker Ladd
212/689-8920

FOR IMMEDIATE RELEASE

COLLEGE STORE TRUSTEES ENDORSE PUBLISHER OPPOSITION TO SALE OF
COMPLIMENTARY COPIES OF COLLEGE TEXTS

New York, NY -- Acting in response to a request from the college publishing community, the Board of Trustees of the National Association of College Stores (NACS) approved the following resolution at its February, 1990 meeting:

"NACS urges its membership to support the Association of American Publishers in its opposition to the sale of clearly-marked complimentary copies."

Stated Parker Ladd, Director of the Higher Education Division of the Association of American Publishers: "We are tremendously gratified by this resolution. Many bookstores have been leaders and allies with us in efforts to discourage the harmful practice of selling examination copies of textbooks sent free of charge to professors. Their good work and ours has now been formally endorsed by the NACS Board of Trustees. As publishers, we feel this is an important step forward in holding the line on textbook prices and in protecting royalties due authors."

Sending complimentary/exam copies to faculty in order to help them to choose the best material for their courses is a longstanding marketing practice of publishers. In recent years, however, many of these books have entered the used book marketplace and now cost professor/authors an estimated \$10 million a year in lost royalties, and cost publishers an estimated \$80 million in lost revenues.

"Bookstores and responsible professors have told us their concerns about this vexing issue," stated Kenneth Zeigler, Vice President, School and College Division of West Publishing Company. "As publishers, we have responded by creating a no-cost, easy-to-use, return mailer for unwanted books, and by clearly marking complimentary/exam copies on both covers, on the spine and frequently inside the book on the title page as well. This resolution from NACS," Mr. Zeigler added, "Should also provide encouragement and support to those professor/authors and students who have told us they view the selling of comp copies as unethical."

The Higher Education Division of the AAP has mounted a three-year public relations campaign to discourage the sale of complimentary/exam copies. Targets of this campaign have included presidents, faculty senates and student newspapers at all 3,300 accredited U.S. colleges and universities. "The sale of complimentary/exam copies is simply unfair to all concerned," stated Richard Greenberg, Associate Trustee (representing publishers) of the NACS board and President of Wadsworth Publishing Company. "It is time for those who are selling complimentary/exam copies to stop hiding behind the fig leaf of a 1970 postal code regulation. These books are not unsolicited gifts sent to the faculty as individuals. Rather they are sent for educational purposes to institutions and to professors in their capacity as instructors of America's college students. They are knowingly received as such," Greenberg continued, "And are often solicited as part of established academic protocol."

The Higher Education Division of AAP plans to continue the campaign to discourage the sale of comp copies with new initiatives scheduled in the coming months. The AAP is a non-profit organization of more than 250 American publishing firms which are located in every region of the United States.

COMPUTER SERVICES COMMITTEE REPORT TO SENATE**MAY 30, 1990**

During the current academic year, our committee focused its activity and concern on the high prices YSU is being charged for its computer purchases. The University's 15% minority set-aside obligation is about 1.6 million. Almost 1 million of this figure is the result of buying computer equipment from a minority vendor at prices that are often far above what you or I would spend for similar equipment (up to 33 cents on the dollar more) and with service that is often inadequate, e.g., departments have to wait excessively for their equipment and do not always receive the equipment specified on their purchase orders.

After meeting with members of the administration, G. L. Mears, Wes Traylor, Jim McCollum, as well as Mike Repetski, we learned:

- Although few state universities meet their minority set aside quotas, our President and Board of Trustees have mandated that we do.
- Although savings of up to 40% may be possible if students working through our Electronics Maintenance Service assembled computers destined for YSU only use, several problems arise.
 1. Most important, there is no Ohio registered minority parts supplier of computer components. If there was, we could use them.
 2. It would be difficult if not impossible to capitalize all of the supplies needed to assemble a computer, to capture such supplies as fixed assets. Electronics Maintenance Services will, however, shortly become an authorized Everex Service Center. We could purchase basic, vanilla, computers from our supplier and have Electronics Maintenance order and install equipment necessary for special configurations. We will also be able to charge back to the vendor any work necessitated by their failure to properly fill our purchase orders.
 3. Last year were forced to deal with the only registered minority computer supplier in Ohio. This year there are three or four more suppliers. The University plans to use this new situation to get more competitive pricing.

4. Although other state universities, e.g., Kent State, are building their own machines, such activities could invite the interest of the IRS regarding unrelated business income.
5. Question: Why not buy items that don't have such a potentially high mark-up? Answer: The University would if it could.
6. Question: If exceptionally large computer purchases are made (for example in 1991 when Meshel Hall equipment is replaced at a cost of approximately \$1,100,000) could we figure out how to not exceed our 15% quota? Answer: It's too difficult in a current year to forecast exactly what the 15% figure would be.

Our committee and the administration's representative agreed on a common goal: To search for ways, given our constraints, to get the most for our money.

Other areas that our committee is addressing are:

1. YSU's 5 year computer replacement period. At most institutions, the replacement period is three years.
2. University policy for use by for-profit organizations of university facilities for workshops and seminars that are attended jointly by members of the university and Youngstown community. Sister institutions, e.g., Bowling Green State University, Miami University, Northeastern Ohio Universities College of Medicine, and The Ohio State University, do have policies permitting such use.
3. Why WordPerfect 4.2 for the mainframe is being considered for purchase rather than WordPerfect 5.0 or 5.1 for the Network. WordPerfect 5.0 for the network was recommended by the Computer Review Committee two years ago.

The committee intends to continue to monitor and study these areas and report the Senate at the October meeting.

We were successful, by drawing President Humphrey's attention to the understaffed condition of Electrical Services Maintenance, in advocating the hiring of a secretary and an additional technician.

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

Date May 23, 1990 Report Number (For Senate Use Only) 890-212

Name of Committee Submitting Report University Curriculum Division

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

Appointed Chartered

Names of Committee members: T. Kermani (Chair), J. Beary, B. Karpak,
D. Henneman, H. Yiannaki, J. Alam, J. Mistovich

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The following proposal has been approved by the University Curriculum Division and has been circulated to the appropriate department chairperson and deans and is being presented to the Academic Senate: HOME C 90-212

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: _____

Taghi Kermani
Chair

90-212 Home Economics

(Change)

HOMECE 663. Professional Laboratory Experience Pre-Kindergarten

Application of pre-kindergarten methods in community preschool settings. Includes conferences, 2 hour on-campus seminar and 14 hours supervised participation per week.

Application for permit must be filed prior to registration.

Prereq.: Good standing, completion of high school deficiencies, ENGL 551, ELED 630, and HOMECE 706.

4 q.h.

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

Date May 24, 1990

Report Number (For Senate Use Only) 890-24

Name of Committee Submitting Report Academic Programs Division

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

Appointed chartered

Names of Committee members: George Sutton (chair), Daniel Borgia, Janet Gill-Wigal,
Louis Harris, Lois Hopkins, Hojjat Mehri, Nicole Stanko, Ronald Tabak

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

Change in name Secretarial Studies

Change of requirement in Management Major

Information Systems

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

If so, state the motion: _____

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

Other relevant data: _____

Chair

Youngstown State University
Academic Programs Division

PD#

Date Rec'd

Addition of a new program _____ (Complete B,C)

Deletion of an existing program _____ (Complete A,C)

Change in an existing program X (Complete A,B,C)

Program title _____ Department _____

A. Describe the requirements of the program as it currently exists.
(Attach additional sheets if necessary.)

See attached Exhibit A

Current program name is Secretarial Studies

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

See attached Exhibit B

Proposed program name is Office Services and Administration

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing budgets, equipment, duplicate courses, etc.).

No additional resources will be needed.

The proposed name reflects modern terminology and encompasses the varied activities involved in the concentrations.

Signatures

Department Chairperson Violet F. Boggers

Dean _____ Prog. Div. _____

BUSINESS EDUCATION AND TECHNOLOGY
OFFICE SERVICES AND ADMINISTRATION
Executive Secretarial Studies Program

A.A.B. DEGREE

ENGLISH			MAJOR REQUIREMENTS			
550	Basic Composition 1	4	BET	510	Office Procedures	4
551	Basic Composition 2	4	BET	513	Bus. Computer Systems 1	4
			BET	523	Intermediate Typing	3
			BET	615	Info. Proc. Machines	3
			BET	623	Advanced Typing	3
			* BET	624	Specialized Typing	2
			BET	630	Shorthand 2	4
			BET	631	Shorthand 3	4
			BET	641	Magnetic Media	3
			BET	643	Elec. Files Management	3
			BET	704	Business Communications	4
			* BET	731	Specialized Dictation	4
			* BET	805	Office Practicum	4
SOCIAL STUDIES						
Psych. 560	Gen. Psychology	4				
Econ. 520	Prin. of Econ. 1	4				
HEALTH						
590	Health Education	3				
MATH			OTHER REQUIREMENTS			
506	Math of Business	5	BET	706	Business Law	4
			BET	710	Bus. Computer Systems 2	4
			BET	718	Automated Office Systems	4
			BET	720	Organizational Behavior	4
			BET	740	Records Management	3
			BUTEC	580	Elem. Acctg. Tech. 1	4
			BUTEC		Electives	8

TOTAL HOURS: 100

NOTE: Students with no previous knowledge of typewriting should take BET 520.

Students with no previous knowledge of shorthand should take BET 530.

BET 505, Transcription Skills, is required if ACT English score is less than 16.

*Day students are to take concurrently. Offered fall and spring quarters.

Evening students take BET 805 fall quarter and BET 624 and 731 winter quarter.

Offered every second year.

MUST HAVE A "C" OR BETTER IN MAJOR REQUIREMENTS TO RECEIVE CREDIT TOWARD GRADUATION.

MUST HAVE AN OVERALL POINT AVERAGE OF 2.00 TO BE ELIGIBLE FOR GRADUATION.

PLEASE SEE REVERSE SIDE FOR HIGH SCHOOL REQUIREMENTS

BUSINESS EDUCATION AND TECHNOLOGY
SECRETARIAL STUDIES PROGRAM
Executive Secretarial Studies Program
A.A.B. DEGREE

ENGLISH		MAJOR REQUIREMENTS					
550	Basic Composition 1	4	_____	BET 510	Office Procedures	4	_____
551	Basic Composition 2	4	_____	BET 513	Bus. Computer Systems 1	4	_____
				BET 523	Intermediate Typing	3	_____
				BET 615	Info. Proc. Machines	3	_____
				BET 623	Advanced Typing	3	_____
				* BET 624	Specialized Typing	2	_____
				BET 630	Shorthand 2	4	_____
				BET 631	Shorthand 3	4	_____
				BET 641	Magnetic Media	3	_____
				BET 643	Elec. Files Management	3	_____
				BET 704	Business Communications	4	_____
				* BET 731	Specialized Dictation	4	_____
				* BET 805	Office Practicum	4	_____
SOCIAL STUDIES							
Psych. 560	Gen. Psychology	4	_____				
Econ. 520	Prin. of Econ. 1	4	_____				
HEALTH							
590	Health Education	3	_____				
MATH				OTHER REQUIREMENTS			
506	Math of Business	5	_____	BET 706	Business Law	4	_____
				BET 710	Bus. Computer Systems 2	4	_____
				BET 718	Automated Office Systems	4	_____
				BET 720	Organizational Behavior	4	_____
				BET 740	Records Management	3	_____
				BUTEC 580	Elem. Acctg. Tech. 1	4	_____
				BUTEC	Electives	8	_____

TOTAL HOURS: 100

NOTE: Students with no previous knowledge of typewriting should take BET 520.

Students with no previous knowledge of snorthand should take BET 530.

BET 505, Transcription Skills, is required if ACT English score is less than 16.

*Day students are to take concurrently. Offered fall and spring quarters.

Evening students take BET 805 fall quarter and BET 624 and 731 winter quarter.

Offered every second year.

MUST HAVE A "C" OR BETTER IN MAJOR REQUIREMENTS TO RECEIVE CREDIT TOWARD GRADUATION.

MUST HAVE AN OVERALL POINT AVERAGE OF 2.00 TO BE ELIGIBLE FOR GRADUATION.

PLEASE SEE REVERSE SIDE FOR HIGH SCHOOL REQUIREMENTS

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

Date May 23, 1990 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report University Curriculum Division

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

_____ Appointed Chartered _____

Names of Committee members: T. Kermani (Chair), J. Beary, B. Karpak,
D. Henneman, H. Yiannaki, J. Alam, J. Mistovich

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The following proposal has been approved by the University Curriculum Division and has been circulated to the appropriate department chairperson and deans and is being presented to the Academic Senate: HOME C 90-212

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: _____

Taghi Kermani
Chair

90-212 Home Economics

(Change)

HOMECE 663. Professional Laboratory Experience Pre-Kindergarten

Application of pre-kindergarten methods in community preschool settings. Includes conferences, 2 hour on-campus seminar and 14 hours supervised participation per week.

Application for permit must be filed prior to registration.

Prereq.: Good standing, completion of high school deficiencies, ENGL 551, ELED 630, and HOMECE 706.

4 q.h.

REPORT FROM THE SENATE ELECTIONS AND BALLOTING COMMITTEE, 1990

APPLIED SCIENCE AND TECHNOLOGY

At-Large

Robert Campbell
Ralph Crum
Karen Dudo
Margaret Horvath
Anthony Messuri

Departmental

Madeliene Haggerty, Allied Health
William Wood, Eng. Tech.
Jim Dishaw, Home Economics

ARTS AND SCIENCES

At-Large

Samuel Floyd Barger
George Beelen
Paul Dalbec
Larry Esterly
William Jenkins
Gratia Murphy
Lowell Satre
Thomas Shipka
Ronald Tabak
John White

Departmental

Anthony Sobota, Biology
Teresa Riley, Economics
John Sarkissian, Foreign Languages
William Buckler, Geography
Marilyn Karaffa, Health & Phys. Ed.
Richard Goldthwait Math & Comp. Sc.
Edward Mooney, Physics & Astronomy
James Morrison, Psychology

BUSINESS ADMINISTRATION

At-Large

James H. Daly
Inez G. Heal
Donald H. Mathews
Jane S. Reid
Dean Roussos
Eugene A. Sekeres

Departmental

Richard Magner, Accounting & Finance
Donald Hovey, Management

EDUCATION

At-Large

Dora Bailey
Peter Baldino
Susan deBlois

Departmental

Phillip Ginnetti, Elementary Ed.
James Douglas, Adm. & Sec. Ed.

ENGINEERING

At-Large

Jack Bakos
Duane Rost

Departmental

Jalal Jalali, Electrical Eng.
Hojjat Mehri, Industrial Eng.
Ganesh Kudav, Mechanical Eng.

FINE AND PERFORMING ARTS

At-Large

Joseph Edwards
Darla Funk
Les Hicken
Larry Hugenberg
Ted Perkins
David Robinson
James Umble

Departmental

Genevra Kornbluth, Art
Susan Sexton, Music

ELECTED TO ELECTIONS AND BALLOTING COMMITTEE

Nancy White, Arts and Sciences

Nancie Shillington, Education

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

Date May 24, 1990 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Programs Division

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

Appointed chartered

Names of Committee members: George Sutton (chair), Daniel Borgia, Janet Gill-Wigal,
Louis Harris, Lois Hopkins, Hojjat Mehri, Nicole Stanko, Ronald Tabak

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

Change in name Secretarial Studies

Change of requirement in Management Major

Information Systems

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

If so, state the motion: _____

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

Other relevant data: _____

Chair

Youngstown State University
Academic Programs Division

PD#

Date Rec'd

Addition of a new program _____ (Complete B,C)

Deletion of an existing program _____ (Complete A,C)

Change in an existing program X (Complete A,B,C)

Program title _____ Department _____

A. Describe the requirements of the program as it currently exists.
(Attach additional sheets if necessary.)

See attached Exhibit A

Current program name is Secretarial Studies

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

See attached Exhibit B

Proposed program name is Office Services and Administration

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

No additional resources will be needed.

The proposed name reflects modern terminology and encompasses the varied activities involved in the concentrations.

Signatures

Department Chairperson Violet F. Boggs

Dean _____ Prog. Div. _____

BUSINESS EDUCATION AND TECHNOLOGY
 OFFICE SERVICES AND ADMINISTRATION
Executive Secretarial Studies Program

A.A.B. DEGREE

ENGLISH

550	Basic Composition 1	4	_____
551	Basic Composition 2	4	_____

MAJOR REQUIREMENTS

BET	510	Office Procedures	4	_____
BET	513	Bus. Computer Systems 1	4	_____
BET	523	Intermediate Typing	3	_____
BET	615	Info. Proc. Machines	3	_____
BET	623	Advanced Typing	3	_____
* BET	624	Specialized Typing	2	_____
BET	630	Shorthand 2	4	_____
BET	631	Shorthand 3	4	_____
BET	641	Magnetic Media	3	_____
BET	643	Elec. Files Management	3	_____
BET	704	Business Communications	4	_____
* BET	731	Specialized Dictation	4	_____
* BET	805	Office Practicum	4	_____

SOCIAL STUDIES

Psych. 560	Gen. Psychology	4	_____
Econ. 520	Prin. of Econ. 1	4	_____

HEALTH

590	Health Education	3	_____
-----	------------------	---	-------

MATH

506	Math of Business	5	_____
-----	------------------	---	-------

OTHER REQUIREMENTS

BET	706	Business Law	4	_____
BET	710	Bus. Computer Systems 2	4	_____
BET	718	Automated Office Systems	4	_____
BET	720	Organizational Behavior	4	_____
BET	740	Records Management	3	_____
BUTEC	580	Elem. Acctg. Tech. 1	4	_____
BUTEC		Electives	8	_____

TOTAL HOURS: 100

NOTE: Students with no previous knowledge of typewriting should take BET 520.

Students with no previous knowledge of shorthand should take BET 530.

BET 505, Transcription Skills, is required if ACT English score is less than 16.

*Day students are to take concurrently. Offered fall and spring quarters.

Evening students take BET 805 fall quarter and BET 624 and 731 winter quarter.

Offered every second year.

MUST HAVE A "C" OR BETTER IN MAJOR REQUIREMENTS TO RECEIVE CREDIT TOWARD GRADUATION.

MUST HAVE AN OVERALL POINT AVERAGE OF 2.00 TO BE ELIGIBLE FOR GRADUATION.

PLEASE SEE REVERSE SIDE FOR HIGH SCHOOL REQUIREMENTS

PD/	Date Rec'd
-----	------------

Addition of a new program _____ (Complete B, C)

Deletion of an existing program _____ (Complete A, C)

Change in an existing program ^X _____ (Complete A, B, C)
Management Major

Program title Information Systems Department Management

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

Besides the School of Business requirements, University requirements and Management Department core requirements, the following are required:

- Acctg. 709
- Mgt. 728, 761, 795, 825, 830, and Upper Division Elective

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

We wish to substitute Mgt. 835, Systems Analysis, for Mgt. 830, Management Science 2

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

There will be no effects outside the Management Dept.

D. IF THE PROPOSAL INCLUDES ADDING OR DROPPING COURSES OFFERED BY OTHER DEPARTMENTS, SUPPORTING STATEMENTS FROM THESE DEPARTMENTS MUST BE INCLUDED WITH THE REQUEST.

Signatures

Department Chairperson Clement Benicka

Dean James Weaugh 4/27/82 Prog. Div.

BUSINESS EDUCATION AND TECHNOLOGY
SECRETARIAL STUDIES PROGRAM
Executive Secretarial Studies Program
A.A.B. DEGREE

ENGLISH		MAJOR REQUIREMENTS				
550	Basic Composition 1	4	BET	510	Office Procedures	4
551	Basic Composition 2	4	BET	513	Bus. Computer Systems 1	4
			BET	523	Intermediate Typing	3
			BET	615	Info. Proc. Machines	3
			BET	623	Advanced Typing	3
			* BET	624	Specialized Typing	2
			BET	630	Shorthand 2	4
			BET	631	Shorthand 3	4
			BET	641	Magnetic Media	3
			BET	643	Elec. Files Management	3
			BET	704	Business Communications	4
			* BET	731	Specialized Dictation	4
			* BET	805	Office Practicum	4
SOCIAL STUDIES						
Psych. 560	Gen. Psychology	4				
Econ. 520	Prin. of Econ. 1	4				
HEALTH						
590	Health Education	3				
MATH			OTHER REQUIREMENTS			
506	Math of Business	5	BET	706	Business Law	4
			BET	710	Bus. Computer Systems 2	4
			BET	718	Automated Office Systems	4
			BET	720	Organizational Behavior	4
			BET	740	Records Management	3
			BUTEC	580	Elem. Acctg. Tech. 1	4
			BUTEC		Electives	8

TOTAL HOURS: 100

NOTE: Students with no previous knowledge of typewriting should take BET 520.

Students with no previous knowledge of shorthand should take BET 530.

BET 505, Transcription Skills, is required if ACT English score is less than 16.

*Day students are to take concurrently. Offered fall and spring quarters.

Evening students take BET 805 fall quarter and BET 624 and 731 winter quarter.

Offered every second year.

MUST HAVE A "C" OR BETTER IN MAJOR REQUIREMENTS TO RECEIVE CREDIT TOWARD GRADUATION.

MUST HAVE AN OVERALL POINT AVERAGE OF 2.00 TO BE ELIGIBLE FOR GRADUATION.

PLEASE SEE REVERSE SIDE FOR HIGH SCHOOL REQUIREMENTS

**YOUNGSTOWN STATE UNIVERSITY CURRICULUM PROPOSAL for
CURRICULUM DIVISION of ACADEMIC PROGRAMS & CURRICULUM DIVISION**

UCD # <u>90-212</u>	Date Rec'd <u>5-3-90</u>	IR Code
---------------------	--------------------------	---------

School CAST Department HOME ECONOMICS

Course Prefix HOME C Course Number 663

Course Title Professional Laboratory Experience Pre-Kindergarten

Chair's Signature Mary J. Beaubien Date 4/5/90 Telephone 3343

Change (Complete A, B, C, D, E)
 Add (Complete B, C, D, E)
 Delete (Complete A, C, E)

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

663. *Practicum in Child Care.* Supervised participation in all functions in a child care center. Two hours lecture-discussion and fourteen laboratory hours per week. Prereq.: HOME C 706 and ELED 630. Application must be filed one quarter prior to registration for the course. (F, SP) 4 q.h.

p. 105
OKed by Dr. Beaubien 5.7.90

B To add or change a course, provide its description precisely as it is to appear in the Bulletin. Be succinct.

HOME C 663: Professional Laboratory Experience Pre-Kindergarten. Application of pre-kindergarten methods in community preschool settings. Includes conferences, 2 hour on-campus seminar and 14 hours supervised participation per week. Application for permit must be filed prior to registration. Prereq.: Good standing, completion of high school deficiencies, ENGL 551, ELED 630, and HOME C 706. 4 q.h.

C Yes or No , this course is (to be) cross-listed with _____ (Department & Course Number)

Cross-listing to supplement Cross-listing with joint responsibility

All cross-listed courses must be identified as such in the description of all courses involved — Check B above.

D Justify the course 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.

Course title, description, and prerequisites need to be changed to accurately reflect current practice in preparation for site-visit by the State Department of Education which will be evaluating the pre-kindergarten associate program in Fall 1990. Prerequisites have been added to ensure that only students capable of successfully completing the associate degree program will be admitted to the course.

(cont. on attached sheet)

Course Workload: 4 WH

E Yes or No , this proposal will affect another Department in the University. If yes, explain _____

Signatures	Approval	Disapproval	Date
School/College Curr. Comm. <u>R. W. Hanna</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>4-16-90</u>
Dean <u>K. A. Beckley</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>5-1-90</u>
University Curr. Div. <u>Jaghi Kermani</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>5-8-90</u>
Academic Senate <u>Mary J. Beaubien</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<u>5-23-90</u>

90-212 Home Economics (Change)
HOMECE 663. Professional Laboratory Experience Pre-Kindergarten
Application of pre-kindergarten methods in community
preschool settings. Includes conferences, 2 hour on-campus
seminar and 14 hours supervised participation per week.
Application for permit must be filed prior to registration.
Prereq.: Good standing, completion of high school
deficiencies, ENGL 551, ELED 630, and HOMECE 706.

4 q.h.

L. Esterly

OHIO ARTICULATION AND TRANSFER POLICY

PREAMBLE

A major resource of the State of Ohio is its diverse system of higher education within which students may seek and obtain advanced education for their personal and professional betterment. The many public and independent colleges and universities residing in Ohio offer a variety of two-year and four-year undergraduate degrees. Some students begin their collegiate experience in a two-year college before transferring to a four-year institution to achieve their degree aspirations. Others often find that personal, professional, or academic reasons mandate their transfer from one collegiate institution to another.

Ohio's colleges and universities recognize this student mobility and affirm that public policy and institutional diversity can combine to facilitate and encourage a necessary transfer and a maximum utilization of learning.

The following policy provides basic concepts and guidelines for assuring this maximum learning utilization for those students who desire to transfer from one institution to another during their undergraduate education.

BACKGROUND

Senate Bill 268 and Amended Substitute House Bill 111 from the General Assembly of the State of Ohio directed the Ohio Board of Regents to develop and implement a statewide student articulation and transfer policy (Appendix A). In November, 1989 the Chancellor of the Ohio Board of Regents appointed a 21-member Commission on Articulation and Transfer to develop a policy framework for a statewide articulation and transfer process (Appendix B). The Chancellor charged the Commission to develop guidelines for articulation and transfer which focus on students and encourage students to move as far through the educational system as they can. The rationale of the policy drafted by the Commission is based on several important concepts:

1. Transfer students and native students should be assured equitable consideration and treatment by each college and university.
2. Those students who begin their collegiate studies at a community college or university regional campus should

Commission on Articulation and Transfer
FINAL REPORT 6/8/90

be encouraged to complete an Associate of Arts or Associate of Science degree before transferring to a baccalaureate institution.

3. Institutional autonomy and integrity of the General Education program of each college and university will be assured.

EXECUTIVE SUMMARY

The Commission's policy (which follows) was developed to facilitate the transfer of students and credits from one college or university to another. It encourages students to complete "units" of educational experience, especially the Associate of Arts (AA) and Associate of Science (AS) degrees. It encourages faculty recognition of comparable and compatible learning experiences and expectations in the first two years of a student's collegiate education. And, finally, it outlines a process to be used to ensure implementation and continual review of the articulation and transfer policy. The Articulation and Transfer Policy provides only a beginning. Considerable attention must be given to the implementation of the policy statewide and the development of strong local or regional bilateral relationships between colleges and universities.

The following concepts are included in the policy:

Admission. The policy preserves the college or university's practice of making admission decisions on the basis of academic standards, space availability, adherence to deadlines, and payment of fees. It strongly urges, however, that transfer admission priority be given to students who have completed Associate of Arts or Associate of Science degrees. Admission to a given institution does not guarantee admission to degree granting programs, all majors, minors, or fields of concentration.

Transfer and Acceptance of Credit. The policy distinguishes between the acceptance of transfer credit by the receiving institution and the application of transfer credit to the student's chosen program. Transfer credits will be accepted by the receiving institution and posted to the student's record and transcript. Students who have earned an AA or an AS degree with an overall grade point average of 2.0 or better will receive

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transfer credit for all college level courses which they have passed. From among the credits which have been posted to the student's record and appear on the student's transcript, the receiving institution will determine how credits will or will not be applied toward degree requirements at the receiving institution. (See Flowchart, Appendix D.)

Transfer Module. It is assumed that a common body of knowledge, comprised of a subset of the general education curriculum, can be found at all institutions, and from this broader general education curriculum can be drawn a "transfer module." Each institution will need to identify its transfer module according to the guidelines appended. Students who successfully complete the transfer module at one institution will be considered to have met the transfer module requirements of the receiving institution.

Major, Minor, and Field of Concentration. Application of transfer credit for requirements in a specific academic major, minor, or field of concentration will be made on a course-by-course basis.

Electives. Transfer courses not applicable to the receiving institution's general education curriculum, major, minor or field of concentration (including non-traditional credits not available at the receiving institution) will count as free electives.

Student Responsibilities. In addition to defining institutional responsibilities, the policy encourages students to plan their course of study carefully and early. Students are also encouraged to seek out the necessary information and advice from both the transfer and the prospective receiving institutions.

Appeals Process. A multi-level campus appeals process is proposed which provides students with an intra-institutional mechanism for their concerns to be addressed. Each institution will be required to notify students of the availability of an appeals process and the procedures involved. In order to further protect the interests of students, the policy includes a statewide appeals review committee to which students may appeal if they have exhausted all institutional appeals procedures. The appeals review committee will function much like an "ombudsman,"

informally hearing both sides of the case and making a non-binding recommendation back to the institution.

Ongoing Implementation. The Commission has recommended that an Articulation and Transfer Advisory Council be appointed by the Ohio Board of Regents to serve as a continuing forum for the implementation and maintenance of this policy. The Advisory Council will be a representative body with members to be nominated by college and university presidents. A standing faculty committee will be appointed by the Articulation and Transfer Advisory Council to review each institution's transfer module regarding appropriateness of the courses included in the transfer module and make recommendations to the Advisory Council. (See Appendix E for additional implementation recommendations.)

POLICY

I. INTRODUCTION

The Ohio Board of Regents is required by law to coordinate the Ohio institutions of higher education in the development and implementation of a statewide student credit-hour transfer policy to address the articulation problems associated with students transferring between institutions of higher education. As a result, the following policy has been developed to facilitate the transfer of students and credits from one institution to another so that a transfer student with an equivalent academic record may complete a degree comparable to that of the student who began at the receiving institution. However, all residency requirements (e.g., the minimum number of lower and/or upper division credits) must be successfully completed at the receiving institution prior to the granting of a degree.

The Commission on Articulation and Transfer which drafted this document was guided by assumptions that the policy should:

- (1) Create an academically sound and facilitative system to afford students an opportunity to attain their goals.
- (2) Encourage students to move as far through the educational system as they can.

a. GENERAL EDUCATION REQUIREMENTS

Most institutions of higher education have a set of liberal education courses which make up a general education requirement which all students must complete. This general education requirement may be called "General Requirements," "University Requirements," "Core Requirements," or even "Liberal Education Requirements," etc. Individual degree programs within the institutions often have liberal education course requirements which go beyond those required for the institution's general education requirement and which are appropriate to the particular field of endeavor (e.g., a foreign language requirement in Colleges of Arts and Sciences). All such requirements, which are determined by the institution, serve, in part, to give each institution and program its distinctive character.

Although the philosophical basis for the general education requirements and the extended liberal education requirements of the various programs, the structuring of these requirements, the total hours required, and the method of delivery vary between institutions and even between programs within institutions, there is, within this general education requirement, a common body of knowledge and academic skills which is required at all institutions which make up this appropriately diverse academy. For this reason, the receiving institutions have been able to apply transfer credit to some of the general education requirements for equivalent or similar courses.

It is the intent of this section to describe the process for continuing this practice with one modification. In order to recognize successful completion of the A. A. and A. S. degrees (e.g., in a manner similar to the acceptance of baccalaureate degrees by graduate schools), this section provides a means for recognizing a common body of knowledge from among the general education requirements of the various institutions, so that

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holders of these degrees can be recognized as fulfilling the courses required to obtain this common body of knowledge.

This common body of knowledge, which will be called the "Transfer Module," represents a subset of courses from among the general education requirements of the institution. Institutions will need to define such a "Transfer Module" within one-year of adoption of this policy by the Ohio Board of Regents, in order to implement this policy. The "Transfer Module" will need to be defined explicitly in the Catalog for the benefit of the students and the receiving institutions.

Guidelines for establishing a "Transfer Module" have been taken from an examination of the general education requirements of institutions of higher education in the State of Ohio and from the legal definitions of general education requirements which have been established for two-year institutions in the State of Ohio (Appendix C).

Such a "Transfer Module" assumes 54-60 quarter hours or 36-40 semester hours of courses in (1) English composition; (2) mathematics; (3) arts/humanities; (4) social and behavioral sciences; (5) natural and physical sciences; and (6) interdisciplinary coursework, for the A. A., the A. S., and the baccalaureate degrees (see Appendix C for a "Transfer Module" Example). For the A. A. and A. S. degrees, the study of a foreign language should be encouraged since these degrees articulate quite well with programs in Colleges of Arts and Sciences as well as some other programs, which require foreign languages.

The Associate of Applied Business, Associate of Applied Science, Associate of Technical Study and the Associate of Individualized Study degrees generally do not have the complete set of traditional general education requirements commonly found in A. A., A. S. and baccalaureate degrees. Except for some specially designed "two-plus-two" technical degree programs, they are not

Commission on Articulation and Transfer
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designed to articulate with college or university programs. Since these degrees will have only a portion of the general education requirement, students who choose to extend their studies to a baccalaureate degree or who change to an A. A. or A. S. degree may need a substantial amount of coursework to meet the entire set of general education requirements or the "Transfer Module."

(1) Transfer students with an earned A. A. or A. S. degree which contains an identifiable "Transfer Module" will have met the "Transfer Module" requirements of the receiving institution. The application of transfer work to general education requirements which go beyond those contained in the "Transfer Module" will be done on a course-by-course basis.

(2) Other transfer students who have completed the transfer module with grades of C or better in each course (as certified by the sending institution) will be considered to have met the "Transfer Module" requirement of the receiving institution. The application of transfer work to general education requirements which go beyond those contained in the "Transfer Module" will be done on a course-by-course basis.

(3) Students transferring without an earned A. A. or A. S. degree and who have not completed the "Transfer Module," will have the application of transfer work to the general education requirements done on a course-by-course basis.

Students with or without an A. A. or A. S. degree which has no identifiable "Transfer Module," will have the application of transfer work to the general education requirements done on a course-by-course basis.

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Courses found to be equivalent to general education courses at the receiving institution will be applicable to the General Education requirements of the receiving institution. Non-equivalent courses which were used to satisfy general education requirements at the sending institution and which are in the general area of the courses used to satisfy the general education requirements in the receiving institution may be counted toward the general education requirements, but these applications will be determined by the receiving institution.

(4) Many institutions have general education requirements which go beyond the "Transfer Module." Many degree programs have specific requirements in the liberal education area which go beyond those required to meet the institution's general education requirements. Often additional requirements are prerequisites for more advanced courses in the program; sometimes they are external professional accrediting agency requirements; and sometimes they are part of the pedagogy of the field or the philosophical intent of the degree. For example, foreign languages are generally required by Colleges of Arts and Sciences as part of the philosophical basis of the degree. Likewise, foreign languages are required in chemistry because they are needed in the field and for graduate study.

Completion of the "Transfer Module" or the entire set of general education requirements does not constitute completion of the above specific requirements unless they have been successfully completed as part of the

TRANSFER MODULE GUIDELINES

Transfer Module

The intent of the Transfer Module is to help students acquire foundational learning experiences that will assure their ability to achieve success in upper division coursework. The Transfer Module is a subset of a college's or university's general education requirements that represents a body of knowledge and academic skills common across Ohio colleges and universities, and generally contains 54-60 quarter hours or 36-40 semester hours of course credit in the fields of (1) English composition; (2) mathematics; (3) arts/humanities; (4) social and behavioral sciences; and (5) natural and physical sciences. As a general rule, courses for the Transfer Module should be selected from 100 and 200 level general education requirements, and should provide a basic understanding of the modes of inquiry common to each of the functional areas below.

ENGLISH COMPOSITION: minimum of 6 quarter hours; 3 semester hours

The major emphasis should be on written composition, although the course(s) may include other components such as speech, literature, and communication. Transfer students who have completed the transfer module will not be subjected to a diagnostic placement test at the receiving institution, but they may be required to achieve a suitable score on a competency test administered by the receiving institution if it is also required of native students.

Excluded: Pre-college courses; English as a Second Language (ESL); Developmental English

MATHEMATICS: minimum of 3 quarter hours; 3 semester hours

Courses must build on and extend beyond three years of college preparatory mathematics or the equivalent (e.g., two years of high school level mathematics and one college mathematics course). Courses satisfying these criteria may include Symbolic Logic; College Mathematics; Statistics; Computer Programming.

Excluded: Pre-college courses; Developmental Mathematics.

ARTS/HUMANITIES: minimum of 9 quarter hours; 6 semester hours

Courses should be broad, language-based, 100 and 200 level courses that focus on the study of human endeavors over time (e.g., varying perspectives, spanning time, and cross-cultural). Courses may be selected from the following areas: Arts, Music, Visual Arts, Theater, Film, Literature (a cultural spectrum), Religion, Philosophy, Ethics, and History. (Students should be instructed to select from at least two areas.)

Excluded: Performing arts; studio arts; skill courses; topical courses; local history or parochial courses.

SOCIAL AND BEHAVIORAL SCIENCES: minimum of 9 quarter hours; 6 semester hours

Courses must be 100 and 200 level survey courses which explain through empirical investigation and theoretical interpretation the behavior of individuals and various groups in societies, economies, governments and subcultures. Courses shall be selected from the traditional social science disciplines of Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, or may be courses with an interdisciplinary or integrated focus on social sciences. (Students should be instructed to select from at least two areas.)

Excluded: Non-credit continuing education courses; remedial or developmental courses; specific career preparation courses; mathematics; statistics; and life experience courses.

NATURAL AND PHYSICAL SCIENCES: minimum of 9 quarter hours; 6 semester hours

Courses of an introductory nature should make clear the important role of experimentation and observation in the sciences and the way in which these observations of the physical and biological world lead scientists to formulate principles that provide universal explanations of diverse phenomena. These courses should have as a goal the development of an understanding of how scientific principles are built and used in the modern world and of the impact of science on society and the human health and well-being of individuals. Through these courses, students should develop an understanding of structured thinking involving induction and deduction. Courses may be selected from the following areas: Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography and Physics. At least one of the courses must be a laboratory course with one laboratory meeting each week.

Excluded: Remedial or developmental courses; upper division courses; technical or pre-technical courses.

Up to 9 quarter hours or 6 semester hours of interdisciplinary or integrated coursework that covers broadly any of the above areas may be included in the Transfer Module. These hours may be designated as substitutes for specific courses in the categories above and should be noted as such.

Instructions:

1. Identify and list courses that the student may select which would fulfill the minimum requirements noted above, including optional interdisciplinary or integrated courses (up to 9 quarter hours or 6 semester hours).
2. Identify and list courses from which the student may select the remaining quarter or semester hours to complete the transfer module including optional interdisciplinary or integrated courses. NOTE: These courses must be lower-division courses (e.g., 100 or 200 numbered courses).

See attached examples of Transfer Modules.

General Guidelines

1. Within the Transfer Module framework, each institution shall propose 54-60 quarter (36-40 semester) credit hours from its institutional general education requirements to be recognized for full transfer to other colleges and universities as provided in the "Statewide Articulation and Transfer Policy". NOTE: The total general education degree requirements at each institution may exceed the Transfer Module requirements.
2. Each college and university will need to define its Transfer Module no later than Fall Term 1991.
3. Each college or university shall present its proposed Transfer Module for review by the standing faculty committee of the Articulation and Transfer Advisory Council for recognition under the provisions of the "Statewide Articulation and Transfer Policy." Institutions may propose changes in their Transfer Module to the Articulation and Transfer Advisory Council as necessary.
4. Each college or university will publish its Transfer Module in its Catalog for the benefit of the students and the receiving institutions.
5. Each college and university shall accept for transfer and apply toward requirements for any baccalaureate degree the Transfer Module of any other college or university. If a student transfers to a college or university which has total general education degree requirements that exceed the Transfer Module, after recognizing all courses presented from the sending institution's Transfer Module, the receiving institution may determine which additional general education courses are required to make up the difference between the Transfer Module courses presented and the

institution's total general education degree requirements. In such cases where additional general education courses are required to meet graduation requirements, the same rules should apply to transfer and native students.

6. A receiving institution may be more lenient in accepting credit at its own election; however, the policies regarding the Transfer Module do not obligate the receiving institution beyond the provisions of the "Statewide Articulation and Transfer Policy."
7. Institutions should periodically review the course selections for the Transfer Module for quality, currency and appropriateness, and report any changes to the Articulation and Transfer Advisory Council.
8. Students should be made aware that there are other institutional transfer agreements involving specific institutions or groups of institutions that may provide for transfer of more quarter or semester credits than the Transfer Module. Students should be encouraged to identify a transfer institution early, and they should be carefully counseled to meet the specific requirements of the general education core and selected programmatic major in the receiving institution.

SAMPLE TRANSFER MODULE

UNIVERSITY B

Instructions: The Transfer Module must include 54-60 quarter credit hours of introductory courses in the following areas: English Composition, Mathematics, Arts/Humanities, Social and Behavioral Sciences, and Natural and Physical Sciences. Students should follow these direction in selecting courses for the Transfer Module.

1. Select minimum requirements from introductory courses (marked with an *) following the instructions provided in each section.
2. Complete the required minimum hours of the Transfer Module from the remaining courses on this list, including interdisciplinary courses.
NOTE: Be sure to check with an academic adviser to assure the courses selected are most appropriate for the major and the transfer college or university selected, and are consistent with the minimum graduation requirements of this university.

ENGLISH COMPOSITION (minimum of 6 quarter credit hours, with emphasis on written composition)

- * College English I (3)
- * College English II (3)
- Intermediate Expository Writing (3)
- Creative Writing (3)
- Introduction to Shakespeare (3)
- Major Modern Writers:
 - British and American (3)
 - Great Books I (3)
 - Great Books II (3)

MATHEMATICS (minimum of 3 quarter credit hours)

- College Algebra (4)
- Intuitive Calculus (3)
- Algebra and Trigonometry (4)
- Analytic Geometry and Calculus I (5)
- Analytic Geometry and Calculus II (5)

ARTS/HUMANITIES (minimum of 9 quarter credit hours; select from at least two areas)

- * The Greek Achievement (3)
- * The Roman Achievement (3)
- * History of Civilization I (3)
- * History of Civilization II (3)
- * History of the United States: The Formative Period (3)

- * History of the United States: The Modern Period (3)
- * Interpreting the Black Experience: Towards a New Community-Beginnings to 1865 (3)
- * Interpreting the Black Experience: Towards a New Community-1865 to Present (3)
- * Introduction to Philosophy (3)
- * Introduction to Ethics (3)
- * Comparative Religious Thought (3)
- * Understanding Architecture (3)
- * Survey of Architectural History (3)
- * Art History I (3)
- * Art History II (3)
- * The Understanding of Music (3)
- * Music as a World Phenomenon (3)
- * The Art of the Theater (3)

SOCIAL AND BEHAVIORAL SCIENCES (minimum of 9 quarter credit hours; select from at least two areas)

- * Intro. to Cultural Anthropology (3)
- * Prehistoric Archaeology (3)
- * Principles of Physical Anthropology (3)
- * Principles of Macroeconomics (3)
- * Principles of Microeconomics (3)
- * Introduction to Geography (3)
- * Survey of Geography (3)
- * Physical Geography (3)
- * Problems of Population and Environment (3)
- * Human Geography (3)
- * World Geography (3)
- * Geography of The United States and Canada (3)
- * American National Government (3)
- * International Relations (3)
- * Comparative Politics (3)
- * General Psychology (3)
- * Educational Psychology (3)
- * Psychology of Adjustment (3)
- * Child Psychology (3)
- * Primitive Art (3)
- * Introduction to Sociology (3)
- * Individual and the Society (3)
- * Inequality in Societies (3)
- * Communities in America (3)

NATURAL AND PHYSICAL SCIENCES (minimum of 9 quarter credit hours; at least one course must be a laboratory course)

- * Human Biology: Cells and Systems (3)
- * Biological Structure and Function (5)
- * Biological Principles I (4)
- * Biological Principles II (4)
- Zoological Foundations of Medicine I (4)
- Zoological Foundations of Medicine II (4)
- * Basic Microbiology (5)
- * Invertebrate Zoology (4)
- * Fundamentals of Chemistry (3)
- Introduction to Organic Chemistry (2)
- Inorganic and Organic Laboratory (1)
- General and Elementary Organic Chemistry (1)
- * General Chemistry I (4)
- * General Chemistry II (4)
- * Honors General Chemistry (5)
- Physiological Chemistry (5)
- * Earth Dynamics (3)
- * Earth Evolution (3)
- * Environmental Geology (3)
- * Oceanography (3)
- * Mineralogy (4)
- * Petrology (4)
- * General Physics I (5)
- * General Physics II (5)
- * Energy and the Environment (3)
- * Frontiers in Astronomy (3)
- * Introductory Astronomy (3)
- Intermediate Astronomy (3)
- * Physical Science (3)

OHIO ARTICULATION AND TRANSFER POLICY
IMPLEMENTATION RECOMMENDATIONS

1. The Chancellor of the Ohio Board of Regents should begin immediately to appoint and activate the Articulation and Transfer Advisory Council.
2. The Articulation and Transfer Advisory Council should begin immediately to address the following implementation issues and make procedural, program and budgetary recommendations to the Ohio Board of Regents:
 - a. Informational needs of both the sending and receiving institutions regarding student migration and success patterns, including components for a student data tracking system;
 - b. Informational needs of students and faculty/counselors/advisors regarding major and graduation requirements of both sending and receiving institutions (e.g., electronic transfer guide);
 - c. Academic support services needed to assure the retention and success of transfer students;
 - d. State and regional resources needed to support the development and/or strengthening of bilateral agreements (e.g., counterparts councils; statewide faculty forum, etc.);
 - e. Institutional and statewide resources needed to maintain and enhance the Articulation and Transfer Policy over time;
 - f. Consideration of articulation and transfer issues specifically related to AAS, AAB, ATS, and AIS degree programs;
 - g. Transfer student financial aid issues and their resolution;
 - h. Student support services needed to assure the retention and success of transfer students.

3. The Ohio Board of Regents should include in the 1991-93 operating budget recommendations the resources necessary to implement the Articulation and Transfer Policy, such as the following:
 - a. Development and maintenance of a student data tracking system;
 - b. Provision of adequate financial aid for transfer students;
 - c. Development of a statewide faculty forum;
 - d. Development and maintenance of local/regional bilateral agreements between colleges and universities;
 - e. Development and maintenance of an Electronic transfer system.
4. The Articulation and Transfer Advisory Council should determine steps needed to implement the Policy in all public colleges and universities by Fall term 1991. These steps should include, but not be limited to the following:
 - a. Development of operating procedures for the work of the Articulation and Transfer Advisory Council.
 - b. Review by the Standing Faculty Committee of the Articulation and Transfer Advisory Council of the Transfer Modules of each institution, checking to be sure the modules meet the spirit of the Policy and are comparable to and compatible with the transfer modules of other colleges and universities across the state.
 - c. Provision of advice on a uniform Policy summary that will appear in the catalogs of each institution adopting the Policy; approval of catalog statements that are proposed in lieu of the uniform summary statement.
5. Prior to the Fall term 1991, the presidents of Ohio's public colleges and universities (and independent colleges/universities adopting the Board policy) should appoint an Articulation and Transfer Appeals Review Committee, appoint a chairperson and establish the rules of procedure for the Appeals Review Committee. Information regarding committee membership and procedural rules should be made available to the Articulation and Transfer Advisory Council and the Chancellor of the Ohio Board of Regents.
6. Upon adoption by the Board of Regents of the proposed Articulation and Transfer Policy, the Board should report to the General Assembly on the Policy adoption and proposed implementation.

GUIDELINES FOR YSU NONCREDIT PROGRAMS

The Guidelines for YSU Noncredit Programs were developed to serve the following purposes:

1. To serve as a basis for determining the noncredit programs to be cosponsored with the Office of University Outreach by the academic departments and external agencies;
2. To enable University departments to be aware of the program timelines necessary and criteria to undertake a cosponsored offering with the Office of University Outreach;
3. To provide criteria for the Office of University Outreach to undertake a noncredit offering in association with University departments and external agencies; and
4. To insure that quality noncredit offerings are presented by the University through the Office of University Outreach in all of its offerings.

Part I: QUALITY STANDARDS

The Office of University Outreach and the University endorse and adopt the Standards for the Quality Assurance in Noncredit Continuing Education endorsed by the Ohio Board of Regents in December, 1984 as operating guidelines.

Noncredit programs offered will fall within one of the categories listed below and will in No. 2 and No. 3 require the review of program content by the appropriate academic department or professionals in the field, should no academic department exist in the content area.

The categories of programs shall include

1. Academic Department Initiated
2. University Outreach Initiated
3. Externally Initiated

Programs will be undertaken by the Office of University Outreach on a planning cycle which takes into account the timelines identified below. The Director of University Outreach shall receive appeals and request that the Senate Subcommittee be convened to review the circumstances should an agreeable solution to the potential appeal not be achieved.

In all academic department initiated noncredit programs, the signature of the academic department chairperson and dean of the school/college shall be required prior to the Office of University outreach undertaking the program.

Part II: GUIDELINES

The Standards for Quality Assurance in Noncredit Continuing Education shall guide the offerings in addition to the timelines identified below:

1. **Size of Activity:** The anticipated enrollment for a noncredit continuing education program shall serve as an informal guide in establishing the advance-time necessary to carry out the appropriate arrangements;

10-75 participants	10-12 weeks
76-150 participants	3-6 months
151-300 participants	6 months or more

2. **Development-Time Required.** The development of some noncredit educational programs requires more time to insure that presenters, materials and promotion meet the Standards:

Existent Program	10-12 weeks
Develop from Start	3-8 months

3. **Marketing-Time Required.** Depending upon the ability to target the program and the geographic area into which the program will be marketed and the need to develop mailing strategies to reach the desired audience, lead time can play an important part in the development of a plan which can lead to achieving the enrollment targets.

University Service Region	10-12 weeks
Cleveburgh (Cleveland-Pittsburgh)	3-4 months
Ohio and contiguous states	4-6 months
National	12 months or more

4. **Assessment of Need.** The assessment of need and/or interest in a noncredit program is an essential step in the commitment of resources to the development of noncredit programs. If none has been documented in the geographic region or for the audience to be served three to eight weeks should be added to the advance time lines identified in No. 2 to undertake the necessary assessment of need.



Quality Assurance in Noncredit Continuing Education

The Quality Standards for Noncredit Continuing Education Programs were developed by a Task Force sponsored by the Ohio Board of Regents. The Task Force included continuing educators from Ohio's colleges and universities as well as educators from related areas, including vocational education and private industry.

The Standards were endorsed by the Ohio Board of Regents on December 21, 1984, as the nation's first statewide standards for noncredit continuing education. The Regents urged Ohio's colleges and universities to adopt the Standards, and they asked the Ohio Continuing Higher Education Association (OCHEA) to take responsibility for their implementation.

The OCHEA Executive Board formally accepted the Standards on behalf of the Association and assigned the task of implementation to the Organizational Development Committee.

This edition of the Standards is published by OCHEA for member institutions as part of OCHEA's goal of promoting and encouraging top quality continuing education programs.

March 1987

INTRODUCTION

The Standards for Non-credit Programs were developed to serve the following purposes:

1. To provide institutions with a basis for self-study and assessment
2. To enable collegiate continuing education organizations to identify themselves as having met professionally accepted standards
3. To serve as a foundation for the continuing development of noncredit program standards and processes for quality assurance
4. To provide criteria by which the public can identify quality noncredit programs

In developing standards for noncredit programs, Ohio chose to measure achievement in terms of goals and objectives, with an emphasis on institutional self-study and assessment. These standards follow closely the model developed by the North Central Association. Colleges and universities should *adapt* these standards to their particular noncredit offerings. Quality control ultimately lies with continuing educators and their institutions.

The standards are presented in two parts. In **Part I**, seven categories of standards are defined. In **Part II**, questions for self-study are presented in each of the seven categories. These questions are not meant to be exhaustive; rather, they are intended to amplify and stimulate the self-study process.

PART I: STANDARDS FOR NONCREDIT CONTINUING EDUCATION PROGRAMS

I. Mission (Goals, Objectives, Functions)

- A. The educational mission of the sponsoring institution must be clearly stated, and the goals, objectives, and functions of continuing education must be consistent with that mission.
- B. Continuing education *programs* must be consistent with the institution's educational functions, resources, and expertise.

II. Organization/Administration/Personnel

- A. A recognizable organization, with clearly defined purposes, must be in operation to design, approve, administer, and assess continuing education programs.
- B. Continuing education must be administered within the sponsoring institution to ensure that all programs are organized and coordinated in an effective manner.

III. Instructional Personnel

- A. Continuing education faculty must be competent to carry out the level of instruction to which they are assigned and should possess academic preparation and/or expertise appropriate to the fields taught.
- B. Specific criteria and a systematic process must be identified for the selection and evaluation of faculty for continuing education programs.
- C. Skill in teaching adults, in addition to subject matter competence, must be required of noncredit faculty.

IV. Resources and Facilities

The institution must provide resources and facilities to enable continuing education to meet its goals and objectives

V. Educational Offerings

- A. Continuing education offerings must be organized learning experiences designed to meet specific learning objectives.
- B. Continuing education offerings must specify the clientele, the competencies, the prerequisites, the content, and the instructional and evaluation strategies.
- C. Course descriptions and syllabi must be on file and accessible by the public.
- D. Students must have an opportunity to evaluate continuing education offerings, including an evaluation of goals, objectives, content, and instruction.

VI. Recruitment, Admissions, and Student Services

- A. Continuing education promotional materials must be accurate and must provide students with specific information about the program, the topics, the benefits, and the completion requirements.
- B. Institutional continuing education policies, including fee schedule, refund schedule, program cancellation, record maintenance, and student services must be readily available to students.

VII. Program Evaluation

- A. Continuing education must engage in a continuous review of its organization, administration, and offerings through the interrelationships of the curricula, faculty, students, professional organizations, and other available resources.
- B. The results of the evaluation must be used to modify and improve continuing education.
- C. Continuing education must have plans for the long-range development of its organization and offerings; these plans must be a part of a design for total institutional development.

PART II: QUESTIONS FOR INSTITUTIONAL SELF-STUDY

I. Mission (Goals, Objectives, Functions)

- A. Are the goals, objectives, and functions of continuing education consistent with the mission of the institution?
- B. Are the continuing education offerings appropriate to postsecondary education?
- C. Are *program offerings* related to the goals, objectives, and functions of continuing education?

II. Organization/Administration/Personnel

- A. Is continuing education organized in a clear, well-defined manner consistent with its stated goals, objectives, and functions?
- B. Does the continuing education organization function as depicted in the organizational chart of the institution?
- C. Is continuing education administered in an efficient and effective manner?
- D. Does the continuing education staff possess the necessary professional competencies to carry out their assigned responsibilities?
- E. Are continuing education policies clearly stated and communicated throughout the institution?

III. Instructional Personnel

- A. Do specific written policies exist for the identification, selection, employment and evaluation of continuing education faculty?
- B. Are specific personnel policies clearly stated and communicated to continuing education faculty?
- C. Is there a reasonable relationship between the number and diversity of instructional offerings and the size and diversity of continuing education faculty?

IV. Resources and Facilities

- A. Are appropriate and adequate administrative facilities and services available for continuing education?
- B. Are appropriate and adequate instructional facilities and equipment, including laboratories, computers, and library facilities, available for continuing education offerings?
- C. Are learning resources and support services, e.g., audio-visuals, available to continuing education faculty?

V. Educational Offerings

- A. What rationale is used to determine what is to be offered?
- B. Is there evidence of a systematic process for proposing, approving, and implementing continuing education offerings?
- C. Is a syllabus developed for each continuing education offering?
- D. Do offerings include statements of purpose and objectives?
- E. Is a file maintained for each offering, including syllabus, handout materials, and instructor of record?
- F. Is the content of each offering selected and organized in accordance with recognized principles of adult teaching and learning?
- G. Is there evidence that offerings are pre-planned, including opportunities for input by faculty, continuing education personnel, and target clientele?
- H. Are systematic methods used to measure student performance?

VI. Recruitment, Admissions, and Student Services

- A. Is informational and promotional material about continuing education offerings accurate? Does it provide students with details about the nature of the offerings, the topics to be treated, the objectives to be achieved, and the necessary prerequisites?
- B. Are written policies regarding fees, refunds, cancellations, CEU's, registration, certificates, and maintenance of records available to students?
- C. Are attendance records maintained to verify student participation in continuing education offerings?
- D. Are permanent student records maintained? Are student records available to students, employers, and others at the request of the student?
- E. Are policies on the use of learning resources and availability of student services communicated to continuing education students?
- F. Are continuing education staff available to provide information to students?

VII. Program Evaluation

- A. Are systematic methods used to measure the effectiveness of continuing education in terms of its stated objectives?
- B. Are evaluation results used to modify and improve continuing education offerings?
- C. Are evaluation results used in the systematic refinement of the continuing education mission and operation?



F.C.
NOTE .5 CMSC
Compile List.

Youngstown State University / Youngstown, Ohio 44555-0001

July 19, 1990

Professor Mary J. Beaubien
Chairperson, Academic Senate
Home Economics Department
UNIVERSITY

Dear Professor Beaubien:

In conformity with the By-Laws of the University Academic Senate, I hereby appoint the following persons as Administrative Members of the Chartered Committees and Subcommittees for 1990-91:

Academic Planning Committee:

Provost Bernard T. Gillis
Dean Bernard J. Yozwiak
Dean David P. Ruggles

Academic Programs and Curriculum Committee:

Academic Programs Division: Dean George E. Sutton
Curriculum Division: Dr. Harold Yiannaki, Director of
Enrollment Services (ex-officio)

Honors Programs and Individualized Curriculum Subcommittee:

Assistant Dean Gordon E. Mapley, College of Arts & Sciences
Director of Individualized Curriculum Program
(ex-officio)
Dean George E. Sutton, Director, Honors Program
(ex-officio)
Dr. William O. Barsch, Chairperson, Engineering Technology

Continuing Education Committee:

Dr. John R. Loch, Director of Continuing Education and
Education Outreach (ex-officio)
Dean David Sweetkind, College of Fine and Performing Arts
Assistant Dean Gordon E. Mapley, College of Arts and Sciences

Professor Mary J. Beaubien
July 19, 1990
Page 2

Computer Services Committee:

Mr. Thomas W. Doctor, Director of the Computer Center
(ex-officio)
Dean George E. Sutton, William Rayen School of Engineering
Assistant Dean Gordon E. Mapley, College of Arts and Sciences

Library and Media Center Services Committee:

✓ Dr. David C. Genaway, University Librarian (ex-officio)
Mr. Floyd E. Jackson, Director of the Media Center
(ex-officio)
Dean David Sweetkind, College of Fine and Performing Arts
Dean Victor A. Richley, College of Applied Science and
Technology

Academic Research Committee:

Dr. Sally M. Hotchkiss, Associate Provost and Dean of
Graduate Studies (ex-officio)
Dr. David C. Genaway, University Librarian
Dean James Cicarelli, Williamson School of Business
Administration

Academic Standards and Events Committee:

Dean Victor A. Richley, College of Applied Science and
Technology
Assistant Dean Richard A. McEwing, School of Education

Student Academic Affairs Committee:

Dr. Charles A. McBriarty, Vice President--Student Services
Dean James Cicarelli, Williamson School of Business Administration

Student Academic Grievances Subcommittee:


Assistant Dean Richard A. McEwing, School of Education

Professor Mary J. Beaubien
July 19, 1990
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The names of the fifteen administrators appointed to the Academic Senate were communicated earlier; however, for ease of reference, they are:

Provost Bernard T. Gillis
Associate Provost and Dean of Graduate Studies Sally M. Hotchkiss
Dean Victor A. Richley
Dean Bernard J. Yozwiak
Dean James Cicarelli
Dean David P. Ruggles
Dean George E. Sutton
Dean David Sweetkind
Ms. Shirley Carpenter
Vice President Charles A. McBriarty
University Librarian David C. Genaway
Dr. Harold Yiannaki
Assistant Dean Gordon E. Mapley
Assistant Dean Richard A. McEwing
Dr. William O. Barsch

Cordially,


Neil D. Humphrey
President

hmd

cc: Provost Gillis
Members named in the committees above



F.C.

Youngstown State University / Youngstown, Ohio 44555-0001

July 19, 1990

MEMORANDUM

To: Professor Mary J. Beaubien
Chairperson, Academic Senate

From: Neil D. Humphrey *N.D.H.*
President

This is to inform you that the following persons will serve as Administrative Members of the 1990-91 Academic Senate:

DESIGNATED BY CHARTER

Dr. Bernard T. Gillis, Provost
Dr. Bernard J. Yozwiak, Dean, College of Arts and Sciences
Dr. Victor A. Richley, Dean, College of Applied Science and Technology
Dr. James Cicarelli, Dean, Williamson School of Business Administration
Dr. David P. Ruggles, Dean, School of Education
Dr. George E. Sutton, Dean, William Rayen School of Engineering
Dr. David Sweetkind, Dean, College of Fine and Performing Arts

APPOINTED BY PRESIDENT

Ms. Shirley Carpenter, Executive Director of Personnel Services
Dr. Charles A. McBriarty, Vice President--Student Services
Dr. Sally M. Hotchkiss, Associate Provost and Dean of Graduate Studies
✓ Dr. David C. Genaway, University Librarian
Dr. Harold Yiannaki, Director of Enrollment Services
Dr. Gordon E. Mapley, Assistant Dean, College of Arts and Sciences
Dr. William O. Barsch, Chairperson, Engineering Technology
Dr. Richard A. McEwing, Assistant Dean, School of Education

hmd

cc: Appointed Members
Provost Gillis