

James Scanlon
Provost

**TO: FULL SERVICE FACULTY, ADMINISTRATION, AND
STUDENT GOVERNMENT**

FROM: AUBREY FOWLER, SECRETARY TO ACADEMIC SENATE

**RE: MEETING OF THE ACADEMIC SENATE
WEDNESDAY, MAY 25, 1994, 4:00 P.M.
ARTS AND SCIENCES AUDITORIUM, ROOM 132, DEBARTOLO HALL**

AGENDA

1. Call to Order.
2. Approval of Minutes for May 4, 1994, meeting.
3. Elections and Balloting Committee Report.
4. Charter and Bylaws Committee Report.
5. Senate Executive Committee Report.
6. Reports of Other Senate Committees.*
 - 934-29 Report from Academic Programs Committee.
Change, Associate of Arts in Business Administration.
 - 934-30 Report from Academic Programs Committee.
Change, Honors Degree Program.
 - 934-31 Report from Academic Programs Committee.
Change, Office Services and Administration Program in Business Information Systems.
 - 934-32 Report from Academic Programs Committee.
Deletion, Small Business Concentration in Business Management Technology.
 - 934-33 Report from Academic Programs Committee.
Deletion, Business Management Technology.
 - 934-34 Report from Academic Programs Committee.
Deletion, Graphics Major, Marketing Management Technology.
 - 934-35 Report from Academic Programs Committee.
Deletion, Marketing Management Technology.
 - 934-36 Report from Academic Programs Committee.
Deletion, Accounting Technology.
 - 934-37 Report from Academic Programs Committee.
Deletion, Real Estate Major, Marketing Management Technology.
 - 934-38 Report from Academic Programs Committee.
Addition, Cytotechnology Tract, Medical Technology.
 - 934-39 Report from University Curriculum Committee.
 - 934-40 Report from Academic Standards and Events Committee.
General Education Requirement Goals
7. Unfinished Business.
8. New Business.
9. Adjournment.

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* Academic Program change details are available from the Academic Programs Committee or the Senate Chair. Contact Dr. Julia Gergits, English or Virginia Phillips, BIS if you want to review program change details. The Senate Budget does not permit circulation of changes. All changes were circulated by the Programs Committee to impacted departments.

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-29

Name of Committee Submitting Report Academic Programs Committee

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

Appointed chartered

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepted the change in the Associate of Arts in Business Administration.

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: _____

Jules M Gergits
Chair

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

Date May 5, 1994 Report Number (For Senate Use Only) 934-30

Name of Committee Submitting Report Academic Program Committee

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

Appointed Chartered

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepts the Honors Degree Program's changes.

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: _____

Julie M. Gergits
Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-31

Name of Committee Submitting Report Academic Programs

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

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepted the department of Business Information Systems' program change (Office Services and Administration)

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: _____

Julia M. Gergits
Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-32

Name of Committee Submitting Report Academic Programs

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

Appointed chartered

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepts the deletion of the Small Business Concentration of Business Management Technology

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: _____

Judith M. Gergits

Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-33

Name of Committee Submitting Report Academic Programs Committee

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

Appointed chartered

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepts the deletion of the Business Management Technology program.

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: _____

Julie M. Gergits
Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-34

Name of Committee Submitting Report Academic Programs Committee

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

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones,
Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the
Senate: (attach complete report) Academic Programs accepts the deletion of
the Graphic Major -- Marketing Management Technology program.

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: _____

Julius M. Gergits
Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-35

Name of Committee Submitting Report Academic Programs Committee

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

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepts the deletion of the Marketing Management Technology program.

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: _____

Yvonne M. Gergits
Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-36

Name of Committee Submitting Report Academic Programs Committee

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

Appointed chartered

Names of Committee members: Claypool, DeLost, Gill-Wigal, Jones, Gergits, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepts the deletion of the Accounting Technology Program.

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: _____

Julia M. Gergits
Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-37

Name of Committee Submitting Report Academic Programs Committee

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

Appointed chartered

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepts the deletion of Marketing Management Technology -- Real Estate Major.

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: _____

Julius M. Deigts

Chair

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

Date May 6, 1994 Report Number (For Senate Use Only) 934-38

Name of Committee Submitting Report Academic Programs Committee

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

Appointed chartered

Names of Committee members: Claypool, DeLost, Gergits, Gill-Wigal, Jones, Owens, Yemma, and Foulkes

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) Academic Programs accepts the addition of a Cytotechnology Tract in Medical Technology.

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: _____

Julie M. Gergits
Chair

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

Date May 12, 1994 Report Number (For Senate Use Only) 934-39

Name Of Committee Submitting Report: University Curriculum Committee

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

Appointed Charter

Names of Committee Members: S. Ausmann, B. Bowers, J. Campbell, H. Chen, R. Foulkes, J. Gergits, M. Haggerty, S. Rippberger, H. Yiannaki

Please write a brief summary of the report the committee is submitting to the Senate (attach complete report): The following proposals have been approved by the UCC and circulated through the proper channels, and there are no objections.

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

If so, state the motion: _____

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

Other relevant data: _____

- 94-080 College of Arts and Sciences (Add)
ES 501. *Profession of Environmental Studies*. Students will learn the knowledge, skills and experiences required for environmental careers. Academic and industrial environmental specialists will present lectures about specific environmental problems and current environmental research programs. Required of all Environmental Studies majors. 1 q.h.
- 94-081 College of Arts and Sciences (Add)
ES 510. *Field Trips in Environmental Studies*. Field trips to relevant environmental sites, including nuclear power plants, hazardous waste incinerators, etc. Students will learn the basic problems, fundamental science, risks assessment and economics associated with each site. Some classes will meet at, and be hosted by, cooperating two-year colleges. Class meets on selected Saturdays from 9:00 AM to 4:00 PM. 1 q.h.
- 94-082 College of Arts and Sciences (Add)
ES 601. *Fundamentals of Environmental Studies*. A team-taught survey of fundamental issues in environmental studies including biodiversity, global warming, acid precipitation, toxins, energy production, etc. ES 601 is required of all Environmental Studies majors. Prereq.: BIOL 509, or CHEM 501, or GEOL 505. Concurrent with ES 601L. 4 q.h.
- 94-083 College of Arts and Sciences (Add)
ES *601L. *Fundamentals of Environmental Studies Laboratory*. A laboratory investigating problems identified by ES 601. The course will emphasize problem-solving techniques, data analysis and report writing. The class meets three hours per week. Concurrent with ES 601. 1 q.h.
- 94-084 College of Arts and Sciences (Add)
ES 700. *Environmental Chemistry*. Study of the fundamental chemical principles under lying common environmental problems, including hazardous wastes, acid precipitation, eutrophication, global warming, smog formation and ozone depletion. Chemistry of common pesticides and other hazardous chemicals will be studied. Prereq.: ES 601 and CHEM 506. 4 q.h.
- 94-085 College of Arts and Sciences (Add)
ES 750. *Seminar*. Guest lecturers will examine current topics in environmental issues, including current research, application of technology, management strategies to reduce environmental impact, environmental ethics, policy, etc. Prereq.: ES 601. 1 q.h.
- 94-087 College of Arts and Sciences (Add)
ES 780. *Environmental Research*. A research project that involves problem identification, hypothesis formulation, experimentation, data analysis and interpretation. The research may be either basic or applied. A maximum of 6 q.h. of 780 and 790 will be credited toward the ES major. Prereq.: Junior standing in Environmental Studies or permission of program director. 2-6 q.h.
- 94-088 College of Arts and Sciences (Add)
ES 790. *Internship/Cooperative*. Students will work under the direction of a faculty supervisor in a government agency or in the private sector as environmental specialists. An activities log and summary report are required. The course may be repeated. A maximum of 6 q.h. of 780 and 790 will be credited toward the ES major. Prereq.: Junior standing in Environmental Studies. 2-6 q.h.
- 94-089 College of Arts and Sciences (Add)
ES 800. *Environmental Impact Assessment*. Analysis of the potential environmental effects resulting from the construction of buildings, highways, parking lots, mines, reservoirs, and waste disposal facilities. Standard procedures will be taught for evaluating and reporting the environmental impact of these activities. Prereq.: ES 760 and senior standing. 4 q.h.
- 94-154 College of Arts and Sciences (Add)
ECON 650. *Environmental Economics and Policy*. The economics of resource depletion and environmental damage. An evaluation of conservation strategies and pollution control policies. Benefit-cost analysis and its use in the policy making process. The use of science and economic analysis in the creation of environmental law. Prereq.: ES 601. 4 q.h.
- 94-300 College of Health and Human Services (Add)
MLTEC 610. *Histotechnician Practicum 1*. Assignment to a clinical affiliate. Histologic procedures of instrumentation, cell structure, fixatives, processing and sectioning of tissues. Forty hours of clinical experience per week. Prereq.: Completion of first four quarters of Histotechnology curriculum. 12 q.h.
- 94-301 College of Health and Human Services (Add)
MLTEC 620. *Histotechnician Practicum 2*. Assignment to clinical affiliate. Histologic procedures of general staining methods and nuclear, cytoplasmic, nervous tissue, connective tissue and muscle fiber stains. Forty hours of clinical experience per week. Prereq.: Successful completion of MLTEC 610 with a minimum grade of C. 12 q.h.
- 94-302 College of Health and Human Services (Add)
MLTEC 630. *Histotechnician Practicum 3*. Assignment to a clinical affiliate. Histologic procedures involving microorganisms, immunochemistry, DNA/RNA probes, electron microscopy, flow cytometry, and special techniques. Forty hours of clinical experience per week. Prereq.: Successful completion of MLTEC 620 with a minimum grade of C. 12 q.h.
- 94-303 College of Arts and Sciences (Add)
CSCI 819. *Parallel and Distributed Computing*. A survey of current development of parallel processing with emphasis on parallel programming. Topics include parallel architectures, inter-connection networks for inter-processor communication, parallel sorting/searching algorithms, parallel constructs for parallel programming paradigms, and implementation of algorithms in a parallel language. Prereq.: CSCI 740 or permission of instructor. 4 q.h.
- 94-304 College of Arts and Sciences (Add)
PHYS 520H. *Perspectives in Physics*. An introduction to past and recent ideas in physics with specific emphasis on their impact on historical and contemporary thought. The treatment, largely non-mathematical, is enhanced by selected readings suitable for the beginning honors student of any field. Not applicable to the major in Physics or to the combined major in Physics and Astronomy. Prereq.: Admission to the Honors Degree Program or permission of instructor and Director of Honors. 4 q.h.

94-305 FNUTR	College of Health and Human Services 552. <i>Food Management</i> . Nutritional, aesthetic, social and economic factors in planning and preparation of meals.	(Change) 2 q.h.
94-306 FNUTR	College of Health and Human Services *552L. <i>Food Management Laboratory</i> . Application of principles from FNUTR 552. Four hours laboratory per week. Must be taken concurrently with FNUTR 552.	(Change) 2 q.h.
94-307 FNUTR	College of Health and Human Services 603. <i>Diet Therapy</i> . Principles and methods of diet modifications for common diseases; planning and evaluation of modified diets; application of computers for diet analysis. Must be taken concurrently with 603L. Prereq.: FNUTR 551L; BIOL 552.	(Change) 4 q.h.
94-308 FNUTR	College of Health and Human Services 609. <i>Food Systems 1: Operations</i> . The fundamentals of food system operations including menu planning, purchasing of foods and equipment, care of foods and equipment, efficient work methods, budget and cost control in food service departments. Prereq.: FNUTR 552 and 552L, or 606 and 606L.	(Change) 4 q.h.
94-309 FNUTR	College of Health and Human Services 618. <i>Preclinical Skills</i> . Employee evaluation and client assessment: interviewing, counseling, documentation, application of educational and socioeconomic principles in planning/teaching positive behaviors. Prereq.: FNUTR 551L.	(Change) 3 q.h.
94-310 FNUTR	College of Health and Human Services 628. <i>Practicum in Dietetic Technology</i> . Experience in supervision of food production; assisting in the assessment, documentation and teaching of the individual patient. Twenty-one hours of clinical experience per week. Overall GPA of 2.2 required. Prereq.: FNUTR 609L, 611, 611L, 613L; CHEM 505; and application filed with instructor one quarter prior to registration for course.	(Change) 3 q.h.
94-311 FNUTR	College of Health and Human Services 761. <i>Nutrition and the Athlete</i> . Facets of nutrition of special relevance to athletes, such as carbohydrate-loading, protein intake, electrolyte imbalances, and crash diets. Prereq.: HSC 590.	(Change) 3 q.h.
94-312 HMEC	College of Health and Human Services 850. <i>Contemporary Issues</i> . Interrelationships of the specializations in human ecology in addressing public policy issues as they affect the family and the profession. Prereq.: HMEC 550 and CHFAM 731; junior standing and 30 hours of Human Ecology Department courses required.	(Change) 2 q.h.
94-314 HMGT	College of Health and Human Services 500. <i>Hospitality Industry</i> . Overview of the field as a single, interrelated industry encompassing the restaurant business, institutional food service, hotel-motel operations, and tourism. Importance of technical skills, management skills, and service orientation.	(Change) 4 q.h.
94-315 HMGT	College of Health and Human Services 575. <i>Travel and Tourism</i> . A study of history, growth and future of travel and tourism to include the significance of the economic, social and political impact of travel and tourism; focus on markets, transportation, demographics, trends and financial significance related to the hospitality industry.	(Change) 4 q.h.
94-316 HMGT	College of Health and Human Services 600. <i>Front Office Procedures</i> . Operation and supervision of a hotel-motel front office. Computerized property management systems, reservations, registration, checkout, guest accounting, and handling guest needs. Three hours lecture, two hours lab. Prereq.: BIS 513 or BIS 613 or CIS 500.	(Change) 4 q.h.
94-318 HMGT	College of Health and Human Services 615. <i>Housekeeping, Security and Maintenance</i> . Record keeping, selection and use of materials and equipment, and evaluation of products. Security and safety methods for guest protection and loss prevention, preventive maintenance and responsibilities of the engineering department. Prereq.: BIS 500.	(Delete) 4 q.h.
94-319 HMGT	College of Health and Human Services 619. <i>Housekeeping and Maintenance</i> . Administration and staffing, record keeping, forecasting of material needs and the evaluation of products. Emphasis on preventive maintenance, energy conservation and responsibilities of the engineering department. Prereq.: BIS 500 or MGT 511; HMGT 500.	(Add) 3 q.h.
94-320 HMGT	College of Health and Human Services 620. <i>Hospitality Security</i> . Security techniques used to enhance safety of persons and property; including loss prevention, administration, organization, emergency planning and liability. Prereq.: MGT 511; HMGT 500.	(Add) 3 q.h.
94-321 HMGT	College of Health and Human Services 625. <i>Food and Beverage Management</i> . Managerial duties and responsibilities in setting goals; forecasting, controlling quality and costs, and establishing policy in the successful operation of a food and beverage department. Prereq.: FNUTR 609.	(Change) 3 q.h.
94-322 HMGT	College of Health and Human Services 645. <i>Hospitality Marketing</i> . The application of basic marketing principles to successful sales of hospitality services. Methods, techniques and services for successful meetings and conventions. Prereq.: MKTG 703; BIS 513 or 613 or CIS 500; HMGT 500, 575.	(Change) 4 q.h.
94-323 HMGT	College of Health and Human Services 690. <i>Hospitality Internship</i> . Directed practice in a hospitality operation supervised by management. Written and oral reports required. One hour seminar and 10 hours of directed practice per week. Prereq.: HMGT 600, 619, 625; FNUTR 610, 611, 611L; BIS 513 or BIS 613 or CIS 500. Permit required.	(Change) 3 q.h.

94-324 HMG7	College of Health and Human Services 691. <i>Hospitality Cooperative Work Experience.</i> Work experience in which the student is expected to assume supervisory responsibilities within an assigned food service or lodging facility. One hour seminar and 20 hours work experience per week. Prereq.: HMG7 690. Permit required.	(Change) 3 q.h.
94-325 DENHY	College of Health and Human Services 601. <i>Comprehensive Dental Hygiene Care.</i> Application of practical knowledge of nutrition science to patient evaluation and education as related to clinical dental hygiene. Continuing emphasis on comprehensive dental hygiene care and dental health education. Prereq.: DENHY 503.	(Change) 2 q.h.
94-326 DENHY	College of Health and Human Services 602. <i>Pain Control.</i> An in-depth study of patient management and pain control in dentistry. Prereq.: DENHY 601.	(Change) 2 q.h.
94-327 DENHY	College of Health and Human Services 603. <i>Dental Office Management.</i> The study of dental office management and business administration. Discussion of responsibilities and changing roles of the dental hygienist. Prereq.: DENHY 602.	(Change) 2 q.h.
94-328 DENHY	College of Health and Human Services 604. <i>Dental Hygiene 4 Seminar.</i> An in-depth seminar dealing with comprehensive dental hygiene care of both adult and child patients. Identification, assessment and treatment of periodontal patients will be emphasized. Must be taken concurrently with DENHY 604L. Prereq.: DENHY 503.	(Add) 1 q.h.
94-329 DENHY	College of Health and Human Services 601L. <i>Clinical Dental Hygiene 4.</i> Continued clinical experience. Completion of one dietary management patient in addition to a specified number of periodontal patients. Use of ultrasonic scalers, titan-S scaler and the prophy jet. Experience on a mobile dental unit and in a hospital dental clinic. Twelve hours of clinic per week. Prereq.: DENHY 503L.	(Delete) 4 q.h.
94-330 DENHY	College of Health and Human Services *604L. <i>Clinical Dental Hygiene 4.</i> Continued clinical experience with the addition of periodontal patients. Introduction of oral irrigation and the ultrasonic scaler. Twelve hours of clinic per week. Must be taken concurrently with DENHY 604. Prereq.: DENHY 503L.	(Add) 4 q.h.
94-331 DENHY	College of Health and Human Services 605. <i>Dental Hygiene 5 Seminar.</i> An in-depth seminar in treatment planning for compromised patients. Emphasis on clinical skills and infection control. Preparation for the clinical board examination. Must be taken concurrently with DENHY 605L. Prereq.: DENHY 604.	(Add) 1 q.h.
94-332 DENHY	College of Health and Human Services 602L. <i>Clinical dental Hygiene 5.</i> Completion of one mock board patient and one dietary management patient in addition to a specified number of periodontally involved patients. Use of ultrasonic scalers and titan-S scalers continued. Experience with sealant application and amalgam polishing required. Hospital dentistry placements continued. Twelve hours of clinic per week. Prereq.: DENHY 601L.	(Delete) 4 q.h.
94-333 DENHY	College of Health and Human Services *605L. <i>Clinical Dental Hygiene 5.</i> Continued clinical experience. Completion of one practical patient in addition to a specified number of periodontal patients. Use of ultrasonic scalers and oral irrigation continued. Sealant and amalgam polishing patients required. Twelve hours of clinic per week. Must be taken concurrently with DENHY 605. Prereq.: DENHY 604L.	(Add) 4 q.h.
94-334 DENHY	College of Health and Human Services 606. <i>Dental Hygiene 6 Seminar.</i> An in-depth seminar in advanced clinical procedures. Concentration on patient and time management, ethics and professionalism. Case presentation of a periodontal patient. Must be taken concurrently with DENHY 606L. Prereq.: DENHY 605.	(Add) 1 q.h.
94-335 DENHY	College of Health and Human Services 603L. <i>Clinical Dental Hygiene 6.</i> Continued clinical experience. Completion of all clinical requirements at exit level proficiency. Emphasis on professionalism, patient management and time management, as well as dental hygiene care. Twelve hours of clinic per week. Prereq.: DENHY 602L.	(Delete) 4 q.h.
94-336 DENHY	College of Health and Human Services *606L. <i>Clinical Dental Hygiene 6.</i> Continued clinical experience. Completion of all clinical requirements at exit level proficiency. Emphasis on professionalism, patient and time management as well as comprehensive dental hygiene care. Must be taken concurrently with DENHY 606. Prereq.: DENHY 605L.	(Add) 4 q.h.
94-337 DENHY	College of Health and Human Services 615. <i>Dental Health Education.</i> A lecture and laboratory course to introduce educational concepts, objectives, methodology in oral health instruction. Provides opportunity for the student to act as an instructor in a classroom situation and in professional groups by table clinic presentations. Two hours of lecture and three hours of laboratory a week.	(Delete) 3 q.h.
94-338 MLTEC	College of Health and Human Services 787L. <i>Diagnostic Microbiology Laboratory.</i> A clinical approach to the study of bacteria, fungi, and other micro-organisms including the identification of organisms encountered in the clinical laboratory. Six (6) hours lab per week. Same as BIOL 787L. Prereq.: BIOL 702. Must be taken concurrently with MLTEC 787.	(Delete) 2 q.h.
94-166 BIOL	College of Arts and Sciences 787L. <i>Diagnostic Microbiology Laboratory.</i> A clinical approach to the study of bacteria, fungi, and other microorganisms, including the identification of organisms encountered in clinical laboratory. Listed also as MLTEC 787L. Students who have taken BIOL 788 will not receive credit for BIOL 787L. Must be taken concurrently with BIOL 787. Prereq.: BIOL 702.	(Delete) 2 q.h.
94-339 MLTEC	College of Health and Human Services *787. <i>Diagnostic Microbiology.</i> A clinical approach to the study of human pathogenic microorganisms, including types of infections, frequency, isolation, identification, and treatment. Two hours lecture and six hours laboratory per week. Prereq.: BIOL 702. Cross listed with BIOL 787.	(Change) 4 q.h.

- 94-165 College of Arts and Sciences (Change)
BIOL 787. *Diagnostic Microbiology*. A clinical approach to the study of human pathogenic microorganisms, including types of infections, frequency, isolation, identification, and treatment. Two hours of lecture and six hours of laboratory per week. Prereq.: BIOL 702. Cross listed with MLTEC 787. 4 q.h.
- 94-343 College of Health and Human Services (Change)
NURSG *645L. *Nursing Systems 1 Laboratory*. Selected clinical experiences are provided for the application of the system of nursing care with adults in a partly compensatory and educative-supportive nursing situation. The health focus is wellness/disease prevention and recovery from illness. Eleven hours of laboratory each week. To be taken concurrently with NURSG 645. 3 q.h.
- 94-344 College of Health and Human Services (Change)
NURSG 740. *Concepts and Theories of Self-Care 2*. Concepts and theories related to Orem's conceptual framework are presented from a health focus of recovery, illness of undetermined and determined origin, and active treatment. Prereq.: NURSG 640, NURSG 641, NURSG 645. 3 q.h.
- 94-345 College of Health and Human Services (Change)
NURSG 643. *Therapeutic Self-Care Requisites*. The development of interpersonal communication and psychomotor skills necessary to comprehensively conduct an assessment of the self-care agency. To be taken concurrently with NURSG 643L. Prereq.: Admission to the BSN Program or permission of instructor. 4 q.h.
- 94-346 College of Health and Human Services (Change)
NURSG 741. *Nursing Systems 2*. Fundamental nursing assistive actions and the system of nursing care are studied with adults and families in a partly compensatory and educative-supportive nursing situation. The health foci are recovery and illness of undetermined origin. To be taken concurrently with NURSG 741L. Prereq.: NURSG 645, NURSG 646, PSYCH 756 and PSYCH 757. 4 q.h.
- 94-347 College of Health and Human Services (Change)
NURSG *741L. *Nursing Systems 2 Laboratory*. Selected clinical experiences are provided for the application of the system of nursing care with adults and families in a partly compensatory and educative-supportive nursing situation. The health focus is illness of undetermined origin and recovery. Twelve hours of laboratory each week. To be taken concurrently with NURSG 741. 3 q.h.
- 94-348 College of Health and Human Services (Change)
NURSG 742. *Nursing Systems 3*. Nursing assistive actions and the system of nursing care are studied as they apply to acutely ill adults. This course focuses upon health deviation requisites as well as other therapeutic self-care requisites within partly compensatory and educative-supportive situations. To be taken concurrently with NURSG 742L. Prereq.: NURSG 741, NURSG 741 and NURSG 750. 5 q.h.
- 94-349 College of Health and Human Services (Change)
NURSG *742L. *Nursing Systems 3 Laboratory*. Selected clinical experiences provide for the application of the system of nursing care in partly compensatory and educative-supportive nursing situations. The health focus is illness of undetermined origin, treatment, and recovery. Eight hours of laboratory each week. To be taken concurrently with NURSG 742. 2 q.h.
- 94-350 College of Health and Human Services (Change)
NURSG 744. *Nursing Systems 4*. Nursing assistive actions and the system of nursing are studied as they relate to adult clients experiencing chronic developmental and health-deviation self-care requisites. To be taken concurrently with NURSG 744L. Prereq.: NURSG 742, 743. 4 q.h.
- 94-351 College of Health and Human Services (Change)
NURSG 744L. *Nursing Systems 4 Laboratory*. Selected clinical experiences are provided for the application of the system of nursing care to adult clients experiencing chronic developmental and health-deviation self-care requisites. Eight hours of laboratory each week. To be taken concurrently with NURSG 744. 2 q.h.
- 94-352 College of Health and Human Services (Change)
NURSG 830. *Nursing Systems 5*. Nursing assistive actions and the system of nursing care. The developmental and health-deviation and self-care requisites in the antepartum, intrapartum, and post-partum phases are studied. To be taken concurrently with NURSG 830L. Prereq.: NURSG 742. Prereq. or concurrent: NURSG 744, NURSG 749, and PHIL 825. 4 q.h.
- 94-353 College of Health and Human Services (Change)
NURSG 830L. *Nursing Systems 5 Laboratory*. Selected clinical experiences with clients experiencing developmental and health-deviation self-care requisites in the antepartum, intrapartum, and post-partum phases. Eight hours of laboratory each week. To be taken concurrently with NURSG 830. 2 q.h.
- 94-354 College of Health and Human Services (Change)
NURSG 831. *Nursing Systems 6*. Nursing assistive actions and the system of nursing care are studied as they relate to children experiencing developmental and health-deviation self-care requisites. To be taken concurrently with NURSG 831L. Prereq.: NURSG 742. Prereq. or concurrent: NURSG 744, NURSG 749, and PHIL 825. 4 q.h.
- 94-355 College of Health and Human Services (Change)
NURSG 831L. *Nursing Systems 6 Laboratory*. Selected clinical experiences provide for the application of the system of nursing care with children experiencing developmental and health-deviation self-care requisites. Eight hours of laboratory each week. To be taken concurrently with NURSG 831. 2 q.h.
- 94-356 College of Health and Human Services (Change)
NURSG 842. *Nursing Systems 7*. Nursing assistive actions and the system of nursing care. The therapeutic self-care requisites related to intrapersonal, interpersonal, family and social deficits are studied. To be taken concurrently with NURSG 842L. Prereq.: NURSG 742 and 744. 4 q.h.

- 94-357 College of Health and Human Services (Change)
 NURSG 842L. *Nursing Systems 7 Laboratory*. Selected clinical experiences with clients experiencing intrapersonal, interpersonal, family, and social deficits. Eight hours of laboratory each week. To be taken concurrently with NURSG 842. 2 q.h.
- 94-358 College of Health and Human Services (Change)
 NURSG 841. *Nursing Systems 8*. Nursing assistive actions and the system of nursing care are studied as they relate to acutely ill adults. This course focuses upon health deviation requisites as well as other therapeutic self-care requisites in wholly compensatory systems. To be taken concurrently with NURSG 841L. Prereq.: NURSG 742 and 744. 5 q.h.
- 94-359 College of Health and Human Services (Change)
 NURSG 841L. *Nursing Systems 8 Laboratory*. Selected clinical experiences provide for the application of the system of nursing care in all three types of nursing situations. The health foci are recovery, illness of determined origin, and active treatment. Eight hours of laboratory each week. To be taken concurrently with NURSG 841. 2 q.h.
- 94-360 College of Health and Human Services (Change)
 NURSG 844. *Nursing Systems 9*. Nursing assistive actions and the system of nursing care are studied as they apply to communities and clients experiencing therapeutic self-care requisites. To be taken concurrently with NURSG 844L. Prereq.: NURSG 742 and 744. 4 q.h.
- 94-361 College of Health and Human Services (Change)
 NURSG 844L. *Nursing Systems 9 Laboratory*. Selected laboratory experiences are provided for the application of the system of nursing care to communities and individuals experiencing therapeutic self-care requisites. Eight hours of laboratory each week. To be taken concurrently with NURSG 844. 2 q.h.
- 94-362 College of Health and Human Services (Change)
 NURSG 847L. *Nursing Synthesis Laboratory*. Selected clinical experiences provide for synthesis of the roles of the professional nurse in a variety of nursing situations. Eight hours of clinical laboratory experience each week. To be taken concurrently with NURSG 847. 2 q.h.
- 94-363 College of Health and Human Services (Change)
 NURSG 743. *Leadership*. Leadership concepts theories and roles are explored as they relate to the practice of professional nursing. Prereq.: SPCH 550 and NURSG 741; or admission to RN track. 3 q.h.

RECOMMENDATION ON GER GOALS

submitted by
Academic Standards And Events Committee

May 16, 1994

PREFACE

Historically, there has been a variety of views regarding the specific conceptualizations of general education, including the distinction that liberal education was to focus primarily on human heritage and general education on the changing demands and conditions in a modern democratic society. In its ideal form, general education stresses the idea of the utility and useability of such knowledge by the students as future citizens and professionals. Liberal education was more often seen as knowledge for knowledge's sake and for reproducing the dominant culture. However, while political arguments still exist regarding the particular focus of general education curricula (e.g., western culture vs. multicultural), the role of general education within the overall curriculum remains relatively well defined.

The role of general education is to provide students with an intellectual context of useable knowledge for engaging professional and individual knowledge that gives the students the insight and power necessary for their connecting with the larger community of our democratic society. Whereas specialized or professional knowledge is seen as separating the interest and efforts of the citizenry, general education is seen as providing a wide range of experiences and understandings that reveal the themes of our interdependency and illuminate relations across professions and citizens.¹

Confronting general education revision forces us to confront the very idea of a university education. Indeed, it can be argued that the general education component of a university curriculum is what distinguishes our students' university experience from the narrower, vocational education experience. The general education experience should never be seen as being in competition with professional studies. Rather, general education is the ideal complement to professional studies in that it serves to give the students a repertoire of knowledge, skills and dispositions that allows them to animate their personal, communal, and professional lives in thoughtful and productive ways.

¹ Summarized from:

Tanner, D. & Tanner, L. Curriculum Development: Theory into Practice. NY: Macmillan, 1980.

Broudy, H. Truth and Credibility: The Citizen's Dilemma. NY: Longman, 1981.

Cremin, L. The Transformation of the School. NY: Knopf, 1962.

General education requirements (GER) are those courses or grouping of courses which each student, regardless of major or degree, must take in order to graduate. The earliest approaches to GER were built around a classical education, but with the growth of science and other types of knowledge in the late nineteenth and early twentieth centuries, the ideals of depth and breadth were added as essential components. These were translated to mean an exposure of students to the social studies, humanities, and sciences as a core of knowledge and skills common to the college-educated person. Years ago, many colleges and universities adopted a distribution model for their GER, which did not assign specific courses, only a certain number of hours within each area, thus permitting the student to choose among many courses satisfying the general education requirements. As specialization within disciplines occurred, however, and as knowledge and information increased, the number of courses satisfying those requirements expanded exponentially.

In the past twenty years American higher education has come under increasing attack. Changing demographics and world economic conditions, an increasing exposure to social issues and problems, rapid advances in science and technology, and the need to address and adjust to all of these factors prompted a greater focus on American education. Numerous critics arose after the Carnegie Foundation for the Advancement of Teaching (1977) declared general education "a disaster area." William Bennett (National Endowment for the Humanities, 1984) decried that students were not studying important areas of learning, and the Wingspread Group on Higher Education (1993) called for a required curriculum that offered students the benefits of a liberal education.

More and more, national studies took educators to task for an inability to focus on what would enable our students to function well in a more competitive world. Questions arose as to whether our students knew enough math and science, could speak more than one language, were knowledgeable about and sensitive to other cultures and societies or sophisticated enough to deal with social and economic changes. Meanwhile, other critics focused on the lack of opportunity for many groups in both American and global societies and blamed education for its lack of attention to the empowerment of students, particularly in relation to questions of equity.

In response to such attacks, leading experts on higher education became critical of the distribution model for doing nothing more than distributing. Hence, across a broad spectrum there began an inspection of the general education requirements. Out of this general concern arose an organization, the American Association of Colleges, to reform the general education curriculum. At the same time, accrediting agencies, such as North Central, activated new criteria regarding the general education requirements for their constituents. As a result, numerous colleges and universities initiated re-examination and reform of their GER.

Although numerous YSU faculty had raised questions regarding the need for a core or liberal (each of these words has been used) curriculum in the 1980s, they were unsuccessful in accomplishing any change. Several years ago, however, the College of Arts and Sciences, the main repository of courses satisfying the requirements, under the direction of Acting Dean Gordon Mapley, created a committee to study the general education requirements. This committee visited with each department and concluded that there was widespread interest in creating a more goal-oriented requirement. Meanwhile, a new Provost, James Scanlon, and a new Dean of Arts and Sciences, Barbara Brothers,

indicated a strong desire to build upon the work of the A&S Committee. When Dean Brothers 21 assumed office in the summer of 1993, she appointed a new General Education Requirements Committee with a representative from each A&S department to undertake a full-scale study.

That committee began its work in the late summer of 1993 by reading a variety of literature on the subject. In an early discussion it was decided to determine first which goals could be agreed to as an underpinning of eventual reform; adoption of a model and selection of courses would come later. In the fall the committee solicited goal statements from each of its members through brainstorming. All goals were then circulated to each of the departments in A&S to determine the level of support. At a subsequent meeting each member reported on departmental reaction, and a subcommittee was formed to redraft, taking into account what seemed to be a consensus. That subcommittee finished its work in early February, and circulated the resulting document within each A&S department. The committee realized the necessity of contacting, in addition, other schools within the university. The co-chairs, Dr. Charles Singler and Dr. William Jenkins, visited with the Dean's Advisory Councils in the schools of business, education, engineering, fine and performing arts and health and human services, to present the document and to secure feedback on the goals. After receiving comments from various individuals, departments and schools, the GER committee met to secure by consensus a final list of goals to be presented to the Academic Standards and Events committee for ultimate Senate consideration.

The reform of general education requirements started with the widespread realization that the distribution model employed by Youngstown State University offered little direction to students. Faculty wanted to describe in a more coherent fashion what a student knew or could do as a result of having fulfilled the general education requirements. Faculty questioned how well our curricula exposed students to the increasingly diverse world outside of the United States, equipped them to gather relevant information from an exploding database, or developed their capacities for the knowledge, discipline, and moral sensitivity necessary to live productive and meaningful lives. There is an emerging consensus at this university that we must prepare our students to function in a more complex, diverse and rapidly evolving world, to gather and to process information in more effective and efficient ways, and to understand that a college education can empower the individual to work with others in the improvement of our global society.

The following recommendation then represents an effort to focus on which particular skills and knowledge will enable our students to live as sensitive, effective, productive and responsible human beings in the 21st century. The recommended goals should take the student beyond the high school level, and serve as preparation for whatever major a student chooses or for whatever career changes that might occur. It is not intended by this committee that each goal be translated into a particular course. Insofar as possible, the number of credits under GER should remain within a few credits of the same number within the present distribution model. Finally, it is the intention of this committee, once expanded, to examine models that meet these goals as the next stage in the development of new general education requirements.²

² A Statement of Intent was copied from the GER Committee Report of 4-18-94.

STATEMENT OF PURPOSES

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The purpose of the general education requirements is to foster:

qualities such as curiosity, intellectual honesty, fairness, civility, and an openness to ideas and the sharing of knowledge,

thinking that is critical, independent and objective,

integration of knowledge across disciplines,

the ability to function effectively in a technological society,

understanding of the importance of studying the past and present,

appreciation of literature and the arts as expressions of human culture,

recognition of the importance of acting as informed, responsible, democratically-minded citizens of the world,

and an attitude that learning is a personal and a collaborative process exercised over a lifetime.³

³ Statement of Purposes was copied from the Preface of the GER Committee Report of 4-18-94.

GOALS

Upon completing the general education and all other degree requirements, each student should be able to meet the following goals. (NOTE: The goals are numbered for convenience **not** priority.)

1. **Write and speak effectively.**
All communication skills (writing, speaking, listening, and reading) are important to personal and professional success.
2. **Acquire, process, and present quantitative and qualitative information using the most appropriate technologies, including computers.**
The abilities to seek and find information, think about that information critically, and present it appropriately is essential for professional and personal success.
3. **Reason critically, both individually and collaboratively, draw sound conclusions from information, ideas, and interpretations gathered from various sources and disciplines, and apply those conclusions to one's life and society.**
Working with others is one of the most important skills students can learn during their undergraduate education. Seeing connections between ones personal life and the larger society is important.
4. **Understand the personal and social importance of ethical reflection and moral reasoning.**
Reflection on moral behaviors is important for students and is requisite for moral behavior.
5. **Comprehend mathematical concepts and reason mathematically in both abstract and applied contexts.**
Students need to understand mathematics in application to their personal and professional lives.
6. **Understand various ways of conducting research, including the scientific method; forming and testing research questions and hypotheses as well as evaluating results.**
Conducting research is one of the most important ways of enhancing critical thinking skills. The discipline required to conduct research is beneficial to learn and practice.
7. **Realize the evolving interrelationships among science, technology and society.**
The ever changing and rapid growing technologies available in our society and beyond make this goal pivotal for students.
8. **Grasp and appreciate artistic expression in its multiple forms and contexts.**
An appreciation for artistic expression, whether on canvas, in literature, on stage, or in the concert hall, is an important educational goal for any university.

9. **Understand the relationships between physical, mental, and emotional well-being and the quality of life of the individual, the family and the community.**
With all the emphasis placed on health and wellness in our society, we are serving students by giving them a head-start in these areas.
10. **Understand the development of cultures and organizations of human societies throughout the world and their changing interrelationships with Western society.**
The study of other societies highlights the impact of different cultures on our own.
11. **Evaluate the impact of theories, activities and institutions on the social, economic, legal and political aspects of society.**
Being able to assess the multiple systems comprising society helps students gain improved understanding.
12. **Comprehend and appreciate the development diversity in America in all its forms.**
Diversity incorporates the human spirit and the human condition. It includes, but is not limited to the issues of race, class, gender, ethnicity, age, disability and lifestyle.
13. **Understand and appreciate the natural environment and the processes that shape it.**
Global and local environmental responsibility are important aspects of a student's education.

IMPLEMENTATION OF GOALS

- I. The *ad hoc* university-wide committee to continue developing the general education requirements should include the following members:
 - The President of Student Government and additional students
 - Members of the original College of Arts and Science Committee (appointed jointly by the Provost and the Chair of the Academic Senate)
 - Faculty members from each undergraduate college (appointed jointly by the Provost and the Chair of the Academic Senate)
 - Members of the Academic Standards Committee (appointed by the Senate Executive Committee)
 - The Assistant Provost for Planning
 - Administrative members (appointed by the Provost)

- II. The committee should work together until the general education requirements are in place.


- III. **The committee will report directly to the Academic Standards Committee of the Academic Senate.** The role of the Academic Standards Committee will be to review the *ad hoc* committee's recommendations in preparation for deliberation by the Academic Senate.

- IV. As appropriate, there should be direct consultation with the *ad hoc* committee studying credit by exam and experiential learning.



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College of Engineering and Technology
Department of Electrical Engineering
(216) 742-3012

May 20, 1994

To: Virginia Phillips, Chair, Academic Senate
From: Duane Rost, EE 
Re: Teaching Committee

Several weeks ago, I had mentioned to you and the Academic Planning Committee that we should create some form of teaching support "something" be it a committee, board, group, whatever. This is a follow-up on that.

The Academic Senate, by its very name, should be featuring academics.

As the Charter & Bylaws Committee has been working on proper presentation of the changes desired in the Bylaws and the Charter, the discussion included the Research Committee.

YET the Academic Senate does not have a TEACHING COMMITTEE. Many other areas are included, Research, ICP, Standards, Outreach, Curriculum, Programs, Library, Integrated Technologies, but not TEACHING COMMITTEE.

Suggestion: Create a Teaching Committee as an Appointed Chartered Committee included in the Bylaws.

(The Advisory Committee on Faculty Workload to the Ohio Board of Regents will be presenting its second report shortly in support of teaching, particularly focused on the undergraduate level. A Teaching Committee would be able to respond directly to this report. It would share it with the University and react to the OBOR committee.)

cc: Charter & Bylaws Committee

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

Date 5-27-94 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report University Outreach

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

Appointed Charter

Names of Committee Members: R. Billak, M. DiPillo, J. Mistovich, J. Reid,

T. Riley, D. Starkey, F. Tarantine, A. York, J. Loch, Dean Ruggles, Sweatkind and

McEwing

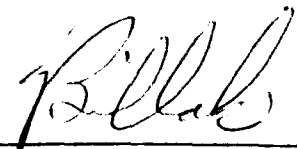
Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): _____

Minutes of 5-26-94 meeting

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: _____



Chairman (please initial)

TO: Senate, University Outreach Committee
FROM: R. Billak, Chair
RE: Minutes of 5-26-94 Meeting

Present: R. Billak, J. Loch, D. Starkey, F. Tarantine, T. Riley

The purpose of the meeting was to review 93-94 activity and develop preliminary objectives for the 94-95 year.

Loch brought forward a suggested revision to the Refund Policy that has been in place the past nineteen years.

He was recommending it be changed from \$10.00 to \$20.00 for 48 hr. refunds. He noted paper work costs were \$17-\$18. The effective date of the revision was July 1.

Following discussion it was agreed that the increase was in order and was supported by the Committee.

The second item discussed was the pending agreement with the Mahoning-Shenango Health Education Network (MSHEN)

Following months of discussion MSHEN will be locating in Cushwa and service the HHS college.

The University Outreach Office will be a subcontractor with MSHEN and provide non-credit continuing education classes for the Health Care Network.

Loch felt the arrangement was satisfactory and supported the contract now pending.

Committee members, following discussion, agreed it was a workable agreement.

Billak than asked for preliminary ideas for developing the 94-95 objectives of the Committee.

Marketing was viewed as an area to consider. Loch advised that Jane Reid suggested utilization of her class to develop ideas in this area.

Starkey suggested the area of teleconferencing would be of importance as YSU entered this arena.

Further information and discussion of this area was viewed by the Committee as deserving.

There being no further issues, the Committee complimented Dr. Loch for his involvement with the Committee and adjourned for the year.

Submitted, by,
R. J. Billak, Chair