

Bernard Gillis  
Provost

## **ACADEMIC SENATE MINUTES**

**APRIL 4, 1990**

### **CALL TO ORDER**

Chair Beaubien called the meeting to order at 4:06 p.m.

### **MINUTES OF MARCH 7, 1990**

The Chair asked if there were additions or corrections to the minutes of the March 7, 1990, Senate meeting. H. Earnhart asked that his remarks on Page 5 be corrected to read "social security students" instead of "senior citizens."

#### **Motion to Approve Minutes of March 7, 1990**

K. Feld moved that the minutes of March 7, 1990, be approved as corrected. Motion received a second. Motion Carried.

### **ELECTIONS AND BALLOTING COMMITTEE**

No report.

### **CHARTER AND BYLAWS COMMITTEE REPORT**

No report.

### **SENATE EXECUTIVE COMMITTEE REPORT**

Chair Beaubien reported.

The Senate Executive Committee last met on March 28, 1990.

The following have been appointed to the Ad Hoc Committee on the Role of Faculty in Enhancing Minority Access/Success at Youngstown State University. Chair: Dr. Ikram Khawaja. Members: Mr. Al Bright, Dr. Alice Budge, Dr. Paul Dalbec, Dr. Ivania Del Pozo, Dr. James Pusch, Dr. Jack Ritter, and Dr. Raj Varma. There is one more faculty member to be appointed. Administrative and student appointments are pending.

The Ad Hoc Committee has been encouraged to review past works of other faculty groups related to the area of access/success and to build on existing data. At the present time, we do not know where some of these are filed. If anyone has information as to the whereabouts of these reports of past committees, please notify Dr. Khawaja or me.

The Senate Executive Committee again discussed Senate Bill 140. Some members expressed discomfort because we were asked to approve the university document with very little input. Ordinarily, issues involving academic matters should go the committee route and eventually reach the Senate. The

difficulty in this case was that all universities are mandated to have their program in place for the 1990-91 school year. School districts were given the option to wait until the following year. Some suggestions from the Senate have been included in the third and final draft which will be presented later in this meeting.

The academic planning process continues to be much alive, and we urge members of the university community to maintain interest and input.

You are urged to return nominations for next year's Senate elections to the appropriate persons in your college/school.

Larry Esterly, the Youngstown State University representative to the Faculty Advisory Committee to the Chancellor, Ohio Board of Regents, is in Columbus today. He will report at the May meeting on the "general education module" which each institution must develop to facilitate articulation between and among institutions of higher education in the state.

The next meeting of the Senate will be May 2, 1990. Materials to be attached to the Agenda should be sent to the Chair by April 17, 1990, so that the Agenda will be in the hands of Senators one week prior to the meeting.

#### **REPORT OF ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE, CURRICULUM DIVISION**

Course descriptions are appended to the Senate Agenda for informational purposes only.

#### **REPORT FROM ACADEMIC PROGRAMS DIVISION, ACADEMIC PROGRAMS AND CURRICULUM COMMITTEE**

G. Sutton reported.

Actions of the Committee are appended for information.

The Committee members would like the support of the Charter and ByLaws Committee, if appropriate, to interpret on behalf of the committee Article 9.2 of the YSU/YSU OEA Agreement which states: "**Collegial Rights and Responsibilities:** These matters are the prerogative of the full-service faculty in the department and in these matters the department chairperson shall function as a coequal faculty member: a)curricular matters such as curriculum revision, requirements for major and minor, and program development; for University-wide undergraduate curricular matters, the Academic Senate shall have this prerogative; for graduate-level curricular matters, the graduate faculty shall have this prerogative; for school/college-wide curricular matters, the school/college faculty shall have this prerogative;"

We need to know from somebody in authority exactly what is the appropriate role of the Programs Division. I suggest this issue be submitted to the Charter and ByLaws Committee.

L. Satre--We have not met since last quarter.

W. Jenkins--The charge to the Programs Division found in the Charter and ByLaws on Page 10 states that "The responsibility of the Academic Programs Division shall include the examination and processing of proposals for new programs, change in existing programs, or termination of existing

programs, as such proposals are forwarded by the undergraduate colleges/schools of the University."

G. Sutton--I have a feeling the Charter and ByLaws charge to the Programs Division is in violation of the Agreement.

### **REPORT FROM THE ACADEMIC PLANNING COMMITTEE**

F. Owens reported.

You should have as part of the Agenda a statement that is proposed as the "Academic Mission Statement" for Youngstown State University. The Committee has asked me to present it to you.

In business firms, the C.E.O. is given responsibility for developing a mission statement. Once developed, a strategic plan is developed which seeks to operationalize this statement. Typically, the statement is broad (not narrow), highlights key values (what sets it apart and what makes it unique), is oriented to the future (where the organization proposes to go), and usually has a positive tone.

Structurally, it usually begins with a credo. Typically, in support of the credo are several action objectives which indicate the way a mission statement might be implemented. There are several methods to use to achieve implementation.

1. An entrepreneurial division might continue to live with the company and develop a sense of historical roots.
2. The C.E.O. can delegate the responsibility.
3. A task force or task group can be created.
4. An outside consultant, who is not part of the organization culture, can be employed.

Usually, a mission statement becomes an anchor for developing a strategic plan which, in general, shows how an organization proposes to implement the mission statement and then usually, based on the strategic plan, the organization develops an operating plan.

The operating plan has a narrow time dimension, usually one year, and has a more specific objective. The budget process is usually considered part of the operating plan.

The Academic Planning Committee has been wrestling with the notion of mission for quite some time. What we have developed, based on our interaction and discussion with the academic community is presented to you on Page 29 of the Agenda. This should not be confused with the University Mission Statement. This is the Mission Statement for the Academic Senate.

There are several features that I would like to call to your attention.

1. It emphasizes a search for knowledge.
2. The tone is positive--it does not reflect on difficulties faced in the past or constraints we might face in the future.
3. It is not restricted to the tri-county area; we do not define ourselves geographically.
4. It recognizes that Youngstown State University is a stable institution of academic education that is maturing, perhaps into even higher levels of instruction.
5. It is broad and speaks to the entire university community.
6. It is not an academic operating plan, by which I mean there are specifics that many or all of us might consider important but which are not appropriate for a mission statement.

As an Academic Planning Committee, we felt it important to take a first step. We propose this to be our first step. We ask you to support the two motions found on Page 27 of the Agenda.

Motion to Approve the Academic Mission Statement and Forward It to President Humphrey

F. Owens moved 1. "The Senate approve the Academic Mission Statement for the Strategic Plan of the 1990's as submitted" and 2. "The Senate forward the Academic Mission Statement to the President." Motion seconded by K. Feld.

G. Beelen--With apologies for not making a comment earlier, I would like to urge deferring any action until statements are considered from the Global Awareness Committee and the Student Minority Concerns Committee.

G. Dobbert--I and colleagues were baffled by two sentences in the second paragraph. We are baffled by the second statement in the second paragraph. What does "cocurricular opportunities" mean? We were also baffled by the reference to "primary test." We wondered how you are going to test this.

Chair--What would you like the committee to do?

G. Dobbert--Change the concept of test and replace with hope.

Chair--Are you suggesting that the committee work on the language?

G. Dobbert--Yes.

P. Munro--Is there a motion on the floor.

A. Betz--Our motion was that the Senate approve this Academic Mission Statement and forward it on to the President. I did receive today in my mail the information from the Student Minority Services Committee. The Global Awareness Committee statements were considered at the last meeting. These concerns have been addressed and forwarded to the President.

P. Munro--I am concerned about the reference to Northeast Ohio.

Motion to Amend

P. Munro moved to amend by deleting "in and around northeastern Ohio" from the last sentence in paragraph 1 and by adding ", and by interaction with teaching and research wherever it is found" to the last sentence in paragraph 4. Motion seconded by G. Sutton.

-----We need an emphasis on acquisition of knowledge about the world.

J. Segreto--Rather than try to make amendments piecemeal, why not have the committee consider the reports from the Global Awareness Committee and the Minority Students Affairs Committee?

-----Your concern is addressed in the Global Awareness Committee report.

J. Segreto--Perhaps it might be worthwhile to look at this again.

Motion to Refer Back to Committee

J. Segreto moved to refer the report back to committee. Motion seconded by G. Beelen.

M. Smith--Could you clarify two words. What is meant by "people" and "agencies."

Chair--It was ruled that the discussion was not relevant to the motion to refer back to committee.

Parliamentarian--It was ruled that the motion was debatable.

F. Owens--I urge that the statement not be referred back to committee for a number of reasons. We are always comfortable defining terms. It is important to choose words that are not operational. The statement is broad; it is not intended to speak to specifics. Of course, there are additional concerns--the environment, minorities, and many others. The list could go on. If the list goes on, we do not have our first step. Yes, there are valid concerns that should be directed to President Humphrey as he prepares the University Mission Statement.

-----I have a question for the members that made this statement. Were the students on the committee in attendance? I urge that we refer back to committee.

A. Betz--Students were invited to all committee meetings.

-----We are missing two major pieces and student input.

Call for question. The voice vote did not determine the will of the Senate. A show of hands reflected 33 votes for the motion to refer back to committee and 35 votes against the motion. Motion to Refer Back to Committee Defeated.

The Chair then requested consideration of the amendment offered by P. Munro. Motion to Amend Carried.

The Chair directed discussion back to the main question.

Motion to Amend to Delete a Phrase.

D. Hovey moved to delete "desired levels of" from the first statement following "In support of this, the University is committed." The statement will read "To achieve academic excellence in teaching, scholarship and study." There was a second to the motion. Motion to Amend Carried.

M. Smith--Could you clarify what "agencies" are?

A. Betz--They include places of employment, congregations of people, etc.

F. Owens--They speak to all social diversities that people create.

G. Dobbert--What is meant by "cocurricular"?

F. Owens--There are a variety of experiences available to students that are not necessarily traditional including the musical groups, University Theatre, internships, and externships, and the Forensic Team.

Call for question. Main Motion Carried.

**REPORT OF ACADEMIC STANDARDS AND EVENTS COMMITTEE**

R. Burden reported.

Because of the need for action quickly as mandated by law, the Academic Standards and Events Committee recommends approval of Draft III of Senate Bill 140 Post-Secondary Enrollment Program (see Appendix A) with three minor changes which are acceptable to those who drafted the proposal.

Motion to Adopt Draft-III Senate Bill 140 Post-Secondary Enrollment Program

R. Burden moved to "Adopt Draft-III Senate Bill 140 Post-Secondary Enrollment Program dated March 1990 with the changes that are noted on Page 31 of the Agenda. Motion was seconded by Jane Reid.

G. Mapley--Does it matter what score they make on the English Placement Examination?

G. Murphy--There is not a score of 68 on the examination. There is no Pass/Fail. Admission as a regular student requires admission status for English 550.

----Students can take English 520 or English 540.

----What if a student cannot take English 550 because they placed in English 520?

B. Gillis--If they need remediation, they should not be permitted to enroll.

G. Mapley--This needs to be clarified.

B. Gillis--They need to read and write adequately. They are not permitted to take remediation courses.

R. Crum--You are asking sophomores to perform at college level. In a history course, you want a student to have reading skills. In other areas like the computer program, it is not necessary to read well.

B. Gillis--At a recent meeting, it was stated that you cannot learn math if you can't read.

----For Early Admission, the student must place at a level for admission to English 550.

G. Mapley--What does C-3 "participants will register after regularly matriculated students" mean?

----The intent was to have them register after the last regular registration in August.

Chair--Will they be prohibited from registering in Winter and Spring quarters? Do we need to amend the wording?

Response--No.

G. Murphy--We need a clarification on Item B. Evidently, there is a committee that makes a decision about whether to admit.

H. Yiannaki--Staff members from the Admissions Office and several academic advisors will serve on the committee.

Motion Carried.

Motion to Request Senate Executive Committee to Charge a Committee

R. Burden moved to "Request that the Senate Executive Committee charge a committee with the ongoing responsibility of monitoring the implementation and effects of the proposal as presented." Motion seconded by K. Feld.

G. Sutton--Is that committee the Academic Standards and Events Committee?

R. Burden--That is dependent on the Senate Executive Committee.

D. Rost--Are we reviewing the "proposal" or the "program"?

Response--We will monitor the program.

Motion to Amend

D. Rost moved to replace the word "proposal" with "program." Motion seconded by K. Feld.  
Amendment Carried.

Motion Carried.

J. Wagman--There is a concern about a recent change in the policy of granting H. & P.E. credits to veterans. The consensus in H. & P.E. was about how the decision was made. No academic body was consulted. Had anyone asked H. & P.E., there were a number of concerns about whether the training received in the National Guard is the same as the H. & P.E. requirement.

B. Gillis--It was attested that the training in the National Guard was the same as military training. Rather than have the Dean of one school treat it as an equivalent and the Dean of another school not treat it as an equivalent, the Deans' Council decided to treat it as an equivalent. It was an attempt to treat it uniformly across the University and not to discriminate against a sector of the University.

G. Sutton--I resent the statement that no academic body considered the change. I thought the Deans were an academic body.

**UNFINISHED BUSINESS**

None.

**NEW BUSINESS**

H. Earnhart reported that Dr. Lyn Hemminger who had a stroke in December was on campus today.

**ADJOURNMENT**

**Motion to Adjourn**

G. Beelen moved to adjourn. Motion received a second. Meeting adjourned at 5:05 p.m.



# ATTENDANCE SHEET

Academic Senate, 1989-1990

DATE: April 4, 1990

## APPLIED SCIENCE AND TECHNOLOGY

At-Large

Jean Aboul-Ela  
Ralph Crum  
Kathylynn Feld  
Patsy McCarthy  
Pam Schuster

*Handwritten initials:*  
JAB  
RC  
KF  
PMcC  
PS

Departmental

\*\*Janet Boehm, Allied Health  
\*Virginia Phillips, B.E.T.  
\*Joseph Waldron, Criminal Justice  
\*\*Abdul Aziz, Engineering Technology  
\*\*Mary Beaubien, Home Economics  
\*Sharon Phillips, Nursing

*Handwritten initials:*  
JBO  
VP  
JW  
AA  
MB  
SP

## ARTS AND SCIENCES

At-Large

George Beelen  
Frederick Blue  
Paul Dalbec  
Hugh Earnhart  
Larry Esterly  
Ikram Khawaja  
Gratia Murphy  
Lowell Satre  
Thomas Shipka  
Ronald Tabak

*Handwritten initials:*  
GB  
FB  
PD  
HE  
LE  
IK  
GM  
LS  
TS  
RT

Departmental

\*\*James Karas, Biology  
\*Friedrich Koknat, Chemistry  
\*\*Clyde Morris, Economics  
\*Sandra Stephan, English  
\*\*Melissa Smith, Foreign Languages  
\*\*Thomas Maraffa, Geography  
\*C. Earl Harris, Geology  
\*\*Joan Wagman, Health & Physical Educ.  
\*William Jenkins, History  
\*\*Richard Burden, Math and Computer Sci.  
\*Linda Tessier, Philosophy & Religion  
\*\*Warren Young, Physics and Astronomy  
\*George Haushalter, Political Science  
\*\*Ahalya Krishnan, Psychology  
\*Guido Dobbert, Sociology, Anthropology,

*Handwritten initials:*  
JK  
FK  
CM  
SS  
TM  
CEH  
JW  
WJ  
RB  
LH  
WY  
GH  
AK  
GD

## BUSINESS ADMINISTRATION

At-Large

Dennis Bensinger  
Gregory Claypool  
James H. Daly  
Donald Hovey  
Clement Psenicka  
Jane Reid  
Eugene Sekeres

*Handwritten initials:*  
DB  
GC  
JD  
DH  
CP  
JR  
ES

Departmental

\*\*Inez Heal, Accounting  
\*\*Rama Krishnan, Management  
\*Donald Mathews, Marketing

*Handwritten initials:*  
IH  
RK  
DM

## EDUCATION

At-Large

Susan deBlois  
Philip Ginnett

*Handwritten initials:*  
SdB  
PG

Departmental

\*\*Janet Beary, Elementary Education  
\*James Pusch, Foundations  
\*Lawrence DiRusso, Guidance & Counseling  
\*\*Donna McNierney, Administration & Sec.  
\*Special Education

*Handwritten initials:*  
JB  
JP  
LD  
DM  
SE

+ Effective:  
Revised

September 30, 1989  
March, 1990

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

ACADEMIC SENATE, 1989-1990

ENGINEERING

At-Large

Duane Rost  
Jack Bakos

Departmental

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

FINE AND PERFORMING ARTS

At-Large

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

Departmental

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

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

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

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

senrostr.899/senate8990

YOUNGSTOWN STATE UNIVERSITY

DRAFT-III

SENATE BILL 140  
POST-SECONDARY ENROLLMENT PROGRAM

MARCH 1990

## DRAFT

### SENATE BILL 140 POST-SECONDARY ENROLLMENT PROGRAM

#### Intent

The bill as developed extends to eleventh and twelfth grade high school students an additional opportunity to attend post-secondary institutions.

Youngstown State University recognizes the value of encouraging and promoting an opportunity for academically talented students to attend post-secondary institutions in pursuit of courses not offered at their high school through an early admission policy. The current policy permits high school seniors with letters of recommendation and permission from the high school principal or guidance counselor to attend YSU.

This policy has served the special needs of this type of student adequately. The present bill includes the eleventh grade students as being eligible to participate in post-secondary experiences. The bill does not specify qualitative requirements but does provide the latitude for higher education to apply standards.

The Ohio Board of Regents recommends that higher education institutions should strictly limit participation to course work that is clearly at a collegiate level. These courses should be more demanding than normal high school course work, either in pace or in content. Additionally, the standards for admission should be reasonable so as not to exclude students who might benefit from such a program.

Youngstown State University will comply with the legislation and include the eleventh grade students as candidates for admission. Therefore, our proposal will be to expand the current practice. The University will consider for admission eleventh and twelfth grade students with above average capability and their high school principal or guidance counselor's acknowledgment of participation.

Students will be admitted to the University under option A or B (See Appendix A). Those admitted under Option B should be counseled to enroll for those courses deemed appropriate to fulfill credits at their high school. In general under option A, the University requires the completion of pre-college units and other requirements for admission to University level courses (See Appendix C). Individual circumstances will be considered.

Attached are several documents intended to provide a framework for discussion and for guidance counselors' use for counseling into select courses.

Admission Requirements for Post-Secondary Enrollment Program Participants  
Entering **YOUNGSTOWN STATE UNIVERSITY**

Modified 4.1.6. EARLY ADMISSION POLICY (OAC 3356:6-1-07)

A. Eligibility

1. Student must have completed at least the sophomore year of high school and be of junior status as locally defined by the school district.
2. Student must not have completed high school.

B. Requirements

1. Application for admission must be submitted by May 1 for the following academic year.
2. Twenty dollar (\$20.00) non-refundable application fee.
3. High school transcript indicating courses taken and must rank in the top 20% of the class.
4. Counselor verification form indicating parental consent and verification of counseling session with high school guidance counselor.
5. English Placement exam is required.
6. Clear and definite indication from student which Option (See Appendix A) is desired for each course.
7. Personal interview with the designated counselor in the YSU Admissions Office after which an admission decision will be made.
8. Appropriate waivers must be signed by parent/guardian and student concerning release of information.

C. Acceptance Notification, Advisement Requirements, & Reporting

1. In accordance with the law, ten days after completing the application process, the following individuals will be notified regarding admission status: the student, the student's parents, the high school counselor, the district superintendent and the state superintendent.
2. Participants will be advised by professional academic advisors employed by the university. Students must secure the signature of their university advisor each quarter they are enrolled through this program.
3. Approval for more than 12 quarter hours must be granted by the YSU academic advisor.

4. A suggested course list will be made available to high school counselors (Appendix B). These will generally consist of undergraduate courses that meet articulation requirements as well as basic survey courses. Students must meet prerequisites for advanced and technical courses.
5. In accordance with the law, ten days after enrollment, the following individuals will be notified regarding the student's schedule: the student's parents, the high school counselor, the district superintendent, and the state superintendent. The student will be informed immediately of his/her schedule upon registration.

#### D. Validation of Credit

1. Grades will be reported to the student.
2. For students who have chosen to have courses used to complete high school requirements, the University will supply a copy of the grade report to the students' high school principal.

#### E. Continuance in the Post-Secondary Enrollment Program

1. The student must be academically eligible to continue to participate in the program at Youngstown State University.
2. While the University's policy on academic standing applies to post-secondary students, the advisability of their continued participation in the program will also be reviewed on a quarterly basis by their academic advisor.
3. Grades and/or credits earned will be recorded on a Youngstown State University transcript.
4. Each quarter the student will have to designate which Option (See Appendix A) is desired for each course.
5. The student need not submit a new application for admission if he/she is eligible to participate in the Post-Secondary Program for a second academic year while still enrolled in high school.
6. Transcripts for credits may be obtained:
  - a. After the completion of the quarter for students who have chosen Option A.
  - b. After tuition/fees are received for students who have chosen Option B.

### Post-Secondary Enrollment Options

**Option A:** The student may elect at the time of enrollment to receive ONLY college CREDIT for the course. The college shall notify the student about payment of tuition and fees in the customary manner followed by the college, and the student shall be responsible for payment of all tuition, AND THE COST OF ALL textbooks, materials, and fees associated with the course. IF THE STUDENT SUCCESSFULLY COMPLETES THE COURSE, THE COLLEGE SHALL AWARD HIM FULL CREDIT FOR THE COURSE, BUT THE BOARD OF EDUCATION SHALL NOT AWARD HIM HIGH SCHOOL CREDIT.

**Option B:** The student may elect at the time of enrollment for each course to receive BOTH COLLEGE credit AND HIGH SCHOOL CREDIT. IF THE STUDENT SUCCESSFULLY COMPLETES THE COURSE, THE COLLEGE SHALL AWARD HIM FULL CREDIT FOR THE COURSE, AND THE BOARD OF EDUCATION SHALL AWARD HIM HIGH SCHOOL CREDIT. If the student elects this option, the college shall be reimbursed in accordance with section 3365.07 of the Revised Code.

SELECTED COURSES APPROPRIATE FOR EARLY ADMISSION STUDENTS

The following courses may be taken by a high school junior or senior under the Early Admission program. In general, the courses are collegiate level and meet specific associate or baccalaureate degree requirements. Interpretation and/or assignment of carnegie unit equivalency is left up to the individual boards of education. For working purposes, one carnegie unit is equal to 7 1/2 quarter hours of credit. The following list is provided as a working document and is not intended to be exhaustive.

COLLEGE OF ARTS AND SCIENCES

ENGLISH			QTR. CREDIT HOURS
ENGL	550	Composition 1 *	4
ENGL	551	Composition 2	4
FOREIGN LANGUAGE **			
FRNCH	501	Elementary 1	4
FRNCH	502	Elementary 2	4
FRNCH	503	Elementary 3	4
FRNCH	601	Intermediate 1	4
GERMN	501	Elementary 1	4
GERMN	502	Elementary 2	4
GERMN	503	Elementary 3	4
GERMN	601	Intermediate 1	4
GREEK	501	Elementary 1	4
GREEK	502	Elementary 2	4
GREEK	503	Elementary 3	4
GREEK	601	Intermediate 1	4
ITALN	501	Elementary 1	4
ITALN	502	Elementary 2	4
ITALN	503	Elementary 3	4
ITALN	601	Intermediate 1	4

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\* English Placement Test is Mandatory.

\*\* At YSU, the 501 - 502 - 503 sequence in any foreign language equates to the first two years of foreign language training at the high school level. However, completion of this sequence only equates to 1 1/2 carnegie units. Courses at the 601 and 602 level equate to the third and fourth high school years, respectively. Thus, while 2 YSU four credit courses equate to 1 carnegie unit, the four years of high school foreign language is taught at YSU within 5 - four credit courses. A similar situation exists in equating YSU to high school mathematics courses.



COLLEGE OF ARTS AND SCIENCES (CONT.)

FOREIGN LANGUAGE			QTR. CREDIT HOURS
LATIN	501	Elementary 1	4
LATIN	502	Elementary 2	4
LATIN	503	Elementary 3	4
LATIN	601	Intermediate 1	4
RUSSN	501	Elementary 1	4
RUSSN	502	Elementary 2	4
RUSSN	503	Elementary 3	4
RUSSN	601	Intermediate 1	4
SPAN	501	Elementary 1	4
SPAN	502	Elementary 2	4
SPAN	503	Elementary 3	4
SPAN	601	Intermediate 1	4
GOVERNMENT			
POLIT	550	Elements of Politics	4
POLIT	601	American National Government	4
HISTORY			
HIST	605	United States 1	4
HIST	606	United States 2	4
SCIENCE (Lab Sciences)			
BIOL	506	Principles of Biology 1	4
BIOL	507	Principles of Biology 2	4
BIOL	508	Principles of Biology 3	4
CHEM	500	Introduction to Chemistry	4
CHEM	501	Survey of Chemistry 1 (Prerequisites: Algebra 1, Algebra 2 or Geometry)	4
CHEM	510	Survey of Chemistry Laboratory 1	1
GEOL	505	Physical Geology	4
GEOL	506	Introduction to Historical Geology	4
GEOL	607	Geology Laboratory	4
SCIENCE (Non Lab Sciences)			
ASTRO	504	Descriptive Astronomy	4
ASTRO	608	Moon And Planets	4

COLLEGE OF ARTS AND SCIENCES (CONT.)

## SCIENCE (Non Lab Sciences) Cont.

QTR. CREDIT  
HOURS

BIOL	504	Human Evolution and Genetics	4
BIOL	505	Biology and the Modern World	4
BIOL	661	Economic Botany	4
GEOG	503	Introduction to Physical Geography	4
GEOG	603	Conservation of Natural Resources	4
GEOG	630	Weather	4
GEOL	505	Physical Geology	4
GEOL	506	Introduction to Historical Geology	4
GEOL	510	Geology of National Parks	4
GEOL	602	Introduction to Oceanography	4
PHYS	500	Physics and Man	4
PHYS	501	Fundamentals of Physics 1 (Requires Trigonometry)	4
PHYS	608	Sound	4

## SOCIAL SCIENCE ELECTIVES

ANTHR	602	Introduction to Anthropology	4
ECON	520	Principles of Economics 1 (Not recommended)	4
GEOG	626	World Geography	4
GEOG	640	Human Geography	4
GEOG	650	Economic Geography	4
HIST	500	Introduction to World History	4
HIST	502	History of the Labor Movement	4
HIST	590	Introduction to Women's Studies	4
HIST	601	American Military History	4
HIST	611	Latin America	4
HIST	630	The Black Experience in America	4
HIST	655	History of Western Civilization 1	4
HIST	656	History of Western Civilization 2	4
HIST	661	Middle Eastern Civilization	4
HIST	662	History of Asian Civilization	4
HIST	663	African Civilization	4
HIST	699	History of Medicine	4
PSYCH	560	General Psychology	4

COLLEGE OF ARTS AND SCIENCES (CONT.)

			QTR. HOURS
			HOURS
<b>SOCIAL SCIENCE ELECTIVES (CONT.)</b>			
SOCSC	510	Introduction to Social Science 1	4
SOCSC	511	Introduction to Social Science 2	4
SOCIO	500	Fundamentals of Sociology	4
SOCIO	600	Principles of Sociology	4
<b>MATHEMATICS ELECTIVES</b>			
MATH	520	Trigonometry	4
MATH	525	Precalculus Mathematics	4
MATH	550	Calculus for Social, Managerial and Life Sciences 1	5
MATH	571	Calculus 1	5
MATH	572	Calculus 2	4
MATH	642	Applied Finite Mathematics	5
MATH	673	Calculus 3	5

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY

## NURSING

No courses would be available due to the restricted admissions policy

## ALLIED HEALTH

MAT	501	Medical Terminology	4
MAT	502	Medical Law and Ethics	4

## CRIMINAL JUSTICE

CRJUS	500	Introduction to Criminal Justice	4
CRJUS	630	Criminology	4

## HOME ECONOMICS

HOMECE	500	Hospitality Industry	3
HOMECE	502	Nutrition Fundamentals	4
HOMECE	506	Clothing Selection	3
HOMECE	507	Basic Clothing Techniques	1
HOMECE	512	Orientation to Child Care	3
HOMECE	525	The World of Fashion	2
HOMECE	531	Infant and Todler Care	3
HOMECE	532	Pre-School Child Care	3
HOMECE	543	Personal Nutrition	2
HOMECE	551	Normal Nutrition 1	4
		(Basic Chemistry is a prerequisite)	
HOMECE	552	Food Management	2

COLLEGE OF APPLIED SCIENCE AND TECHNOLOGY (CONT.)QTR. CREDIT  
HOURSBUSINESS EDUCATION AND TECHNOLOGY

BUTEC	500	Survey of American Business	4
BUTEC	501	Introduction to Transportation	4
BUTEC	502	Fundamentals of Occupational Safety	4
BUTEC	510	Real Estate Principles and Practices	3
BUTEC	580	Elementary Accounting Technology 1	4
BUTEC	610	Real Estate Law	3
LSTEC	501	Introduction to Organized Labor	4
LSTEC	502	History of the Labor Movement	4
LSTEC	510	Union Leadership Skills	4
LSTEC	520	Union Democracy	4
BET	505	Transcription Skills	4
BET	510	Office Procedures	4
BET	513	Business Computer Systems 1	4
BET	520	Typewriting/Keyboarding	2
BET	523	Intermediate Typewriting	3
BET	530	Introduction to Gregg Shorthand	4
BET	534	Alphabetic Shorthand 1	4
BET	535	Machine Shorthand 1	4
BET	572	Introduction to Typography	3

ENGINEERING TECHNOLOGY

ENTEC	505	Elements of Engineering Technology (Prerequisites: Geometry, Algebra 2)	4
CITEC	604	Properties and Strength of Materials (Prerequisite: Chemistry)	4
DDT	605	CAD Technology 1 (Prerequisite: Mechanical Drawing)	4
COMP	500	Data Processing Concepts	4
COMP	601	Scientific Programming 1 (Prerequisite: Algebra 2)	4
METEC	630	Manufacturing Techniques	3

FINE AND PERFORMING ARTSART

ART	501	Drawing 1	3
ART	502	Design 1	4
ART	513	Survey of Western Art 1	3

FINE AND PERFORMING ARTS (CONT.)

ART (CONT.)			QTR. CREDIT HOURS
ART	514	Survey of Western Art 2	3
ART	515	Survey of Non-Western Art	3
ART	517	Introduction to Music & Art	4
ART	603	Appreciation of Contemporary Art	4
SPEECH COMMUNICATION AND THEATRE			
SPCH	500	Introduction to Speech Comm. and Theatre	1
SPCH	530	Introduction to Communication	4
SPCH	545	Fundamentals of Communication	4
SPCH	550	Public Speaking	4
SPCH	652	Business and Professional Speaking	4
SPCH	580	Intro. to Telecommunication Studies	4
SPCH	581	Survey of Am. Mass Communication *	4
SPCH	583	An Audio History of Broadcast Programming *	4
SPCH	681	Communication Strategies for Electronic Media	4
SPCH	512	A Survey of Musical Theatre **	4
SPCH	560	Introduction to Theatre Arts **	4
SPCH	561	Stagecraft ***	4
SPCH	563	Stage Costuming ***	4
SPCH	568	Ballet 1 ***	2
SPCH	590	History of Motion Pictures **	4
MUSIC			
MUSIC	500A	Applied Music **	2
MUSIC	501	Applied Music ***	2
MUSIC	504	Applied Music ***	4
MUSIC	510	Survey of Jazz **	3
MUSIC	512	Survey of Musical Theatre **	4
MUSIC	517	Introduction to Music and Art **	4
MUSIC	518	Survey of Music Literature **	3
MUSIC	520	Materials of Music **	4
MUSIC	521	Intro Music Fund **	3
MUSIC	522	Introduction to World Music **	4
MUSIC	580	Keyboard Musicianship	1
MUSIC	617	Film Music **	4
MUSIC	618	Rock n' Roll to Rock **	4
MUSIC	621	Music Lit & Appreciation **	4
MUSIC	622	Popular Music in America **	4

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\* Satisfies University humanities requirement

\*\* Satisfies University humanities and high school fine arts requirement

\*\*\* Satisfies high school fine arts requirement



SCHOOL OF ENGINEERING

MECHANICAL ENGINEERING

MECH	500	Drawing Fundamentals	4
MECH	501	Engineering Drawing	3

## YOUNGSTOWN STATE UNIVERSITY--UNCONDITIONAL ADMISSION

Core Requirements - Baccalaureate Program

Those students graduating from high school after September, 1985, desiring to pursue a baccalaureate program at Youngstown State University will be granted admission on an unconditional basis upon satisfactory completion of a course of study at the secondary level that includes the following courses:

- 4 units of English; with emphasis on composition
- 3 units of Mathematics (Algebra I, Algebra II and Plane Geometry)
- 1 unit of Laboratory Science (Biology, Chemistry, Earth Science or Physics)
- 1 unit of any other Science
- 1 unit of U.S. History
- 1/2 unit of U.S. Government
- 1/2 unit of any other Social Science
- 1 unit of an additional Science or Social Science
- 1 unit of Fine or Performing Arts
- 2 units of one Foreign Language

Admission to certain programs may require specific levels of performance in the above areas.

Ohio residents who have graduated from high school without completing all of the above program will be admitted on the condition that their course of study includes prescribed courses aimed at correcting any deficiencies. Non-Ohio residents admitted, but without completing all of the above program, will likewise be expected to correct any deficiencies. Students admitted with deficiencies should realize that such courses will not count as credit toward fulfilling the baccalaureate requirements. They will be required to enroll in at least one course each quarter aimed at removing their deficiency and must have the deficiency completely removed before the beginning of the junior year (90 q.h.)

Core Requirements - Associate Program

- |                |  |
|----------------|--|
| English        | -4 units   |
| Math           | -2 units--Algebra I and Algebra II or Geometry                             |
| Science        | -2* units--at least one of Biology, Chemistry,<br>Physics or Earth Science |
| Social Science | -2 units--at least one of (U.S. History and 1/2 of<br>government)          |

\*AAB & ALS Degrees: one unit is required-any science

Course work taken to make up deficiencies does not count towards the degree. Deficiencies must be made up during the first 60 q.h. of course work taken at Youngstown State University.

Additional Requirements -

American College Test (ACT) or the Scholastic Aptitude Test (SAT).

Final transcript showing graduation from high school.

**Academic Mission Statement**  
For the Strategic Plan of the 1990s

The academic mission of Youngstown State University is to foster the search for and concurrent dissemination of knowledge. This effort ultimately is directed both toward elevating the human spirit and toward the intellectual growth and betterment of people and their agencies.

The University is dedicated to superior teaching, rigorous scholarship and research, and responsible public service. It aims to assemble and develop a faculty which embodies these standards and in turn cultivates them among students. It reinforces this effort through cocurricular opportunities and other out-of-class support. Hence, the University sees a primary test of its effectiveness in its graduates: the kinds of lives they lead, their personal accomplishments and their contributions to social good.

The University is dedicated to broad access to education. It provides academic access through open admission for all Ohio high school graduates to a wide range of programs and through specialized and advanced degree programs. It seeks to provide economic access through a strong program of financial aids as well as reasonable tuition charges. And it is committed to geographic access through attention to the needs of students who either live on or near campus or who commute.

The University is distinguished in its capacity to provide expertise to governmental bodies, industry and businesses, and social service agencies to increase their effectiveness. The University in turn builds its strength on the vitality and support of surrounding communities and their citizens, both organizational and individual, public and private, and by interaction with teaching and research wherever it is found.

In support of this, the University is committed:

- \* to achieve academic excellence in teaching, scholarship and study;
- \* to establish appropriate terminal degree programs;
- \* to maintain or improve its physical facilities, equipment, and support services;
- \* to improve its technologies for creation, manipulation, storage and retrieval of print, data, voice, visual and other types of information;
- \* to develop or aid in the development of residence facilities needed by future students: traditional and nontraditional, undergraduate and graduate;
- \* to take such steps necessary to acquaint potential students with educational opportunities at the University;
- \* to maintain or enhance public service, including continuing education, industrial/business opportunity counseling, and applied research/technology transfer; and
- \* to take other steps, whether subordinate or complementary to these, necessary to realize this academic mission.