

Scanlon, James John

PROVOST

TO: Full-Service Faculty, Administration, and Student Government

FROM: Bege K. Bowers, Secretary, Academic Senate

SUBJECT: Meeting of the Academic Senate
Wednesday, January 3, 1996, 4:00 P.M.
Room 132 DeBartolo Hall

AGENDA

1. Call to Order.
2. Approval of Minutes for November 1, 1995.
3. Report of the Charter and Bylaws Committee.
4. Senate Executive Committee Report.
 - A. Report from Chair
 - B. Faculty Advisory Committee to the Chancellor
5. Report of the Elections and Balloting Committee.
6. Reports from Other Senate Committees.
 - A. Academic Standards Committee
 - B. Academic Program Committee—see attached, pp. 2-45.
 - C. Curriculum Committee—see attached, pp. 46-49.
 - D. Academic Planning
 - E. Integrated Technologies
 - F. University Outreach
 - G. Library
 - H. Academic Research
 - I. Student Academic Affairs
 - J. Student Academic Grievance
 - K. Honors
 - L. Academic Events
7. Unfinished Business.
8. New Business.
9. Adjournment.

*Cancelled
(weather)
Resch.
2-7-96*

1996
JAN 03 1996
UNIVERSITY OF MASSACHUSETTS
AMHERST

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

2

Date 11/30/95 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Programs

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

Appointed Chartered

Names of Committee members: Beary, Cala, Chan, Claypool (chair), Gergits, Harris,
Jiang, White, Yemma

Please write a brief summary of the report which the Committee is submitting to the Senate: (attach complete report) The attached program proposals have been approved by the Academic Programs Committee. The proposals included (1) Nursing, (2) Nursing Home Administration, (3) Business Administration, (4) Pre-K Certification, (5) Exercise Science

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: _____

Buzon A. Claypool
Chair



Academic Programs Division

PD# Date Rec'd

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

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

Change in an existing program X (Complete A, 3, C)

Program title Nursing Department Nursing

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

Current program requires 94 quarter hours of nursing credit, 87 quarter hours of non-nursing support course credits, and 16 quarter hours of elective credits. Total of 197 hours required. See attached current curriculum sheet.

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

Propose program credit hour change to require 116 quarter hours of nursing credit and 8 quarter hours of elective credit. No change proposed in non-nursing support course credits. See attached rationale and proposed curriculum sheet.

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

Proposed change will not have a significant effect on other departments.

Signatures
Dept. Chairman Patricia A. McClarty Dean J. Kommer
Program Div. Bryson A. Claypool Senate _____

4

Youngstown State University
Department of Nursing

CURRICULUM PROPOSAL

Proposed change: Change in clinical contact hour/credit hour ratio from 4:1 to 2:1

Submitted by: Cheryl Bosley, Curriculum Committee Chairperson

Date: September 7, 1995

Rationale for Change: Our program's contact hour/credit hour ratio had previously been 3:1 until this past year when the ratio was changed to 4:1 as a result of changes that were made reducing the clinical contact hour from 9 hours to 8 hours.

After evaluation of this change over the past year and surveying other BSN programs in the state (see attached survey), we feel that it is necessary at this time to put YSU's BSN program in a more cost effective position by bringing our clinical contact hour/credit hour ratio in line with other programs. We are currently at the lower end of the range for nursing hours, support course hours and total credit hours. We are above the range for elective hours and have the least cost-effective ratio for contact hours/credit hours.

The nursing faculty provide direct, intensive clinical supervision at all levels throughout the program. However, the students only pay for and receive one quarter hour of credit for every 40 contact hours of this very individualized and direct clinical supervision.

Effect of proposed change: This change would increase the total clinical hours by 22 credit hours making the total program hours 219 credit hours. In order to maintain a program total within the average range of BSN program, two of the four electives would be removed (8 credits) bringing our elective hours in line with other nursing programs in the state. This would bring the total program hours to 211 credit hours.

SUMMARY OF CHANGES:

NURSG 643L, 645L, 741L, 742L, 744L, 830L, 831L, 841L, 842L, 844L, 847L -
change in clinical contact hour/credit hour ratio to 2:1.

Youngstown State University
Department of Nursing
Summary of BSN Program Questionnaire - May 1995

A survey was done by our department to determine the number of nursing, non-nursing support, elective, and total credit hours in other BSN programs in Ohio. We also gathered information about their contact hour/credit hour ratio for clinical courses.

We received responses from seven BSN programs. Four of these were on semester hours and three were on quarter hours. For analysis and comparison to our program, semester hours were converted to quarter hours.

Listed below are the following:

1. A summary of the survey findings
2. YSU's current BSN program hours
3. Proposed change in YSU's BSN program hours

Nursing course hours required ranged from 84 - 102 quarter hours

YSU's current program = 94 quarter hours

Proposed change = 116 quarter hours

Non-nursing support course hours required ranged from 67 - 118 quarter hours

YSU's current program = 87 quarter hours

Proposed change = 87 quarter hours (No change)

Elective course hours required ranged from 3 - 9 quarter hours

YSU's current program = 16 quarter hours

Proposed change = 8 quarter hours

Total hours required in BSN program ranged from 189 - 214 quarter hours

YSU's current program = 197 quarter hours

Proposed change = 211 quarter hours

The ratio of clinical (off-campus) contact hours/credit hour was as follows:

2:1 (one school)

3:1 (two schools)

2:1 or 3:1 depending on the course (one school).

Did not answer or unable to determine ratio (three schools)

YSU's current program = 4:1

Proposed change = 2:1

- CURRNT -

YOUNGSTOWN STATE UNIVERSITY Bachelor of Science in Nursing Program

CURRICULUM

First Year: First Quarter (Prenursing)

	<u>Q.H. Credit</u>
BIOL 509/L Principles of Biology 1/Lab	4
CHEM 505/L For Allied Health Science 1	4
ENGL 550 Composition 1	4
SOCIO 500 Fundamentals of Sociology	4
	16

Second Year: First Quarter (Prenursing)

	<u>Q.H. Credit</u>
FNUTR 551 Normal Nutrition I	4
BIOL 792/L Human Physiology 1/Lab	5
PSYCH 757 Development Psychology Adult	4
NURSG 640 Introduction to Nursing	3
NURSG 641 Concepts and Theories of Self-Care 1	3
	19

LEVEL I

First Year: Second Quarter (Prenursing)

BIOL 611/L Principles of Biology 3/Lab	4
CHEM 506/L For Allied Health Science 2	4
ENGL 551 Composition 2	4
*HPES Human Performance and Exercise Science Courses	1+1+1
	15

Second Year: Second Quarter (Full Admission) (Nursing Major)

BIOL 793 Human Physiology 2	4
PSYCH 756 Developmental Psychology Adolescent	4
SPCH 550 Theory and Practice of Public Speaking	4
NURSG 643 Therapeutic Self-Care Requisites	4
NURSG 643L Therapeutic Self-Care Requisites Lab	2
	18

First Year: Third Quarter (Prenursing)

BIOL 710/L Mammalian Anatomy	4
BIOL 702/L or 787/787L Microbiology or Diagnostic Microbiology/Lab	4
PSYCH 560 General Psychology	4
PHIL 600 Introduction to Philosophy	4
OR PHIL 530 Critical Thinking	4
	16

Second Year: Third Quarter (Nursing Major)

PSYCH 755 Developmental Psychology Child	4
NURSG 646 Health Deviation Self-Care Requisites	5
NURSG 645 Nursing Systems 1	4
NURSG 645L Nursing Systems 1 Lab	3
	16

*Graduation requirements that may be taken any quarter

LEVEL II

Third Year: First Quarter (Nursing Major)

	<u>Q.H. Credit</u>
BIS 613 Microcomputer Applications or CIS 520 or CSCI 520	4
NURSG 740 Concepts and Theories of Self-Care 2	3
NURSG 741 Nursing Systems 2	4
NURSG 741L Nursing Systems 2 Lab	3
NURSG 750 Nursing Process and Clinical Pharmacology	4
	<u>18</u>

Third Year: Second Quarter (Nursing Major)

*Electives	4
PSYCH 613 Stats Methods or Equivanent	3
NURSG 742 Nursing Systems 3	5
NURSG 742L Nursing Systems 3 Lab	2
NURSG 743 Leadership	3
	<u>17</u>

LEVEL III

Third Year: Third Quarter (Nursing Major)

PHIL 825 Biomedical Ethics	4
NURSG 749 Nursing Research	4
NURSG 744 Nursing Systems 4	4
NURSG 744L Nursing Systems 4 Lab	2
	<u>14</u>

OR

NURSG 830 Nursing Systems 5	4
NURSG 830L Nursing Systems 5 Lab	2

Fourth Year: First Quarter (Nursing Major)

	<u>Q.H. Credit</u>
*Electives	4
NURSG 830 Nursing Systems 5	4
NURSG 830L Nursing Systems 5 Lab	2
NURSG 831 Nursing Systems 6	4
NURSG 831L Nursing Systems 6 Lab	2
	<u>16</u>

OR

NURSG 744 Nursing Systems 4	4
NURSG 744L Nursing Systems 4 Lab	2
NURSG 842 Nursing Systems 7	4
NURSG 842L Nursing Systems 7 Lab	2

Fourth Year: Second Quarter (Nursing Major)

*Electives	4
NURSG 842 Nursing Systems 7	4
NURSG 842L Nursing Systems 7 Lab	2
NURSG 841 Nursing Systems 8	5
NURSG 841L Nursing Systems 8 Lab	2
	<u>17</u>

OR

NURSG 831 Nursing Systems 6	4
NURSG 831L Nursing Systems 6 Lab	2
NURSG 844 Nursing Systems 9	4
NURSG 844L Nursing Systems 9 Lab	2

Fourth Year: Third Quarter (Nursing Major)

*Electives	4
NURSG 845 Professional Issues	2
NURSG 847 Nursing Synthesis	1
NURSG 847L Nursing Synthesis Lab	2
NURSG 844 Nursing Systems 9	4
NURSG 844L Nursing Systems 9 Lab	2
	<u>15</u>

OR

NURSG 841 Nursing Systems 8	5
NURSG 841L Nursing Systems 8 Lab	2

*ELECTIVES MUST BE ACADEMIC

- PROPOSED -

PROPOSED CHANGE

YOUNGSTOWN STATE UNIVERSITY
Bachelor of Science in Nursing Program

CURRICULUM

First Year: First Quarter (Prenursing)

	<u>Q.H. Credit</u>
BIOL 509/L Principles of Biology 1/Lab	4
CHEM 505/L For Allied Health Science 1	4
ENGL 550 Composition 1	4
SOCIO 500 Fundamentals of Sociology	4
	16

Second Year: First Quarter (Prenursing)

	<u>Q.H. Credit</u>
FNUTR 551 Normal Nutrition I	4
BIOL 792/L Human Physiology 1/Lab	5
PSYCH 757 Development Psychology Adult	4
NURSG 640 Introduction to Nursing	3
NURSG 641 Concepts and Theories of Self-Care 1	3
	19

LEVEL I

First Year: Second Quarter (Prenursing)

BIOL 611/L Principles of Biology 3/Lab	4
CHEM 506/L For Allied Health Science 2	4
ENGL 551 Composition 2	4
*HPES Human Performance and Exercise Science Courses	1+1+1
	15

Second Year: Second Quarter (Full Admission) (Nursing Major)

BIOL 793 Human Physiology 2	4
PSYCH 756 Developmental Psychology Adolescent	4
COMM 550 Theory and Practice of Public Speaking	4
NURSG 643 Therapeutic Self-Care Requisites	4
NURSG 643L Therapeutic Self-Care Requisites Lab	3
	19

First Year: Third Quarter (Prenursing)

BIOL 710/L Mammalian Anatomy	4
BIOL 702/L or 787/L Microbiology or Diagnostic Microbiology/Lab	4
PSYCH 560 General Psychology	4
PHIL 600 Introduction to Philosophy OR PHIL 530 Critical Thinking	4
	16

Second Year: Third Quarter (Nursing Major)

PSYCH 755 Developmental Psychology Child	4
NURSG 646 Health Deviation Self-Care Requisites	5
NURSG 645 Nursing Systems 1	4
NURSG 645L Nursing Systems 1 Lab	5
	18

*Graduation requirements that may be taken any quarter

LEVEL II

Third Year: First Quarter (Nursing Major)

	<u>Q.H. Credit</u>
BIS 613 Microcomputer Applications or CIS 520 or CSCI 520	4
NURSG 740 Concepts and Theories of Self-Care 2	3
NURSG 741 Nursing Systems 2	4
NURSG 741L Nursing Systems 2 Lab	6
NURSG 750 Nursing Process and Clinical Pharmacology	4
	<u>21</u>

Third Year: Second Quarter (Nursing Major)

*Electives	4
PSYCH 613 Stats Methods or Equivanent	3
NURSG 742 Nursing Systems 3	5
NURSG 742L Nursing Systems 3 Lab	4
NURSG 743 Leadership	3
	<u>19</u>

LEVEL III

Third Year: Third Quarter (Nursing Major)

PHIL 825 Biomedical Ethics	4
NURSG 749 Nursing Research	4
NURSG 744 Nursing Systems 4	4
NURSG 744L Nursing Systems 4 Lab	4
	<u>16</u>

OR

NURSG 830 Nursing Systems 5	4
NURSG 830L Nursing Systems 5 Lab	4

Fourth Year: First Quarter (Nursing Major)

NURSG 830 Nursing Systems 5	4
NURSG 830L Nursing Systems 5 Lab	4
NURSG 831 Nursing Systems 6	4
NURSG 831L Nursing Systems 6 Lab	4
	<u>16</u>

OR

NURSG 744 Nursing Systems 4	4
NURSG 744L Nursing Systems 4 Lab	4
NURSG 842 Nursing Systems 7	4
NURSG 842L Nursing Systems 7 Lab	4

Fourth Year: Second Quarter (Nursing Major)

NURSG 842 Nursing Systems 7	4
NURSG 842L Nursing Systems 7 Lab	4
NURSG 841 Nursing Systems 8	5
NURSG 841L Nursing Systems 8 Lab	4
	<u>17</u>

OR

NURSG 831 Nursing Systems 6	4
NURSG 831L Nursing Systems 6 Lab	4
NURSG 844 Nursing Systems 9	4
NURSG 844L Nursing Systems 9 Lab	4

Fourth Year: Third Quarter (Nursing Major)

*Electives	4
NURSG 845 Professional Issues	2
NURSG 847 Nursing Synthesis	1
NURSG 847L Nursing Synthesis Lab	4
NURSG 844 Nursing Systems 9	4
NURSG 844L Nursing Systems 9 Lab	4
	<u>19</u>

OR

NURSG 841 Nursing Systems 8	5
NURSG 841L Nursing Systems 8 Lab	4

*ELECTIVES MUST BE ACADEMIC



Academic Programs Division

PD# _____ Date Rec'd _____

<p><input type="checkbox"/> Addition of a new program (Complete B, C)</p> <p><input type="checkbox"/> Deletion of an existing program (Complete A,C)</p> <p><input checked="" type="checkbox"/> Change in an existing program (Complete A,B,C)</p> <p>Program title <u>Nursing Home Administration</u> Department <u>Social Work</u></p>
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A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.) Please see attached proposal - Appendix A , page 7

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.) Please see attached proposal - Appendix B , page 9, pages 4-5

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

Signatures:

Department Chairperson

John DiSilva

Dean

John J. Jensen

Program Division

Begony A. Claypool

Senate

Proposal for Program Leading to a Bachelor of Arts Degree
in Nursing Home Administration

Revised
November 17, 1995
Lee R. Slivinske, Ph.D.
Department of Social Work

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Nursing Home Administration Program

Introduction

The Department of Social Work is requesting approval to change the existing Nursing Home Administration Individualized Curriculum Program (I.C.P.) in the College of Arts and Sciences to a baccalaureate Nursing Home Administration Program in the College of Health and Human Services. It is the role of this college to educate and train human service professionals including Nursing Home Administrators. The Department of Social Work would coordinate the program.

The original I.C.P. program was developed by the Nursing Home Administration Feasibility Committee (1985-1988) which was then comprised of representatives from Allied Health, Business, Continuing Education, Home Economics, Nursing, Psychology, and Sociology, Anthropology and Social Work. Courses were selected by this committee to represent the "Core of Knowledge" and "Administrator In Training" requirements of The State of Ohio Board of Examiners of Nursing Home Administrators (B.E.N.H.A.).

The I.C.P. program has been in operation since 1988 when The State of Ohio Board of Examiners of Nursing Home Administrators approved the undergraduate Nursing Home Administration major. The program currently meets all the educational and experiential pre-examination requirements for nursing home administrators in the State of Ohio. B.E.N.H.A. will reapprove the curricular offerings of all NHA programs in Ohio. Graduates of the program are eligible for direct admission to the licensure examination for nursing home administrators. Currently there are approximately 12 students in the program.

The requirements of the major are changing. In the near future (1996), the National Association of Boards of Examiners (NAB) will begin approving the curricular offerings of all undergraduate Nursing Home Administration programs in the United States. To continue the eligibility of graduates for direct admission for examinations, the program must receive approval. The first step is to formalize the program by locating it in a permanent department.

The Ohio Board of Regents has been contacted concerning this request. It is understood that the program does not have to be submitted to the Board of Regents for approval since it is already in place as an I.C.P. A letter indicating the change from an I.C.P. to a formal major in the College of Health and Human Services (Department of Social Work) is all that is required.

Statement of Need

The number of elderly individuals who require long term care has been growing steady as well as their demand for services (Manton, Corder, and Stallard, 1993; Wiener, J.M. and Illston, 1994). Ohio ranks seventh among all states in terms of its elderly population and has over 45,000 residents aged 65 and over in Mahoning County alone. Five percent of all elderly will require care in a nursing home or similar long term care facility, while seven percent of those aged 75-84 will need these services. Twenty-two percent of those aged 85 and older will have to be placed in such facilities (Volunteer Services Agency, 1995). The demand for trained and licensed nursing home administrators has been increasing as a result. It has been estimated that approximately 89 undergraduates from our quadrant of the state apply to take the Ohio Nursing Home Licensing Examination per year (B.E.N.H.A., 1995).

The mission of the University, the College of Health and Human Services, and the Department of Social Work are to prepare students for the future and to assume a greater public service role. To meet this important challenge, the College of Health and Human Services must strengthen its commitment for education and training health and human service professionals including Nursing Home Administrators. As previously mentioned, it is imperative that the Nursing Home Administration Program be housed in a permanent department. The Social Work Department is the logical choice, as it originally developed the program and obtained approval of the program by B.E.N.H.A. A member of the social work faculty is also the board-recognized (B.E.N.H.A.) University contact person as well as the representative on the University Consortium of the Ohio Board of Examiners. Finally, the Social Work Department is experienced in the accreditation process. Please note that the Nursing Home Administration Curriculum Committee must review the curricular and experiential offerings of the program to assure compliance with the new standards of the National Board of Examiners. This committee will have representatives from the Departments of Allied Health, Business, Health Sciences, Human Ecology, Nursing, Psychology, Social Work, Sociology and Anthropology and others based upon their curricular expertise.

Goals and Objectives

The goal of the Nursing Home Administration Program is to prepare students to become licensed Nursing Home Administrators. Nursing Home Administrators manage all aspects of providing nursing and related service for patient care. Overseeing the provision of quality medical care, cost-effective support services, maintenance, and social services are part of their responsibilities. In addition, administrators are responsible for obtaining, planning, and coordinating the resources of the nursing homes as well as assuring their efficient and effective operation. The nursing home administrator must be a training manager who is skilled in all techniques of nursing home care. For these reasons the interdisciplinary focus of the program must be maintained. Also, the health care reform initiative of the federal government will continue to mandate the interdisciplinary focus of such programs.

Specifically, the objectives of the program are to assure the administrator is knowledgeable about:

- 1) resident care management (nursing, social services, dietary, medical, activity, medical records, pharmacy, rehabilitation, and quality of care/life),
- 2) personnel management (staff, communication, recruitment, training, evaluation, retaining staff, personnel policies, employee health, and safety programs),
- 3) financial management (budget development and management, monitoring financial performance, and financial reporting),
- 4) environmental management (maintaining buildings; grounds; equipment; safety program; fire, disaster, and emergency programs),
- 5) meeting regulations and governing entities directives (regulatory management and compliance),
- 6) and management (organizational management).

Completion of the Nursing Home Administration Program should result in passing the State of Ohio and National Examinations for nursing home administrators. To date, all graduates of the program have passed these examinations.

Current Program Requirements

Students are required to meet pre-college and general requirements of the University and those of the Individualized Curriculum Program. The general requirements include freshman English composition (8 q.h.), humanities (16 q.h.), science/math (16 q.h.), social studies (20 q.h.), activities (3 q.h.), health (3 q.h.), and competency in a foreign language. Seventy-four to seventy-seven (74-77) q.h.'s of core courses from allied health, business administration, human ecology, nursing, psychology, social work and sociology are required to major in Nursing Home Administration. Majors are also strongly encouraged to select a number of courses from the 19 recommended support courses. Appendix A contains the updated evaluation sheet which shows all required core and recommended support courses. Please note students are required to take the prerequisite course for Accounting 602 (Management/Marketing 601 or Business Information Systems 514), and Finance 720 (Accounting 603).

Administrator in Training

The program has the responsibility of selecting sites and preceptors and supervising the internship of each student. The intern must be supervised by a licensed nursing home administrator (preceptor) and spend 800 hours on site. The student must become familiar with the facility including developing an understanding of its program, mission, and its role in the Long Term Care Network. Specifically the student must learn about the laws/regulations pertinent to the agency, funding sources, administration, personnel issues, client base, role in the community/region/state, and other local agencies providing similar services. Students must attend advisory board meetings, executive staff meetings (serving as a staff person), staff and program meetings, and local/regional/state meetings. Students must meet with and interview executive staff and program administrators. All programs must be extensively observed by all interns.

The internship administrator and/or intern supervisor oversees the internship application process, conducts the agency presentation, supervises the intern, monitors progress, evaluates performance and serves as the liaison with the University. The program supervises the internship and makes a minimum of one site visit. The intern, preceptor, and university internship person meet to discuss the student's progress, the evaluation process and problems, if any. Then the university representative observes and talks with the student and discusses the interns strengths/weaknesses, tasks, project work, relationships with the agency supervisor/staff, student's expectations and progress to date. More frequent visits are made if deemed necessary.

Requirements of the Proposed Program

The proposed program would be identical to the current program with the following exception. The Nursing Home Administration Committee met and agreed to the following change. Sociology 821 (12 q.h.) will replace Social Work 825 (14 q.h.). The Department of Sociology and Anthropology has agreed to take over the Administration in Training supervisory duties Winter 1996. The student will still be required to complete 800 hours of on-site training in a facility. The State of Ohio Board of Examiners has approved this change.

Resources

The Program has approximately twelve majors and has graduated five students. All courses currently exist and are regularly taught in their respective disciplines. The change proposed is a formality and will not impact upon the resources of other departments/colleges. The Department of Social Work has the resources necessary to administer the Nursing Home Administration Program and has the support of the College of Health and Human Services.

Evaluation

The Program will be required by the National Association of Boards of Examiners of Nursing Home Administrators to review its curricular offerings and internship program to see if it meets the standards. The State of Ohio Board of Examiners also reapproves the curricula of all Ohio programs. In the near future the Program will complete a self study and undergo approval and reapproval of its curricular offerings. The Program also monitors the percentage of students who successfully pass the licensing examinations and obtain employment in the industry. To date, 100% of Youngstown State University Nursing Home Administration graduates have passed the national and state licensing examinations. Job placement has also been exceptional. All graduates have obtained employment in the industry with one exception.

REFERENCES

- Wiener, J.M. and Illston, L.H. (1994) "Health Care Reform in the 1990's: Where Does Long-Term Care Fit In?" Gerontologist, 34, 402-408.
- Manton, K.G., Corder, L. And E. Stallard (1993) "Changes in the Use of Personal Assistance and Special Equipment from 1982 to 1989: Results from 1982 and 1989 NLTCs." Gerontologist, 33, 168-176.
- Volunteer Services Agency (1995) Interview with Pat Reardon, Director, 5500 Market Street, Youngstown, OH.
- State of Ohio Board of Examiners of Nursing Home Administrators (1995) Interview with Douglas Andrews, Executive Secretary, 246 N. High Street, Columbus, OH.

APPENDIX A

EVALUATION FOR ICP FOR NURSING HOME ADMINISTRATION

CURRENT

SS# _____	Date Entered _____					
NAME _____	English	Italian	Math	US Gov	Deficiency	
Street _____	Latin	Alg I	Biol	US His		
City _____	Spanish	Alg II	Chem	FPA		
State _____ Zip _____	French	Geom	Phys	Soc St		
Phone _____	German	Trig	Science	TOTAL		

I. General Requirements:			II. Academic Core:			VII. Recommended Support Courses			VIII. Electives:		
English	550	4	Sociology	703	4	Hum Ecol	551	4			
English	551	4	Social Work	730	3	Hum Ecol	830	4			
			Social Work	825	7	Accounting	803	4			
Humanities:			Social Work	825	7	Accounting	801	4			
			Nursing	640	3	***Biology	882	4			
			Nursing	841	2	Management	728	4			
			Nursing	740	2	Management	750	4			
			Allied Health	803	4	Nursing	743	3			
Science/Math:			Health	893	4	Allied Health	804	3			
			III. Statistics:			*Social Work	719	3			
			*Psych	613	3	Psychology	702	4			
			or *Socio	701	4	Psychology	735	4			
			IV. Research:			Psychology	757	4			
Foreign Language:			*Socio	751	5	Psychology	780	4			
			or Allied Hth	801 3-5		*Sociology	702	4			
			or Nursing	749	3	or Psychology	614	4			
			V. Required Business Courses:								
			Accounting	802	4	Sociology	745	3			
			Finance	720	4	Sociology	758	4			
			Management	725	4	Sociology	757	4			
**Social Studies:			Management	735	4						
Psych	580	4	or Psych	712	4						
Socio	500	4	VI. Required Electives:								
			MAT	501	4						
			Home Ec	609	4						
Physical Education:			Home Ec	551	4						
			Speech	758	4						
			or *Social Work	736	4						
Health	590	3									

Some courses marked with * may be used in this area.

APPENDIX B

NURSING HOME ADMINISTRATION PROGRAM

PROPOSED

22

SS#	Date Entered					
NAME	English	Italian	Math	US Govt	Deficiency	
Street	Latin	Alg I	Biol	US Hst		
City	Spanish	Alg II	Chem	FPA		
State	French	Geomt	Phys	Soc St		
Phone	German	Trig	Science	TOTAL		
Zip						

I. General Requirements:	II. Academic Core:	VII. Recommended Support Courses	VIII. Electives:
English 550 4	Sociology 703 4	Hum Ecol 551 4	
English 551 4	Social Work 730 3	Hum Ecol 830 4	
	Sociology 821 6	Accounting 603 4	
Humanities:	Sociology 821 6	Accounting 601 4	
	Nursing 640 3	***Biology 602 4	
	Nursing 641 2	Management 725 4	
	Nursing 740 2	Management 750 4	
	Allied Health 803 4	Nursing 743 3	
Science/Math:	Health 893 4	Allied Health 804 3	
	III. Statistics:	*Social Work 719 3	
	*Psych 613 3	Psychology 702 4	
	or *Socio 701 4	Psychology 735 4	
	IV. Research:	Psychology 757 4	
Foreign Language:	*Socio 751 5	Psychology 780 4	
	or Allied Hth 801 3-5		4
	or Nursing 749 3	*Sociology 702 4	
	V. Required Business Courses:	or Psychology 614 4	
	Accounting 602 P 4	Sociology 745 3	
	Finance 720 P 4	Sociology 756 4	
	Management 725 4	Sociology 757 4	
**Social Studies:	Management 735 4		
Psych 560 4	or Psych 712 4		
Socio 500 4	VI. Required Electives:		
	MAT 501 4		
	Human Ecol 551 4		
Physical Education:	Human Ecol 609 4		
	Speech 756 4		
	or *Social Work 736 4		
Health 590 3			

P=Management/Marketing 601 or BIS 514



Academic Programs Division

PD# _____ Date Rec'd _____

Addition of a new program (Complete B, C)
 Deletion of an existing program (Complete A,C)
 Change in an existing program (Complete A,B,C)

Program title WCBA Curriculum-BS in BA Degree Department WCBA

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

See Attachment A

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

See Attachment B

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

See Attachment C

ST Deiderick - Marketing

Jamett A. Lohett Chair, Acad. & Fin.

Ram Kasuganti

Signatures:

Department Chairperson _____

Dean _____

Jord R. Heller 6/13/1

Program Division _____

Bryon A. Claypool

Senate _____

Attachment A

Current WCBA Curriculum-BS in BA Degree

General University Requirements (46 qh)

BASIC COURSES

ENGL	550	Composition 1	4 qh
ENGL	551	Composition 2	4
SPE	652	Business & Prof. Speaking	4
HSC	590	Health Education	3
HPES		Activities (3 at 1 qh each)	3

AREA COURSES

PSYC	560	General Psychology	4
		2 Soc. Stud. Electives	8
		ENGL 600 level elective	4
		Humanities elective	4
		Science electives (1 lab recommended)	8

Tool Courses (46 qh)

ECON	530	Principles 1: Micro	4
ECON	630	Principles 2: Macro	4
ECON	632	Principles 3B: International	4
MATH	550	Calculus for...Mgr...Sciences	5
MATH	642	Applied Finite Mathematics	5
BIS	514	Business Computer Systems	4
ACCT	602	Financial Accounting	4
ACCT	603	Managerial Accounting	4
MGMT	604	Legal Environ. of Business 1	4
ECON	624	Econ. & Soc. Statistics 1	4
ECON	705	Econ. & Soc. Statistics 2	4

Core Courses (29 qh)

FIN	720	Business Finance	4
MKTG	703	Fundamentals of Marketing	5
MGMT	725	Fundamentals of Management	4
MGMT	750	Human Behavior in Organization	4
MGMT	789	Operations Management 1	4
MGMT	850	Policy Formulation & Administration	4
MGMT	855	Business Ethics *	4

* Not taken by Accounting and Advertising majors

Quarter hours for major courses, business electives, and non-business electives vary according to major.

Attachment B

Proposed WCBA Curriculum-BS in BA Degree

General University Requirements (42 qh)

BASIC COURSES

ENGL	550	Composition 1	4 qh
ENGL	551	Composition 2	4
SPE	652	Business & Prof. Speaking	4
HSC	590	Health Education	3
HPES		Activities (3 at 1 qh each)	3

AREA COURSES

PSYC	560	General Psychology	4
		Soc. Stud. elective	4
PHIL	625	Intro. to Professional Ethics	4
		Humanities elective	4
		Science electives (1 lab required)	8

Tool Courses (50-51 qh)

ECON	530	Principles 1: Micro	4
ECON	630	Principles 2: Macro	4
ECON	632	Principles 3B: International	4
MATH	550	Calculus for...Mgr...Sciences	5
MATH	645	Math for Operations Research	5
BIS	514	Business Computer Systems	4
ACCT	602	Financial Accounting	4
ACCT	603	Managerial Accounting	4
MGMT	604	Legal Environ. of Business 1	4
BUSAD	500	Survey of Business	4
Statistics (Choose one of three sequences):			8-9
ECON	624	Econ. & Soc. Statistics 1 (4 qh)	
ECON	705	Econ. & Soc. Statistics 2 (4 qh)	
OR			
PSYC	616	Research Design & Stat. Anal. 1 (4 qh)	
PSYC	617	Research Design & Stat. Anal. 2 (4 qh)	
OR			
MATH	714	Probability & Statistics (5 qh)	
MATH	815	Applied Statistics (4 qh)	

Core Courses (17 qh)

FIN	720	Business Finance	4
MKTG	703	Fundamentals of Marketing	5
MGMT	725	Fundamentals of Management	4
MGMT	850*	Policy Formulation & Administration	4

*Dept. of Management agrees to drop MGMT 750 prerequisite; if not, then MGMT 850 removed from the Core and departments will create their own senior capstone courses.

Quarter hours for major courses, business electives, and non-business electives vary according to major.

Attachment C

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Discussion of Changes and Expected Impacts

General University Requirements, BASIC COURSES (18 qh) No changes.

General University Requirements, AREA COURSES (46 qh*)

*Important Note: Some courses listed on the curriculum sheets in the **Tool Courses** section also fulfill 22 quarter hours of AREA COURSES requirements within **General University Requirements**. These courses are ECON 530, 630, 632 (Social Studies) and MATH 550, 645 (Science and Mathematics). These courses are discussed in this part of the report.

Social Studies (20 qh). The thorough review of the WCBA curriculum resulted in the discovery of an error in the current (94-95) Undergraduate Bulletin regarding the number of social studies hours required of BS in BA students. The error appears in the chart at the top of page 44, where 30 quarter hours are incorrectly specified as required social studies hours. Thirty hours clearly violates the 16 - 22 quarter hour range cited in the discussion of social studies area requirements in the second column of page 46. Review of undergraduate bulletins of previous academic years revealed that this error made its way into the 1986-87 Undergraduate Bulletin, as the previous year's bulletin specified 20 quarter hours. This error was probably a simple typographical error, although it could also possibly be the result of confusion involving differences in what courses YSU considers as social studies versus what the AACSB counts as social studies. Regardless of how the error was initiated, the correct social studies quarter hours for BS in BA students is 20. The proposed curriculum recognizes this correction and reduces elective hours in social studies from 8 to 4. Recall that 16 quarter hours in social studies are specified for the BS in BA student as part of the **Tool Courses**: ECON 530, 630, 632, and PSYC 560. The impact on departments offering courses that qualify as social studies electives will be a decrease in demand across all departments, although it is doubtful that any one department will notice a significant decrease.

Humanities (8 qh). Ethics is a required dimension of the WCBA curriculum. The old curriculum specified MGMT 855, Business Ethics, as the course to meet this need for most business majors. Discussion within the curriculum review process eventually supported the position that it would be desirable for WCBA students to have a broader perspective with regard to ethical issues. And, it seemed appropriate to make use of the Ethics Center. Thus, MGMT 855 was removed from the WCBA Core and replaced with a specification that 4 quarter hours of the humanities area requirement be PHIL 625, Introduction to Professional Ethics.

The old curriculum specified a 600-level English literature course for 4 quarter hours of humanities. Since the new curriculum already specifies 4 of the needed 8 quarter hours, this specification was removed. The WCBA student may choose any 4 quarter hours from the list of courses that qualify as humanities.

The impact of the first change is obvious. PHIL 625 will experience a significant increase in enrollment. The impact of the second change is more difficult to assess. The best guess is that English literature 600-level courses will experience a small but noticeable decrease

in enrollment; other departments offering courses that qualify as humanities electives will experience a small and slightly noticeable increase in enrollments.

Science & Mathematics (18 qh). The Math Department has eliminated MATH 642 and replaced it with MATH 645. This change, coupled with the continuation of MATH 550, still gives the WCBA student 10 quarter hours of mathematics. Thus, total demand on the Math Department should not change.

Discussion within the curriculum review process expressed concern that WCBA students were not receiving enough exposure to the scientific method. With this in mind, the new curriculum requires rather than simply recommend that WCBA students take 4 quarter hours of a science that contains a laboratory experience. The total quarter hour requirement of 8 quarter hours remains unchanged, although some departments' lab experiences will require one more quarter hour. The obvious impact of this change is increased enrollments in lab science courses.

Tool Courses. (50-51 qh)

ECON 530, 630, 632 and MATH 550 were mentioned in the discussion of AREA COURSES above and represent no change. The change from MATH 642 to MATH 645 was also mentioned in the discussion of AREA COURSES above. BIS 514, ACCT 602, 603, and MGMT 604 remain as part of the **Tool Courses**, thus representing no change.

BUSAD 500, Survey of Business, is a new course and an addition to WCBA **Tool Courses**. The curriculum review process revealed the need for students intending to major in business to have an elementary understanding of business early in their coursework. This early perspective should help the business student to more fully appreciate how courses in the **General University Requirements** part of the curriculum relate to business. This course will increase demand on faculty time; however, since it will be team taught this increase will probably be absorbed equally across all WCBA departments.

The new WCBA curriculum provides students with alternatives to meet the statistics requirement. This requirement can be fulfilled in the new curriculum by taking one of three sequences. The ECON 624, 705 sequence is the only option available under the current curriculum; it is expected that most WCBA students will continue to take this sequence to fulfill the statistics requirement. However, WCBA students who are more behaviorally oriented may take PSYC 616, 617 instead. And, for WCBA students who are more quantitatively oriented, MATH 714, 815 may be used. The impact of this change will be to decrease enrollments in ECON 624 and 705 and increase enrollments in PSYC 616, 617, and MATH 714, 815.

Core Courses. (17 qh)

FIN 720, MKTG 703, MGMT 725, and MGMT 850 remain as courses in the WCBA **Core Courses**, and therefore represent no change.

The removal of MGMT 855, Business Ethics, from the **Core Courses** was discussed above in connection with the Humanities courses under **General University Requirements**, AREA COURSES. Students who desire a course focusing on business ethics may still choose this course as one of their business electives.

Also removed from the WCBA **Core Courses** are MGMT 750, Human Behavior in Organization, and MGMT 789, Operations Management 1. Both of these areas are covered in MGMT 725, Fundamentals of Management, which provides all business students with sufficient

exposure to these topics. New AACSB standards no longer specify courses in these areas. Students desiring more in-depth coverage of these topics may, of course, still elect MGMT 750 and 789 as business electives.

The impact of removing MGMT 750, 789, and 855 from the WCBA **Core Courses** is a probable decrease in enrollment in each of them. The student is essentially provided with three more business course electives. To help ensure that the business student will have broad business course exposure, these three electives must be used for courses outside the major. It is difficult to predict in what areas students will use these electives, although it is virtually certain that accounting will experience no increase. The best guess is that Marketing and Finance will experience increased enrollments, while Management will experience decreased enrollments. However, it should be noted that demand appears to exist for Management courses from other parts of the University, especially in the College of Health & Human Services. Thus, over time, there may be a level demand for Management courses.



Youngstown State University / Youngstown, Ohio 44555-3064
The Warren P. Williamson, Jr. College of Business Administration
(216) 742-3064
FAX: (216) 742-1459

DATE: October 23, 1995

TO: University Programs Committee

FROM: Betty Jo Licata, Ph.D., Dean

Attached is the curriculum revision proposal from the Williamson College of Business Administration. The faculty worked very hard during Winter and Spring 1995 to review the Business Core and propose a core that effectively prepares our students for careers in business and adheres to the AACSB accreditation guidelines. The attached proposal outlines the courses that will be in the Business Core.

The next step in the process is for us to review and revise the course content to ensure that both the Business Core outcomes and the AACSB accreditation guidelines will be met. I have also attached the process the WCBA Curriculum Committee will follow to further design and develop the Business Core.

Please let me know if you need further information or have any questions.

WCBA CURRICULUM REVISION/ENHANCEMENT PROCESS

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During 1995-1996, the WCBA will continue to review and revise the Business Core curriculum and develop an on-going curriculum review process. Phase I was completed in June 1995 and consisted of identifying (1) competencies required of all business majors and (2) the set of courses that will comprise the revised Business Core. The continuation of this work will focus on documentation of the curriculum (where and how do we develop the knowledge and competencies that have been identified as goals/outcomes?) and the further refinement of course content. Input from the entire faculty will be essential in order to produce an effective curriculum.

STEPS	DESCRIPTION	STATUS
-------	-------------	--------

PHASE I (Completed)

PROPOSED CORE	Approval of framework/courses to be required in revised core curriculum	Done
----------------------	---	------

{This proposal will be submitted to the Programs Committee in October 1995. Approval will not preclude changes to business core requirements. An up-dated/revised proposal will be submitted when necessary.}

PHASE IIA:

1. Begin/continue review and revision of majors.
2. Begin/continue exploring new undergraduate programs.

PHASE IIB:

1. Identify educational outcomes of the proposed Business Core.
2. Must collect course outlines for all general education, business tool and core courses.
3. Establish common definitions of competencies and knowledge areas (e.g., organizational communication vs. interpersonal communication; legal environment vs. business and society vs. business law).
4. Must identify the extent to which competencies/outcomes (1) Are currently developed/met and (2) Are not currently developed/met.
5. Identify where and how AACSB standards are being met.
6. Tie competencies to outcomes.
7. PRESENT FOR COLLEGE-WIDE DISCUSSION AND INPUT*

PHASE III:

- 1. Review and revise courses to ensure they effectively develop knowledge, skill and ability competencies, and meet educational outcomes.
- 2. Specify content of each course and extent to which topics areas/competencies are addressed.
- 3. PRESENT TO FACULTY*

PHASE IV:

- 1. Match course content with competencies, outcomes and AACSB standards. Document this information. Develop Master Matrix
- 2. Confirm degree to which individual courses develop competencies.
- 3. Determine whether or not critical knowledge, skills and abilities are adequately and effectively addressed.
- 4. Revise/develop courses to address voids.
- 5. PRESENT TO FACULTY*

*** Faculty input will be solicited throughout the process. Periodically, there will be college-wide meetings to present progress to date. Input will be solicited from individuals and departments.**

PHASE V:

Submit revised proposal to DAC and University Program Committee

PHASE VI:

Review/revision/ enhancement of majors

PHASE VII:

On-going review of business core

WCBA CURRICULUM ENHANCEMENT PROCESS

GUIDING PRINCIPLES

1. Curriculum revision is never done. We are establishing a process not completing a project. Therefore how we do things is as important as what we do.
2. Approval of the initial proposal by the Programs Committee is procedural. It does not mean there will not be continual changes to the Business Core.
3. This is a college process which requires but is not limited to departmental input.
4. The Business Core is the foundation upon which all majors are built. It is a consistent educational experience for all students. There are clearly defined objectives and outcomes which will be met for all students.
5. The Business Core is owned by the college. Business Core courses are designed and taught to support an integrated, comprehensive educational experience.
6. Faculty input will be required throughout the process. Everyone will have an opportunity for input. Faculty members have a responsibility to provide input to this important process.
7. Departments should continue with the review and revision of the majors. Revision of the majors and the Business Core are parallel but not independent processes.
8. On-going communication is essential in order to build consensus.

TEAM STRUCTURE

Ten to twelve member team (nine faculty members and 1-3 business people) responsible for coordinating curriculum revision process. Work may be completed by team members or other faculty members may be asked to be involved. The team is encouraged to solicit outside input on curriculum issues. The primary charge is to develop a business core curriculum which adequately and effectively prepares our students to succeed in the 21st century. The business core creates the foundation for advanced study in business. Therefore, the core must be strong, broad and integrated.

The team is encouraged to continue reviewing the literature regarding emerging educational needs. Team members are asked to keep in mind that the business core is owned by the college.

Team is encouraged to solicit regular feedback from all stakeholders (e.g., students, business community, alumni).

Like all WCBA work teams, the Undergraduate Curriculum Team will be selected by the dean (upon consultation with the department chairperson) based on the survey of faculty preferences. There will be three members from each department. Team members should be flexible in their view of the core, open to other's ideas, willing to listen and participate in the team process. Team members should be those individuals committed to developing an excellent business core. This year's team will include some individuals who were members of last year's committee. Several new members will be selected for the team.

TIME FRAME

We are creating a process not completing a project. Therefore, we must proceed in a way that creates a process for continuous improvement. The Curriculum Team will be asked to create a reasonable time frame for completion of Phases II, III and IV. We should plan to have Phases II-VI completed by Spring so the University Programs Committee can approve changes and we can implement the revised core and majors as soon as possible.

Youngstown State University
Academic Programs Division

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PD#	Date Rec'd
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Addition of a new program _____ (Complete B,C)

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

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

Program title Prekindergarten Certification Department Human Ecology

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

The Prekindergarten Certification program was submitted to the State of Ohio Department of Education in 1988 as an I.C.P. The program was approved in July 1988, and has been operating under the I.C.P. status since that time. The first student completed the program in Fall 1990.

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

The proposed program will be moved from I.C.P administered by the College of Arts and Sciences to regular program status in the Department of Human Ecology.

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

SEE ATTACHED PAGES.

Signatures

Department Chairperson Mary J. Beaubien

Dean John J. Ferrara Prog. Div. Gregory A. Casper

C. Rationale.

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Since its approval in 1988, the Prekindergarten (Teacher) Certification program has been administered as an I.C.P. through the College of Arts and Sciences. Dr. Beaubien of the Human Ecology Department and Assistant Dean McEwing of the College of Education have signed the I.C.P. proposals, and the Arts and Sciences advisor has prepared the graduation evaluation. The graduates receive a BSAS as do all other graduates of the College of Health and Human Services.

The Human Ecology advisors provide the curriculum packets and advise students before registration. Human Ecology faculty assist in finding placements and supervise the student teaching experience of these Prekindergarten students. Students consider themselves majors in the department, although in reality they are not. Because their records are kept in Arts and Sciences within the I.C.P. program, there are problems at advisement time. Sometimes students are well into their program before they approach an advisor, thus complicating their progress toward the bachelor's degree.

Moving the program from I.C.P. to regular status will eliminate some paper work and frustrations:

1. Students can declare their major without having to do the extra paper work of applying for I.C.P.
2. Drs. Beaubien and McEwing will be spared from the individual evaluations.
3. The Arts and Sciences advisor will not have to track down students or write memos to Human Ecology about elusive students.
4. Students will identify better with the Human Ecology Department and each other.
5. Files will be accessible to Human Ecology advisors.

No curricular changes are planned at this time, so there should be no impact on the resources of any department. The move from I.C.P. will simply eliminate a level of bureaucracy and centralize the administration of the program.

The I.C.P. program was developed as a testing ground for programs with the intent that if a particular program proves to be viable and attracts a significant number of students, it should then be moved to a department for reasons expressed above. No program should languish in I.C.P.

Youngstown State University
Academic Programs Division

PD#	Date Rec'd
-----	------------

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

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

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

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

Please see attachment A
(Program curriculum sheets not dated).

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

Please see attachment B
(Program curriculum sheets dated October 19, 1995)

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

Please see attachment C.

Signatures

Department Chairperson Barbara L. Wright

Dean J. Ferraro

Prog. Div. Gregory A. Claypool

Department of Human Performance and Exercise Science
Requirements for the B. S. in Applied Science

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EXERCISE SCIENCE MAJOR

NAME _____ SS# _____ QTR ENTERED _____

Local Address: _____

STREET _____ TRANS HRS. _____ FROM _____

CITY _____ STATE _____ ZIP _____ PHONE _____

GENERAL REQUIREMENTS	TITLE	OFFERED	QH	PREREQUISITE	QTR/GRAD
COMPOSITION (8)					
Engl 550	Composition I	FWSSu	4	None	
Engl 551	Composition II	FWSSu	4	550/Equiv	
HUMANITIES (8 - 18)					
Phil 825	Biomed Ethics		4	Socio 745	
	Elective		4		
SCIENCE (16 - 22)					
Biol 551/710	Phy. & Anat./Mammal	FWSSu	4	None/506, 507	
Biol 552/792	Phy. & Anat./Mammal	FWSSu	4	551/506,507,508	
Chem 505/515	All. Hlth./General	FWSSu	4	HS Chem. 501/ HS Chem. & Math	
Phys 501/506	Fund./Hlth.Sci.	FWSSu	4	Math 512, 520/None	
SOCIAL STUDIES (19 - 22)					
Psych 560	General Psych	FWSSu	4	None	
Psych 734	Ap. Behavior Analy.		4	Psych 560	
Psych 807	Intro Counseling		4	Consent	
Socio 500	Fund. of Sociology	FWSSu	4	None	
Socio 745	Medical. Soc.		4	Soc. 500	
ACTIVITIES (3)					
HPES 524	P.F. and Ex. Pgm.	FWS	1	None	
HPES 555	Jogging	FS	1	None	
HPES	Elective Activity	FWSSu	1	None	

Department of Human Performance and Exercise Science
Requirements for the B. S. in Applied Science

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EXERCISE SCIENCE MAJOR

NAME _____ SS# _____ QTR ENTERED _____

Local Address:

STREET _____ TRANS HRS. _____ FROM _____

CITY _____ STATE _____ ZIP _____ PHONE _____

GENERAL REQUIREMENTS	TITLE	OFFERED	QH	PREREQUISITE	QTR/ GRADE
HEALTH (3)					
HSC 590	Health Education	FWSSu	3	None	
MAJOR CORE REQUIRED (52 HRS).					
HPES 530/531	Aquatics I/II	FWS	1	None	
HPES 537	Aquatic Exercise	FWS	1	None	
HPES 548/588C	Aerobic Dance/Step	FWS	1	None	
HPES 557	Weight Training	FWS	1	None	
HPES 589*	Sci. Prin. P.C.	S	2	None	
HPES 595	Intro HPES	W	2	None	
HPES 616	Ex Leader Pract	F	4	HPES 589	
HPES 720	Equipment Mgmt.	W	2	HPES 616	
HPES 723	Fit. Instr. Pract.	S	4	HPES 616	
HPES 795	Kinesiology	F	4	Biol 552/Bio 710	
HPES 803	Iss. & Trends	S	2	HPES 723	
HPES 805	Ex. Test. Tech. Pract.	W	4	HPES 723, 720	
HPES 855	Org. and Admin.	F	4	Jr. Stand.	
HPES 860	Tests and Measur.	F	4	Sr. Stand.	
HPES 887	Internship	FWSSu	12	HPES 805, Sr. Std.	
HPES 896	Exercise Phys	W	4	860, Biol 552	
ADDITIONAL REQUIRED COURSES (16 HRS)					
HSC 601	First Aid	FWSSu	3	None	
HSC 604	C.P.R.	FWSSu	1	None	
FNUTR 551	Normal Nutrition		4	Chem. 501/Equiv	

*Major Section Only

Department of Human Performance and Exercise Science
Requirements for the B. S. in Applied Science

EXERCISE SCIENCE MAJOR

39

NAME _____ SS# _____ QTR ENTERED _____

Local Address:

STREET _____ TRANS HRS. _____ FROM _____

CITY _____ STATE _____ ZIP _____ PHONE _____

GENERAL REQUIREMENTS	TITLE	OFFERED	QH	PREREQUISITE	QTR/ GRADE
Spch 652	Bus./Prof. Speaking		4	None	
BIS 613	Microcomp. Appl.	FWS	4	None	

SUGGESTED ELECTIVES: NOTE: Credit hours must total 186 with 60 hrs of 700/800 level courses. Students should choose their electives to supplement the major, minor and field of employment

HPES 670	Analy. Move Pat.	S	2	10 Acts	
HPES 765	Athletic Trn. I	S	2	Biol 552, HPS 589 Hlth. 601	
HPES 865	Athletic Trn. II	W Odd Yrs	3	HPES 765	
HPES 770	Phys. Act. Aging	W	3	HPES 589	
HPES 895	Adapted P.E.	W	3	HPES 795	
HSC 691	Health and Stress	F	3	Hlth. 590	
Hlth. 731	Drug Use and Abuse	W	3	Hlth. 590	
Hlth. 799	Hlth. Promotion	S	3	Hlth. 792	
Psych 712	Industrial Psych.		4	Psych 613 or Equivalent	
MAT 501	Medical Terminology		4	None	
Biol. 506,507,508	Principles		4,4,4	None	
Chem. 515,516,517	General		4,4,4	HS Chem., Math 511	
Phys 501,502,503	Fundamentals		4,4,4	Math 512, 520	
HMEC 761	Nutrition Athlete		2	Consent	
Acctg. 602	Financial Acctg.		4	Acctg. 601	
Acctg. 603	Acctg. Management		4	Acctg. 602	
Fin. 720	Business Fin.		4	Acctg. 602	
Mgt. 604	Legal Env.		4	None	
Mgt. 725	Fundamentals		4	Jr. Stand.	

Department of Human Performance and Exercise Science
Requirements for the B. S. in Applied Science

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EXERCISE SCIENCE MAJOR

NAME _____ SS# _____ QTR ENTERED _____

Local Address:

STREET _____ TRANS HRS. _____ FROM _____

CITY _____ STATE _____ ZIP _____ PHONE _____

	TITLE	OFFERED	QH	PREREQUISITE	QTR/ GRAD
COMPOSITION (8)					
ENGL 550	Composition I	FWSSu	4	None	
ENGL 551	Composition II	FWSSu	4	550/Equiv	
HUMANITIES (8 - 18)					
PHIL 825	Biomedical Ethics		4	Socio 745	
	Electives		4		
SCIENCE (16 - 22)					
BIOL 551/710	Phy. & Anat./Mammal Anatomy	FWSSu	4	None/506, 507	
BIOL 552/792	Phy. & Anat./Human Physiology	FWSSu	4	551/506,507,508	
CHEM 505/515	Allied Health/General	FWSSu	4	HS Chem 501/ HS Chem & Math	
PHYS 501/506	Fundamentals/Health Sciences	FWSSu	4	Math 512, 520/None	
SOCIAL STUDIES (19 - 22)					
PSYCH 560	General Psychology	FWSSu	4	None	
PSYCH 734/702	Ap. Behavior Analy./Abnormal		4	Psych 560	
PSYCH 807	Intro Counseling		4	Consent	
SOCIO 500	Fundamentals of Sociology	FWSSu	4	None	
SOCIO 745/703	Medical. Soc./Sociology Of Aging		4	Soc 500	
ACTIVITIES (3)					
HPES 524	Physical Fitness and Ex. Pgm.	FWS	1	None	
HPES 555/554	Jogging/Fitness Walking	FS	1	None	
HPES	Elective Activity	FWSSu	1	None	
HEALTH (3)					
HSC 590	Strat for Health and Wellness	FWSSu	3	None	

Department of Human Performance and Exercise Science
Requirements for the B. S. in Applied Science

42

EXERCISE SCIENCE MAJOR

NAME _____ SS# _____ QTR ENTERED _____

Local Address:

STREET _____ TRANS HRS. _____ FROM _____

CITY _____ STATE _____ ZIP _____ PHONE _____

	TITLE	OFFERED	QH	PREREQUISITE	QTR/ GRAD
MAJOR CORE REQUIRED (52 HRS).					
HPES 530/531	Aquatics I/II	FWS	1	None	
HPES 537	Aquatic Exercise	FWS	1	None	
HPES 548/544	Aerobic Dance/Step Aerobics	FWS	1	None	
HPES 557	Weight Training	FWS	1	None	
HPES 589*	Sci. Prin. Personal Fitness	S	2	None	
HPES 595	Introduction to HPES	W	2	None	
HPES 616	Exercise Leader Practicum	F	4	HPES 589	
HPES 620	Fitness Equipment Mgmt.	W	2	HPES 616	
HPES 723	Fitness Instruction Practicum	S	4	HPES 616	
HPES 795	Kinesiology	F	4	Biol 552/Biol 710	
HPES 803	Issues & Trends in Exer. Science	S	2	HPES 723	
HPES 805	Exercise Test Tech. Practicum	W	4	HPES 723, 720	
HPES 855	Organization and Administration	F	4	Jr. Stand.	
HPES 860/ MATH 714	Tests and Measurements/ Probability and Statistics	F	4/5	Sr. Stand.	
HPES 887	Internship	FWSSu	12	HPES 805, Sr. Std.	
HPES 896	Exercise Physiology	W	4	860, Biol 552	
ADDITIONAL REQUIRED COURSES (16 HRS)					
HSC 601	First Aid	FWSSu	3	None	
HSC 604	C.P.R.	FWSSu	1	None	
FNUTR 551	Normal Nutrition		4	Chem 501/Equiv	
SPCH 652/550/654	Public Speaking/Business and Prof. Spkg/Sp. Com. Classroom		4	None	
BIS 613/ CS 520/CIS 520	Microcomp. Appl./ Comp. Sys. Literacy	FWS	4	None	

Department of Human Performance and Exercise Science
Requirements for the B. S. in Applied Science

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EXERCISE SCIENCE MAJOR

NAME _____ SS# _____ QTR ENTERED _____

Local Address:

STREET _____ TRANS HRS. _____ FROM _____

CITY _____ STATE _____ ZIP _____ PHONE _____

	TITLE	OFFERED	QH	PREREQUISITE	QTR/ GRAD
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SUGGESTED ELECTIVES: NOTE: Credit hours must total 186 with 60 hrs of 700/800 level courses. Students should choose their electives to supplement the major, minor and field of employment

HPES 670	Analysis of Movement Patterns	S	2	10 Acts	
HPES 765	Athletic Training I	S	2	Biol 552, HPS 589 HSC 601	
HPES 865	Athletic Training II	W Odd Yrs	3	HPES 765	
HPES 770	Physical Activity & Aging	W	3	HPES 589	
HPES 895	Adapted Physical Education	W	3	HPES 795	
HSC 691	Health and Stress	F	3	HSC 590	
HSC 731	Drug Use and Abuse	W	3	HSC 590	
HSC 799	Health Promotion	S	3	HSC 792	
PSYCH 712	Industrial Psychology		4	Psych 613 or Equivalent	
MAT 501	Medical Terminology		4	None	
BIOL 506,507,508	Principles of Biology		4,4,4	None	
CHEM 515,516,517	General Chemistry		4,4,4	HS Chem, Math 511	
PHYS 501,502,503	Fundamentals of Physics		4,4,4	Math 512, 520	
FNUTR 761	Nutrition Athlete		2	Consent	
ACCTG 602	Financial Accounting		4	Acctg 601	
ACCTG 603	Accounting Management		4	Acctg 602	
FIN 720	Business Finance		4	Acctg 602	
MGT 604	Legal Environment of Business		4	None	
MGT 725	Fundamentals		4	Jr. Stand.	
MKTG 703	Fundamentals		4	Jr. Stand.	

ATTACHMENT C

These program changes are not major content changes. They merely expand present course selections and bring others up to date with current department and other university course offerings. In fact, most of these changes have been approved on an individual basis for several students over the past three years.

These changes are proposed for the purpose of expanding degree preparation opportunities. Employment in the field of Exercise Science is available in a number of different settings. Our students should have a broader base of courses from which to choose in order to prepare for specific occupational and certification requirements.

Many courses throughout the university are being offered only once a year. These limited offerings necessitate more time than is desirable to complete the degree. Exercise Science continues to attract a growing number of students from various backgrounds, all of whom deserve alternative course selections which will prepare them for specific employment opportunities within a reasonable amount of time, i.e. B.S. degree in four years.

As an example, Physical Therapy and Exercise Science are closely allied fields of study. These changes will provide an attractive alternative major for those Physical Therapy applicants who do not get chosen for the program. Upon completion of their two year pre-professional courses, these students can complete the Exercise Science program in only two more years rather than selecting an entirely different program.

These changes are not expected to impact any departments, enrollments, budgets, or equipment requirements.

NOTE TO READERS:

Highlighted courses on Attachment B are proposed alternative courses which will meet current degree requirements. No other changes are proposed. Please compare with Attachment A to see changes.

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

Date December 8, 1995 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report University Curriculum Committee (UCC)

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

Appointed charter

Names of Committee Members: Haiyang Chen, Gregory Claypool, Dennis R.

Henneman, Shakir Husain, Robert Levin, Loretta M. Liptak, Joe Multari,

Tod S. Porter, Sharon P. Shipton, Eric J. Wingler, and Harold Yiannaki.

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): The attached proposals have been approved by the UCC and circulated through the proper channels. There are no objections. The UCC's report serves as final approval of proposals. No Senate action is required.

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: _____

NYC
Chairman (please initial)

University Curriculum Committee Report (12/8/95), p.1

96-1 HPES	College of Health & Human Services 518. <i>Gymnastics 3</i> . Techniques of coaching, spotting, and/or performing, with emphasis on methods and advanced skills. Prereq.: HPES 517 or competition experience or consent of instructor.	(Delete) 1 q.h.
96-2 HPES	College of Health & Human Services 527. <i>Handball</i> . Handball rules and techniques for singles and doubles play. Basic strategy and skill development are emphasized.	(Delete) 1 q.h.
96-3 HPES	College of Health & Human Services 534. <i>Synchronized Swimming</i> . Fundamentals of synchronized swimming, stunts, and aquatic art. Individual and group work on selection and development of swimming and routines. Prereq.: Intermediate swimming ability.	(Delete) 1 q.h.
96-4 HPES	College of Health & Human Services 546. <i>Folk and Square Dance 2</i> . Intermediate and advanced folk and country dances, materials, and practice. Prereq.: HPES 545 or consent of instructor.	(Delete) 1 q.h.
96-5 HPES	College of Health & Human Services 547. <i>Advanced Balkan and Mediterranean Folk Dance</i> . Traditional dances of the Balkan and Mediterranean countries, with emphasis on style and refinement of skills. Prereq.: HPES 546 or consent of instructor.	(Delete) 1 q.h.
96-6 HPES	College of Health & Human Services 633. <i>Water Polo</i> . Skills, organization, rules, and strategy of water polo. Prereq.: Advanced swimming ability.	(Delete) 1 q.h.
96-7 HPES	College of Health & Human Services 658. <i>Techniques of Officiating Gymnastics</i> . Analysis and interpretation of rules and skills; theory and practice of judging gymnastics. Prereq.: HPES 517.	(Delete) 2 q.h.
96-8 HPES	College of Health & Human Services 660. <i>Techniques of Officiating Field Hockey</i> . Analysis and interpretation of rules; theory and practice of officiating field hockey. Prereq.: HPES 500.	(Delete) 2 q.h.
96-9 HPES	College of Health & Human Services 756. <i>Coaching of Individual Sports</i> . Theory, methods, organization, and techniques of teaching, and coaching individual sports such as golf, tennis, and swimming. Prereq.: HPES 750.	(Delete) 2 q.h.

University Curriculum Committee Report (12/8/95), p.2

96-10 HPES	College of Health & Human Services (Delete) 785. <i>Teaching of Modern Dance</i> . Methods and materials of teaching modern dance. Prereq.: HPES 541. 2 q.h.
96-11 HPES	College of Health & Human Services (Delete) 763. <i>Internship in Elementary Physical Education</i> . Supervised elementary school experiences including teaching, video tape evaluations, use of media, team teaching and interdisciplinary approaches. Prereq.: HPES 768. 3 q.h.
96-18 SEDUC	College of Education (Change) 570. <i>Advanced Critical Thinking and Reading</i> . Designed to assist students with transition to the university setting. Students critically analyze the role of the learner, the purpose of education and university life in general. Emphasis is on the development of systematic information processing, critical thinking, and reading and learning strategies. Prereq.: 565 or English Placement Test results. 4 q.h.
96-20 ECON	College of Arts and Science (Delete) 631. <i>Principles 3A: Economic Issues</i> . Designed to suit the needs of Economics and other liberal arts majors. Economic analysis applied to problems in labor, agriculture, antitrust regulation, social welfare and poverty, urban areas, environment, international trade, international finance, and less developed countries. Not applicable toward a major in Economics if student has taken ECON 632. Students who have completed ECON-522 will not receive credit for this course. Prereq.: ECON 630. 4 q.h.
96-21 ECON	College of Arts and Science (Change) 632. <i>Principles 3 International Economics</i> . Determinants of a nation's exports and imports of goods and services. The effects of free and restricted international trade on a nation's welfare, income, and employment structure. Balance of payments problems, exchange rate regimes and currency unification. International investment and regional development. Students who have completed ECON 622 will not receive credit for this course. Prereq.: ECON 630. 4 q.h.
96-33 HPES	College of Health & Human Services (Change) 646. <i>Health Deviation Self-Care Requisites</i> . Knowledge from basic and clinical science is applied to the understanding of biological alterations which affect individual's ability to perform self-care activities. Prereq.: BIOL 710, 792, 793 and either 702 or 787. 5 q.h.

University Curriculum Committee Report (12/8/95), p.3

96-34 NURSG	College of Health & Human Services (Change) 743. <i>Leadership</i> . Leadership concepts, theories and roles are explored as they related to the practice of professional nursing. Prereq.: COMM 550 and NURSG 741 or admission to RN track. 3 q.h.
96-35 NURSG	College of Health & Human Services (Change) 750. <i>Nursing Process and Clinical Pharmacology</i> . Nursing implications of drug therapy with emphasis on clinical decision making, client education, and self-care. Prereq.: NURSG 646,645, BIOL 793. 4 q.h.

TO: Full-Service Faculty, Administration, and Student Government

FROM: Bege K. Bowers, Secretary, Academic Senate

SUBJECT: Meeting of the Academic Senate
Wednesday, February 7, 1996, 4:00 P.M.
Room 132 DeBartolo Hall

AGENDA

1. Call to Order.
2. Approval of Minutes for November 1, 1995 (left over from January agenda).
3. Report of the Charter and Bylaws Committee.
4. Senate Executive Committee Report.
 - A. Report from Chair
 - B. Faculty Advisory Committee to the Chancellor
5. Report of the Elections and Balloting Committee.
6. Reports from Other Senate Committees.
 - A. Academic Standards Committee
 - B. Academic Program Committee—committee's January report was attached to January agenda, pp. 2-45; no report submitted for February.
 - C. Curriculum Committee—see attached, pp. 2-5; January report was attached to January agenda, pp. 46-49.
 - D. Academic Planning
 - E. Integrated Technologies
 - F. University Outreach
 - G. Library
 - H. Academic Research
 - I. Student Academic Affairs
 - J. Student Academic Grievance
 - K. Honors
 - L. Academic Events
7. Unfinished Business.
8. New Business.
9. Adjournment.

Stay updated on Academic Senate matters via the on-line Academic Senate Newsgroup, which you can reach through Pine.

- 96-12 College of Arts and Science (Add)
 GEOL 716. *Environmental Impact of Abandoned Mines*. Mining methods, types of mines, information retrieval, mine stabilization, and the effects of abandoned mines on the environment and human activities, especially of deep coal mines in the Mahoning Valley and adjacent areas. Prereq.: CIS/CSC/520 or equivalent plus GEOL 505 and either 608 or 611. Three hours of lecture and one and one-half hours of laboratory per week. 4 q.h.
- 96-13 College of Arts and Science (Add)
 GEOL 614. *Mesozoic Dinosaurs and Other Reptiles*. A survey of major mesozoic dinosaurs and reptiles, including discussion on their environment, organic evolution, diversity and controversies pertaining to their classification and extinction. Prereq.: GEOL 513. 4 q.h.
- 96-22 College of Health and Human Services (Change)
 NURSG *643L. *Therapeutic Self-Care Requisites Laboratory*. Practical application of interpersonal and psychomotor skills necessary to conduct a comprehensive assessment of the self-care agency. Seven hours of laboratory each week. To be taken concurrently with NURSG 643. 3 q.h.
- 96-23 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. 5 q.h.
- 96-24 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. 6 q.h.
- 96-25 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 determined origin, treatment, and recovery. Eight hours of laboratory each week. To be taken concurrently with NURSG 742. 4 q.h.

*Additional fee required.

- 96-26 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. 4 q.h.
- 96-27 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 antepartal, intrapartal, and post-partal phases. Eight hours of laboratory each week. To be taken concurrently with NURSG 830. 4 q.h.
- 96-28 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. 4 q.h.
- 96-29 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. 4 q.h.
- 96-30 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. 4 q.h.
- 96-31 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. 4 q.h.

*Additional fee required.

