



*Academic Senate*  
*Youngstown State University*  
*Youngstown, Ohio 44555*



**ACADEMIC SENATE MINUTES**

February 2, 2000

**Note: Submit agenda items for the March 1 Senate meeting to Bege Bowers, English Department, by noon on Friday, February 18. Provide both a hard copy and a disk copy in Word 6/95 or rich text format. A downloadable cover sheet is available at the web site:**

[<http://www.yzu.edu/acad-senate/>](http://www.yzu.edu/acad-senate/)

**For the third time this academic year, there was no sound on the tape of the Senate meeting. I have summarized the meeting from my typed notes. It is imperative that you submit both a hard copy and a disk copy of your reports and statements to ensure accurate records. (BKB)**

**Click on the links in the table to go directly to a specific section of the minutes.**

<a href="#">Actions</a>	<a href="#">Previous Minutes</a>	<a href="#">OFC Report</a>	<a href="#">Overview</a>	<a href="#">New Business</a>
<a href="#">Academic Events Committee</a>	<a href="#">Academic Planning Committee</a>	<a href="#">Academic Programs Committee</a>	<a href="#">Academic Research Committee</a>	<a href="#">Academic Standards Committee</a>
<a href="#">Charter &amp; Bylaws Committee</a>	<a href="#">Elections &amp; Balloting Committee</a>	<a href="#">General Education Committee</a>	<a href="#">Honors Committee</a>	<a href="#">Integrated Technologies Committee</a>
<a href="#">Library Committee</a>	<a href="#">Senate Executive Committee</a>	<a href="#">Student Academic Affairs Committee</a>	<a href="#">Student Academic Grievance Comm.</a>	<a href="#">University Curriculum Committee</a>
<a href="#">Sign-in Sheet</a>	<a href="#">Appendices</a>	<a href="#">University Outreach Committee</a>	<a href="#">Unfinished Business</a>	<a href="#">Return to Senate Homepage</a>

**Overview of meeting:**

**Topics presented/discussed:** [Jim Morrison's remarks on the YSU presidential search](#) and the need for better communication with the Board of Trustees; [Academic Standards Committee's distribution of material on minors and conditional admission](#), to be discussed at the March Senate meeting; procedures for resolving issues related to the [proposed Finance program](#); changes in [general education courses](#) that were attached to the agenda; procedures for submitting proposals for courses to [substitute](#) for general education courses; Tom Shipka's [letter](#)

[to the \*Vindicator\*](#) concerning the appointment of David Sweet (Appendix C).

[Top of Page](#)

---

### Actions:

- **The following [motion](#) carried:** that the Academic Programs Committee report back to the Senate next month with either a recommendation to approve the Finance program, a recommendation not to approve the program, or a statement that the committee takes no position. (The motion also stipulated that this procedure be adopted as official policy for handling disputes about approval of programs.)
- **The following [motion](#) was made, but no vote could be taken because of the loss of a quorum:** that the Senate formally request that the University counsel research the individual liability that faculty will incur because we don't have the resources [i.e., a catalog] to advise appropriately for the fall semester.

[Top of Page](#)

---

### Call to Order:

Jim Morrison, chair of the Academic Senate, called the meeting to order at 4:08 p.m.

[Top of Page](#)

---

### Minutes of the Previous Meeting:

Minutes of the 19 January 2000 Senate meeting were approved as corrected in the web version of the January 19 minutes. Click [here](#) to view the correction (then click your "Back" button to return to the February minutes).

[Top of Page](#)

---

**Senate Executive Committee / Report from the Chair:** Jim Morrison made the following remarks concerning the YSU presidential search and the need for better communication with the Board of Trustees:

Now that the presidential search is concluded, I thought it appropriate to give my final report on my participation in the search. I thought it might best be titled "What a Long Strange Trip This Has Been" (apologies to the late Mr. Garcia).

Several of you who were upset by the result have approached me concerning whether a vote of no confidence in the Board should be taken. I have urged against such a move for several reasons, most of which—I hope—will be clear before I'm done.

### **Brief History of the Search, Part One**

As you will recall, two representatives from this body, Bege Bowers and I, were selected for the Presidential Search Advisory Committee last spring. The committee's first task was to write/approve a statement of desirable characteristics of a YSU president. At the meeting in which we approved the statement and other search materials, it was announced that the statement would have to be submitted to the entire Board before it could be released.

At a special meeting of the Board, a bulleted item concerning interest and experience in expanding two-year programs was added. Then, the statement of desired characteristics was disseminated to the campus; many faculty became concerned that the item concerning two-year programs signaled an attempt to turn us in the direction of a community college. I and others presented those concerns to the Search Advisory Committee; those concerns appeared in print.

This prompted Bruce Beeghly to respond at the next meeting of the Search Advisory Committee, at which he stated that the Board was concerned about the drop in graduates of two-year programs. Since his response was the only public portion of an otherwise-closed meeting, it became the Sunday-morning headline story, to the effect that the Board was mandating expansion of associate degrees. This, of course, raised even more concern. While there was some softening by some—especially President Cochran—there was no real attempt to retract on the part of Board members, and, in fact, a question about two-year program expansion was asked of all interviewed candidates.

Of the almost 70 applicants for the presidency, the committee selected 15 for intensive reference checks; and 10 of those were interviewed in Cleveland. We were directed by the Board to present them with four to six candidates, unranked as to preference. We gave the board five names. Throughout the process, I felt matters proceeded in as open as possible a manner; differing perspectives were expressed, and I felt that each candidate had been treated fairly. Based on the information that the committee members had at that time and on the interviews we conducted, the five were a very clear consensus.

The committee's work was done.

### **Round Two—On-Campus Visits and Interviews**

I asked for and was granted interview time for the Senate Executive Committee and Graduate Council members with each candidate. These times were to be in addition to the meetings open to various constituencies. I attended four different sessions for each candidate, including an evening reception attended by community members, University retirees, and several Board members.

I began to get the strange feeling that there was a change in behavior on the part of some—that, especially during the last week, some members of the Board were simply not listening to what the candidates were saying, as if their minds were made up and focused only on the Friday night meeting.

I have publicly stated my keen disappointment in the results of last Friday's Board meeting—not just who was selected, but the why. I would feel much better if I felt that each candidate had been given a fair hearing, that on-campus reactions had been truly weighed. The reaction of many—already suspicious of a process that began its finale only a very few hours after the last candidate interviews were concluded—was that perhaps we had been subjected to an unnecessary two-and-one-half-week dog and pony show.

We all should be clear: the Board conducted its legally required duties in selection of the next president. In the final analysis, it is their responsibility, and no one else's. Absent any evidence of chicanery, we all must accept the

outcome and move on without further fussing. But I remain concerned about what has been said by some members of the Board, some in public statements, some in not-so-public ways. Together, the statements seem contradictory and sometimes contrary to the choice that was made. A few examples:

For some, the two-year program expansion is a hot-button item. But Dr. Sweet's knowledge of subsidy formula with its punishment of general-studies offerings is as thorough as anybody's, and he has made clear his pessimism concerning likely change. Further, his experience in program development is at the graduate level.

Some seem to have a misty-eyed desire to return to the YSU of the early 1970s—before Black Monday; when CAST was overrun with associate-degree candidates (many in Nursing). It was a time when we did no recruiting, when we had a president who seemed to view us as something like a fifth-year high school, and when suggestions about political activism and advocacy in Columbus were met with a response akin to finding a dead mouse under his dinner napkin. That was then, and this is now. Any attempt to return to what we were then would be logically to negate the progress we have made since and that we can make in the near future.

The strangest comment from a Board member was that YSU has become an “elitist” institution. What could that be about? Honors programs? New masters degrees? External funding of research? Expectations of scholarship for faculty? These are negatives? Also, one member stated that he or she would not support a particular candidate unless that person promised to clean house (Tod Hall). OK? But then what?

It would seem that some Board members are ignorant of what we have been about and why we have been doing it. And we must admit our ignorance of the orientations and concerns of the Board. Perhaps we need to remember that our role as educators extends beyond the classroom and laboratory and that we need direct attention to other members of the University community, including members of the Board.

I attribute much of the mutual ignorance to our present structure of communication within and without the University. It is almost as if a curtain is drawn between the majority of the faculty, staff, and students on one side and the Board members on the other. Dr. Sweet comes from a University with a Board like ours, with a faculty senate somewhat like ours. I believe the CSU Senate has formal access to the Board through appointments of a faculty representative to each Board committee. These representatives are of course non-voting, but the opportunity for two-way communication about concerns is established without any attempt to bypass the administration. I will propose to the Executive Committee that we should promptly and seriously consider ways to structurally change our communications, formal and informal, with the Board and with the president.

In the mean time, if there are those who wish to express their opinions and views on the above matters directly to the Board, then I invite them to a meeting in the Psychology Department conference room at noon on Friday, February 4, to discuss matters of mutual concern.

By whatever means, we must also clearly communicate to the Board that the faculty and staff are at the center of program development, not just delivery, and thus we need to be involved at all stages. This means that we refuse to remain the victims of jingoistic PR or mindless marketing ploys. For example, the most recent marketing survey conducted for the University showed several respondents' wanting an Associate in Nursing degree at YSU, and the question was then put to the department, “Why can't we have one?” I was reminded of another rock group's line, which I will butcher as follows: “You can't always get what you want, but—if you're lucky you may get what you need.” Marketing surveys for education are collections of wants; it is we who must do the needs analysis. From that, I suspect we will conclude that if YSU is to be the school of choice, it will be because of the strength of its baccalaureate programs, then master's programs as needed, then associate-degree programs in technical areas.

**Boards of Trustees are legally responsible for the operation of the state universities. Presidents are responsible to the Board, but neither runs a university. YSU will continue one way or another, whoever occupies the president's and a Board seat. We will run very well if there are mutual trust and support, not so well if there are not. We owe it to the Board, certainly to Dr. Sweet, and most of all to ourselves to clearly define and make clear to all who we are; what we are, where we must go, what we need to get there.**

**In the meantime, let us be about welcoming Dr. Sweet to campus in proper fashion, and—Go Penguins.**

**Discussion followed:**

**David Porter: Please clarify the meeting at noon on Friday. What is it, and who is sponsoring it?**

**Jim Morrison: I am sponsoring it as an individual faculty member. Any statement we prepare can be forwarded to the Senate Executive Committee or sent directly to the Board of Trustees.**

[Top of Page](#)

---

**Ohio Faculty Council Report: No report.**

[Top of Page](#)

---

**Charter and Bylaws Committee: No report.**

[Top of Page](#)

---

**Elections and Balloting Committee: No report.**

[Top of Page](#)

---

**Academic Standards Committee: Louise Pavia, chair of the committee, apologized for omission of an attachment in the material the committee presented at the last Senate meeting. She distributed a handout concerning minors and conditional admission—topics the committee will bring before the Senate at the March meeting. (See [Appendix A.](#))**

**Pavia noted that the definition of minors has been on the committee's agenda since 1997-98. The material presented is not to be confused with the 2/3 rule or conversion to semesters. The question is, What do we feel constitutes a minor?**

**Megan Isaac: Do the hours on the handout refer to quarter hours or semester hours?**

**Pavia: Semester hours.**

**Academic Programs Committee:** Patricia Sarro, reporting for committee chair Kathylynn Feld, announced that the committee has almost finished processing programs for semester conversion. Two programs are still under review—the committee is awaiting clarifications. The Programs Committee rejected the proposed Finance program. The people who forwarded the program may adjust it, or there may be an appeal. Departments need to be sure students won't have to substantially exceed 124 semester hours.

**Pete Woodlock, chair of the Department of Accounting and Finance:** It's upsetting that the reason for the objection is the number of 4-hour courses. No pedagogical reason was given. The committee does a disservice in not discussing this matter further with the department. I hope we can resolve the matter and move forward.

A discussion of appeal procedures followed. Morrison noted that the Senate Executive Committee formulated temporary procedures for the Programs Committee, the Curriculum Committee, and the General Education Committee last year. According to those procedures, the Programs Committee should follow procedures parallel to those of the Curriculum Committee, which has an appeals process. However, there is confusion about that process.

Morrison expressed hope that the Programs Committee will accept a request for an informal appeal and see if a resolution can be reached. If none is reached, the committee can bring the matter to the floor of the Senate, outline the issues, and take one of three actions: recommend that we approve the program, recommend that we not approve the program, or take no position. The Senate would then vote on the program.

**David Porter moved that Morrison's comments be adopted as official policy: that the Academic Programs Committee report back to the Senate next month with either a recommendation to approve the Finance program, a recommendation not to approve the program, or a statement that the committee takes no position.**

**The motion was seconded, a vote was taken, and the motion carried.**

**University Curriculum Committee:** Tammy King reported for Patricia Hoyson, chair of the Curriculum Committee, who was teaching. The committee has finished processing most of the courses for semesters and plans to complete that work by Monday, February 7. (The report actually occurred later in the meeting, but it is included here at its regular location in the minutes.)

**Academic Planning Committee:** No report.

**General Education Committee:** Bill Jenkins, committee chair, referred to the items the committee had attached



to the agenda for February 2.

He noted that three courses on the list have been renumbered: ECON 1500A should be 1501; ECON 1500B should be 1502; and ECON 1500C should be 1503.

The circulation period for four of the courses attached to the agenda will end Friday, February 4: courses 990078, 90118 [mistyped for 990118?], 990051, and 990097. If no objections are received, they will be certified.

Jenkins noted again that courses certified for general education are listed on the general education web site at <http://www.ysu.edu/ger/GERlist.html>. You can download a complete list there.

David Porter noted that the prerequisite for course 990139 (POLIT 2640) should be worded "POLIT 1550 or 1560," not "POLIT 1550/1560."

As noted on the agenda, the committee had planned to make a motion concerning the theatre courses listed on page 9 of the hard-copy agenda. However, because Tod Porter and others have withdrawn their objection to the courses, the committee is dropping the motion. The two courses are appended as required by the procedures of the GEC. See Tod Porter's memo in [Appendix B](#).

Jenkins noted that the committee has finished getting regular and substitute courses in place; has cleared some capstone and intensive courses; and is looking forward to receiving proposals for intensive components as soon as possible. Writing-intensive courses must be on the upper-division level. Each department should try to have at least two of those courses. One of the oral-communication courses can be an upper-division course in the major, and the GEC encourages each department to have one. The committee also welcomes critical thinking-intensive courses from the majors. The committee has received few proposals for intensive and capstone courses. Try to get intensive and capstone proposals to the General Education Committee by the end of winter quarter.

For informational purposes, Charles Singler asked Jenkins to comment on the issues related to approval of the theater courses as substitute courses and to the objection that followed.

Jenkins referred to the similar subject matter of substitute and general education courses, to the heavy credit and accreditation demands of the theater program, to the question of breadth versus depth, and to the courses' upper-division status.

Singler acknowledged that the task of reviewing the many courses submitted from across the University for general education approval has been monumentally time consuming and that the General Education Committee should be recognized for that service. One consequence, however, has been that communication with the general University population about the specific guidelines, criteria, and procedures beyond those of the criteria to satisfy goals has not occurred. Some faculty have raised questions to Singler about these and other matters, including some related to possible overlap of responsibilities with other Senate committees.

Singler asked Jim Morrison whether he would accept these comments as a referral to the Senate Executive Committee for its consideration. Morrison responded affirmatively.

Jenkins: Specifics of Dr. Singler's concerns have not been sent to the GEC committee. I think it would be appropriate to discuss those concerns with the GEC. The GEC has gone to the Curriculum Committee and discussed some of the instances (such as the numbering of some courses) where we've asked for changes. I don't object to the matter's being forwarded to the Senate Executive Committee, but the GEC needs to be apprised of

**your concerns.**

**Singler:** To some extent we have done that. We attended some meetings of the GEC and disagreed about some things. I think the Senate Executive Committee will serve as an objective third party. We're concerned that we don't know what criteria are being used.

[Top of Page](#)

---

**Integrated Technologies and University Outreach Committees: No reports.**

[Top of Page](#)

---

**Library Committee:** Tom Atwood reported that the Library Committee met and will submit a budget at the next Senate meeting. Because of the 6% budget cuts, the committee feels that many departments can no longer afford to subscribe to so many journals. Each department has received a list of the journals to which it subscribes, the cost of each of those journals, and the journals that are available online. The committee will recommend a \$1.5 million budget.

[Top of Page](#)

---

**Curriculum Committee:** Tammy King asked to report for the Curriculum Committee. See the [report above](#), listed immediately after the Academic Programs Committee report.

[Top of Page](#)

---

**Academic Research, Student Academic Affairs, Student Academic Grievance, Honors, and Academic Events Committees:** No reports.

[Top of Page](#)

---

**Unfinished business:** None.

[Top of Page](#)

---

**New business:**

**Item 1**—Tom Shipka: I rise for a point of personal privilege. I am chair of the Department of Philosophy and Religious Studies, an at-large senator for the College of Arts and Sciences, and an elected member of the Senate Executive Committee. I would like to have attached to the minutes a letter I will send to the *Vindicator*.

**The parliamentarian ruled that Shipka could present the letter, which addresses the choice of David Sweet as**



president. Shipka read the letter, which is attached to these minutes as [Appendix C](#).

**Item 2—David Porter:** Like others of you, I read a memo signed by Nancy White that said we won't have catalogs when advising for semesters begins. If one of us gives bad advice to a student and the student has to go an extra semester, we personally can be sued. This is an awkward position for us to be in—to be asked to advise without the most important document we need to do so.

**Porter moved that the Senate formally request that the University counsel research the individual liability that faculty will incur because we don't have the resources to advise appropriately for the fall semester.**

The motion was seconded, and someone asked if we still had a quorum. A count showed that only 36 senators remained. No further business could be conducted, so no vote was taken.

[Top of Page](#)

---

**Adjournment: The meeting adjourned at 5:15 p.m.**

---

[Appendix A: Academic Standards Committee Report on Minors and Conditional Admission](#)

[Return to Academic Standards Committee Section of Minutes](#)

[Top of Page](#)

---

### **Appendix B: Memo to Accompany General Education Committee Report**

To: William Jenkins  
From: Tod Porter, Chair, Department of Economics TP  
Re: Withdrawal of objection  
Date: February 2, 2000

The objection to including Theater 4860 and Theater 4891 as a substitute course in the General Education program by James Morrison, Martha Pallante, Allan Viehmeyer, William Binning, John White, and myself is being withdrawn.

However, we continue to believe that the inclusion of these courses and some other courses approved by the committee are at odds with one of the primary goals of general education: insuring breadth in students' curriculum. We feel the issue is serious enough that the work of the General Education Committee should be reviewed. Specifically, we would suggest the following three steps:

1. The General Education Committee should produce a set of guidelines describing the criteria which were used to determine if courses qualified for inclusion in the General Education curriculum. The guidelines should include specific criteria for each domain area.

2. The Senate Executive Committee should review the decisions of the General Education Committee to insure that they are consistent with the guidelines.
3. The cumulative effect of the committee should be reviewed to see if they are consistent with the goals of general education, especially in the area of breadth.

The new general education program represents a substantial change from our previous model. Now that the committee has completed the bulk of its work, it is reasonable to step back and ask whether this new approach has actually resulted in a curriculum that is likely to achieve the stated objectives of general education.

[Return to General Education Committee Section of Minutes](#)

[Top of Page](#)

### **Appendix C: Tom Shipka's Letter to the Editor of the *Vindicator***

February 1, 2000

Editor of *The Vindicator*:

Dr. Nancy White from YSU had harsh words in a *Vindicator* story about the selection of Dr. David Sweet as YSU's next president. While she may be disappointed that the finalist that she preferred was passed over, she should take a fresh look at Dr. Sweet's credentials and give him and his leadership team a chance. Invective and whining are not what our university or our community need as we face daunting challenges.

As a member of the Executive Committee of the Academic Senate, I received the applications and resumes of the five finalists, participated in interviewing them, and filled out evaluation sheets on each as requested by the trustees. I found the credentials of Dr. Sweet especially strong.

Dr. Sweet has taught at the undergraduate and graduate levels at the University of North Carolina, The Ohio State University, and Cleveland State University. His degrees were awarded by universities with fine reputations — Rochester, North Carolina, and Ohio State. He is author, editor, or co-editor of five books. He is author or co-author of twenty-eight chapters in books, monographs, and journal articles. He has written extensively on urban universities and urban and industrial development in periodicals and newspapers. He has given approximately one hundred twenty-five papers and addresses on these same subjects throughout the country. He has published thirty-one commissioned research reports for which he was project director or principal author. Only a tiny fraction of Ph.D.'s achieve this level of scholarly productivity in a career.

He has held significant positions in state government under Democrat and Republican Governors and enjoys respect on both sides of the aisle in the Ohio General Assembly. He has worked hand in glove with the Ohio Board of Regents for years and currently chairs the Regents' Urban University Program. He has also been a dean of a college with nationally recognized programs in city management and public policy.

Beyond this, Dr. Sweet's campus, professional, and public service record has brought him dozens of awards and accolades.

Only time will tell whether Dr. Sweet fulfills our hopes and expectations. As for the trustees' decision, based on the evidence before them, they acted responsibly and deserve to be congratulated, not maligned.

**Appendix D: Sign-in Sheet (Scanned Image)****ACADEMIC SENATE ATTENDANCE February 2, 2000****Arts and Sciences**At Large

*J* Martin Berger  
*BAB* Heye K. Bowers  
*BH* Robert Hogue  
*WJ* William Jenkins  
 Thomas Maraffa  
 Daryl Mincey  
*JEH* James C. Morrison  
 Nate Ritchey  
*Tom* Thomas A. Slipka  
*CS* Charles Singler

Departmental

*DA* David Asch, Biology  
*RS* Ronald Shaklee, Geography  
*SB* Servio Becerra, For. Lang.  
*JC* Jeffrey Children, Psychology  
 Julian Madison, History  
*RB* Richard Bee, Economics  
*JA* James Andrews, Physics & Ast.

Departmental (Cont'd)

Robert Kramer, CSIS  
 John Jackson, Chemistry  
*MJ* Megan Isaac, English  
 Jeffrey Dick, Geology  
*H/SL* Richard Goldtwait, Mathematics  
*JC* J.-C. Smith, Phil. & Rel.  
*DP* David Porter, Pol./Soc. Sci.  
*RW* Robert Weaver, Soc./Anthropology

**Business Administration**At Large

*DB* Dennis Bensinger  
*GC* Gregory Claypool  
 James Daly

At Large (Cont'd)

*JK* James Kohut  
 David Law  
*RV* Ron Volpe

Departmental

*JH* Inez Heal, Accounting & Finance  
*AK* Anthony Kus, Management  
 Bart Kittle, Marketing

**Education**At Large

Dora Bailey  
*JTB* Janet Beary  
*DR* Denise Da Ros

At Large (Cont'd)

Bill Evans  
*LS* Lea Schaipe  
*NS* Nancie Shillington

Departmental

*JFW* Joyce Feist-Willis, Teacher Ed  
*JLC* JoLynn Carney, Counseling  
*NR* No rep for 1999-2000, AR&C

**Engineering and Technology**At Large

*RM* Robert McCoy  
 Philip C. Munro  
 Elvin B. Shields

Departmental

Shakir Husain, Civil/Environ.  
 and Chemical Engineering  
 Duane F. Rost, Electrical Engineering  
 Ganesh Kudav, Mechanical/Industrial & Systems Engineering

Departmental (Cont'd)

James C. Zupanic, Technology

**Fine and Performing Arts**At Large

*LB* Laura Buch  
*DF* Darla J. Funk  
*DR* Dennis R. Hemmenan  
 Greg Moring

At Large (Cont'd)

*ARM* Allan R. Mosher  
*JM* John Murphy  
*PS* Patricia Sarro

Departmental

*RK* Richard Krueger, Art  
 Ed Largent, Music  
*FC* Frank Castronovo, Comm. & Th.

**Health and Human Services**At Large

*KA* Kathleen Akpam  
*LA* Louise Aurilio  
*JN* John Neville  
*LP* Louise Pavia

Departmental

*KF* Kathylynn Feld, Health Prof.  
 Marcia Matanin, HPES  
*RC* Robert Campbell, Human Ecol.

Departmental (Cont'd)

*EG* Elaine Greaves, Crim. Jus. *JK*  
 Marsha Kuite, Nursing  
 Shirley Keller, Social Work  
 Cathy Parrott, Physical Therapy

**Administration**

*CA* Cynthia E. Anderson  
*TA* Thomas C. Atwood  
*BB* Barbara H. Brothers  
*MA* Margaret A. Collins

*BD* Bassam Deeb  
*JE* Janice G. Elias  
*CM* Clara M. Jennings  
*PJK* Peter J. Kasvinsky  
*BJL* Betty Jo Licara  
*GM* Gordon E. Mapley  
*GM* George E. McCloud  
 G. L. Mears

*VM* Virginia L. Mears  
 James J. Scanlon  
*CS* Charles A. Stevens  
 John J. Yemma

**Students**

**Students**

*PL* At Large  
 Paul Brenner  
 Lauren Hamilton  
*DL* Donna Lonnoc  
 Chris Marmore  
*BL* Brandon Schneider

*MGV* School/College  
 Matthew Vansuch, A&S  
 [Vacant], Ed  
 Francine Dilullo, E&T  
 Ed Ross, FPA  
 Heather Chandler, HFIS  
 Lumi Strimbu, WCBA

School/College (Cont'd)  
 [Vacant], Grad. School

Other  
*PH* Robert Harvey, Pres.  
*MA* Maria Carano, VP  
*TA* Tara Mauch 2<sup>nd</sup> VP

*Revised 10/13/99*

[Top of Page](#)

[Return to Top of Page](#)

[Return to Senate Homepage](#)

**For further information, e-mail [Bege Bowers](#).**



*Academic Senate*  
*Youngstown State University*  
*Youngstown, Ohio 44555*



---

**Academic Standards Committee Report: Minors and Conditional Admission**  
**Appendix A to February 2, 2000, Senate Minutes**

[ASC Memo](#)

[Statement on Minors](#)

[Conditional Admission](#)

---

**Interoffice Correspondence (Minors and Conditional Admission)**

TO: Academic Senate

FROM: Academic Standards Committee:

Frank Castronovo, Communication & Theater -  
[fcaastro@www.yosu.edu](mailto:fcaastro@www.yosu.edu)

Joan DiGiulio, Social Work - [JFDiGiulio@aol.com](mailto:JFDiGiulio@aol.com)

Joyce Feist-Willis, Teacher Education -  
[jawillis@www.yosu.edu](mailto:jawillis@www.yosu.edu)

John Jackson, Chemistry - [jajackson@www.yosu.edu](mailto:jajackson@www.yosu.edu)

Philip Munro, Electrical & Computer  
Engineering - [pcmunro@www.yosu.edu](mailto:pcmunro@www.yosu.edu)

Martha Pallante, History - [FR160101@ysub.yosu.edu](mailto:FR160101@ysub.yosu.edu)

Louise Pavia, Human Ecology - [jwp645@aol.com](mailto:jwp645@aol.com)

Helen Savage, Accounting and Finance -  
[hsavage@www.yosu.edu](mailto:hsavage@www.yosu.edu)

Virginia Mears, Center for Student Progress –  
[amsts002@ysub.yosu.edu](mailto:amsts002@ysub.yosu.edu)

George McCloud, Fine & Performing Arts -  
[gmccloud@www.yosu.edu](mailto:gmccloud@www.yosu.edu)

Brandon Schneider, Student Rep -  
[brandons@cis.yosu.edu](mailto:brandons@cis.yosu.edu)

Kathlynn Feld, Chair, Academic Programs  
(ex officio)

Patricia Hoyson, Chair, University Curriculum  
(ex officio)

DATE: February 2, 2000

RE: Information on Minors and Conditional Admission

Below is information related to Minors and Conditional Admission that the committee will present as formal motions in the March Academic Senate meeting. Comments and questions can be discussed with the committee members listed above. You are also invited to attend the next meeting of the Academic Standards Committee scheduled for Tuesday, February 15, from noon to 2:00 PM in the Cardinal Room in Kilcawley Center.

[Top of Page](#)

---

## **MINORS**

### **Proposals from Academic Standards Committee**

**January, 2000**

A minor is an intellectual venture that broadens and deepens the student's intellectual growth. An intellectual framework and coherence are evident in the scope and sequence of the minor course of study. A minor is intended to contrast with or deepen the major or General Education and is to be taken in a discipline other than that of the major.

While all students are expected to complete a minor, certain degree programs require one. Please check with your academic advisor for specific information.

A minor consists of at least 18 hours of a specific sequence of courses, with grades of C or better. Upper-division courses must comprise at least 1/3 of the credit hours in the minor.

A minor is designated on the student's transcript and appears on the student's diploma.

The department offering the minor will develop the specific pattern or sequence of courses to comprise the minor and be responsible for certifying that a student has completed a minor. Prior to offering a minor, the minor program of study is approved through the program approval process. Once approved, departmental requirements and specific courses for the minor are published in the undergraduate bulletin.

An individualized minor may be developed and approved through the ICP process. An interdisciplinary minor is likewise developed and approved through the same process. Transfer students may also use the ICP process for approval of a minor course of study.



## Material on Conditional Admission

January 6, 2000

To: Academic Standards

From: James Scanlon and Deans' Council

Re: High School Preparation—Pre-College (pp. 10-11 of 1999-2000 *Undergraduate Bulletin*): 16 units or Conditional Admission

Background: Changes are needed so that catalog language reflects YSU (1) practice, (2) policy and the concepts of OBOR upon which that policy is based, (3) changes in general education and the new semester courses and curriculums, and (4) our expectations of the level of proficiency and the knowledge required of our associate and baccalaureate graduates and the courses that will enable them to succeed in college and in life.

Experience of the last 15 years has demonstrated the inefficacy of the deficiency model imposed by OBOR upon the state universities as a way to improve students' readiness to do college work. At the state level and at the universities, expectations of what a student should study in preparation for college (and thus know and in most instances build upon) have not changed, but the approach to how to best effect that readiness has increasingly become proficiency based. See pages 10-11 from the *Bulletin*.

### Changes needed:

1. From the first sentence "Pre-College: Students graduating from high school *after September 1985* ... should have completed the following college preparatory units *to be considered as having unconditional admission status*:" Drop the italicized phrases and the whole of the paragraph that begins "Students who have been admitted to the University with conditional status ...."

[Editorial change will drop the separate list for the associate degree and reflect differences within the single chart. The state has no separate list of expectations for associate degree students; the labeling of high school deficiencies is inoperative; and the numbers on the chart are wrong and add up to 17-18 rather than 16. The sentence "Students wishing to . . ." on is to be deleted. Individual programs may want to construct more particular advice and are free to do so. See, for example, the paragraph that begins "In addition, the Bachelor of Engineering. . . ."]

Rationale:

1. Students with high school deficiencies had never been categorized as "conditionally admitted" after we admitted them to the University. It has always been an inoperative phrase. In practice, each deficiency was treated as an individual instance, and the remedy was specific for that particular recommendation.
2. The category is operative only for International Student Applicants who do not have the specified level of English proficiency (see Index of 1999-2000 *Bulletin*).
3. General education course requirements now assure that all students in baccalaureate programs must take additional coursework in the areas of fine arts, laboratory science, mathematics (see chart), and societies and institutions, with foreign languages being the one exception.
4. Associate programs also establish their expectations in the areas of relevant high school preparation through major and general education requirements, with mathematics being one exception in a few programs.

To address the exceptions:

1. In the case of Mathematics for Associate Degree Students:

**All students must take 1501 or place into a higher level mathematics course.**

Rationale: In effect we would be assuring, that all graduates for two year programs had equivalent of 8th or 9th grade math skills.

2. In the case of Foreign Language for Baccalaureate Degree Students other than the Bachelor of Arts or Bachelor of Science who have College Foreign Language Requirements (see Arts and Sciences and Fine and Performing Arts):

Students must either:

A. Take Foreign Language 1500 [(see attached course description; this is a course designed for students who have had no foreign language study and whose college degree program requires no further coursework); a one semester course is replacing the present 1 year of foreign language study required of students who do not enter with 2 years of high school foreign language study].

B. Take a foreign language course in one of the foreign languages offered by YSU (courses require a placement exam to assure student's readiness to begin foreign language study at that level).

C. Provide proof of 2 years or more of high school foreign language study or its equivalence.

Chart on pp. 11 and 12 would remain as is with exceptions where needed for associate degree programs

(for example the note after Foreign Language would include the information that 2 years of Foreign Language Study is not an expectation for associate degree programs).

Editorial suggestion not needing senate action: Add a note that refers to the Academic Policies and Procedures Section for information on placement testing and how students take care of meeting our college expectations in English, Mathematics, and Reading. Foreign Languages should be added here.

This chart summarizes the changes for each of the areas.

<b>Quarters</b>	<b>Semesters</b>
<b>English—4 units</b>	<b>English—4 units.</b> ; No Change [high school deficiencies have never applied to this area; all coursework counts for credit; university requirement is completion of a specific course, not an hours requirement]
<b>Mathematics—3 units (2 for assoc.)</b>	<b>Mathematics—3 units (2 for assoc. degree)</b> Change: Developmental courses may count for elective credit.
<b>Foreign Languages—2 units in 1 Foreign Languages-2 units in 1 language in high school or 1 year of college language</b> <b>None for Associates</b> (501, 502, 503)-Credit is given for any college language study	<b>Foreign Languages—2 units in 1 Foreign Languages-2 units in 1 language in high school or 1 year of college language</b> <b>None for Associates</b> Change: 1 semester of a course designed for students who have not studied any foreign language
<b>Science (including a lab)—3 units</b> <b>Science for associate degree—2 units</b>	<b>Science (including a lab)—3 units</b> <b>Science for associate degree—2 units</b> Change: College Lab Science Requirement and coursework counts for general education instead of elective coursework
<b>Social Sciences—2 units</b>	<b>Social Sciences—2 units</b> No change: 2 courses in societies and institutions required in general education
<b>Fine and Performing Arts—1 unit</b>	<b>Fine and Performing Arts—1 Unit</b> No change—2 courses required in general education

[Top of Page](#)

For Information Purposes

Note: Change in Foreign Language Requirement for B.A. and B.S. degrees

<b>Quarters</b>	<b>Semesters</b>
B.A.—2 years of foreign language study in 2 languages or 5 quarters in one language [could also be satisfied by 4 years of foreign language study]	B. A.—completion of 2600 (intermediate) foreign language study—students begin FL study with either 1550 (elementary) or 2600 (intermediate) and may test out of 2600
B. S.—4 quarters of foreign language study	B.S.—completion of 2600; 2nd course in a foreign language sequence

Attachments:

Foreign Language 1500 course description; course descriptions of elementary and intermediate courses in a foreign language; diagram of mathematics sequence for different degree; catalog copy of 10 and 11. [Note from BKB: These were not attached in the material provided by the Academic Standards Committee.]

---

[Return to Top of Page](#)

[Return to February 2000 Senate Minutes](#)

[Return to Senate Homepage](#)