



Academic Senate
Youngstown State University
Youngstown, Ohio 44555



ACADEMIC SENATE MINUTES

May 3, 2000

Please submit agenda items for the June 7 Senate meeting to Bege Bowers, English Department, by noon on Friday, May 26. Provide a hard copy and a disk copy of your report and cover sheet in Word 6/95 or rich text format. A downloadable cover sheet is available at the Academic Senate web site:

[<http://www.ysu.edu/acad-senate/index.html>](http://www.ysu.edu/acad-senate/index.html)

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

Actions	Previous Minutes	OFC Report	Overview	New Business
Academic Events Committee	Academic Planning Committee	Academic Programs Committee	Academic Research Committee	Academic Standards Committee
Charter & Bylaws Committee	Elections & Balloting Committee	General Education Committee	Honors Committee	Integrated Technologies Committee
Library Committee	Senate Executive Committee	Student Academic Affairs Committee	Student Academic Grievance Comm.	University Curriculum Committee
Sign-in Sheet	Resolution on Benefits for Domestic Partners	University Outreach Committee	Unfinished Business	Return to Senate Homepage
Print or Download a Rich Text File of May 3 Minutes			Instructions for Printing Web Minutes in Black	

[Top of Page](#)

Overview of meeting:

Topics presented/discussed: [student representation on standing Senate committees](#), [deadline for declaring a major and minor \(if required\)](#), the [Adolescence Licensure Programs](#), [general education assessment recommendations](#), re-creation of the [Global Awareness Committee](#), [Resolution on Benefits for Domestic Partners](#).

[Top of Page](#)

Actions:

- **The following [motion carried:](#) to amend Bylaw 6 as follows:**

Remove the words “and student” from Bylaw 6: Section 1 (c).

Insert the following text as Bylaw 6: Section 1 (d) and reletter the rest of the subsections:

Student members may serve on no more than two committees or subcommittees unless serving as an ex officio, or liaison, member. A student may not simultaneously serve on both a subcommittee and its parent committee.

- **The following [motion carried:](#) that a major and minor (if required) must be declared by the time a student has completed 63 semester hours.**
- **The following [motion carried:](#) that the Adolescence Licensure Programs as originally circulated including Social Studies without FOUND 3708 be accepted. (See [Attachment 1](#).)**
- **The following [motion carried:](#) that we adopt for the upcoming year the assessment recommendations that were attached to the Senate agenda for May 3.**
- **The following [motion carried:](#) to refer to the Senate Executive Committee, for its consideration and recommendations, the re-creation of the Global Awareness Committee, as a committee of the Academic Senate. (See [Attachment 2](#).)**
- **The following [amended motion carried:](#) that the Academic Senate endorse the resolution on Proposed Benefits for Domestic Partners. [Click here](#) to see the resolution; click your “Back” button to return to these minutes.**

Call to Order:

Jim Morrison, chair of the Academic Senate, called the meeting to order at 4:16 p.m. We proceeded with an informational meeting until a quorum was reached at 4:29 p.m. No action was taken until after the quorum was announced during the Academic Programs Committee report. At that point, we returned to the beginning of the agenda to proceed with items that required a vote.

Minutes of the Previous Meeting:

Minutes of the Minutes of the 5 April 2000 meeting were approved as posted, with the correction noted in the agenda:

Early in the April 5 meeting, David Porter referred to a book titled *Academic Leadership*. The minutes list the author as Daryl Lemming. The correct name of the author is Deryl R. Leaming.

To view the April minutes, click [here](#); click your “Back” button as necessary to return to the May minutes.)

Senate Executive Committee / Report from the Chair: Jim Morrison reported that the Senate Executive Committee has mailed the committee-preference forms to solicit volunteers for standing and advisory committees. Two colleges have responded well; however, we need more volunteers from the College of Engineering, the College of Business, the College of Fine and Performing Arts, and the College of Education. The Senate *Charter* and *Bylaws* call for at least one representative from each college to serve on each committee; we cannot achieve that representation if people don't volunteer.

Ohio Faculty Council Report: Duane Rost submitted the following report concerning the OFC

meeting that was scheduled for April 14:

Quoting from Dr. Donna Phillips, chair, Ohio Faculty Council, on April 12, 2000, “I have heard from only 6 people who can attend and have received no agenda items. Therefore, I believe the wisest thing to do would be to cancel this month’s meeting. . . .” Two of those six people were Jim Morrison and myself.

I personally have grave concerns about the future viability of the Ohio Faculty Council when it passes up opportunities to work with and have inputs to Chancellor Chu. I worry that Chancellor Chu will no longer turn to the OFC with questions or look to the OFC for comments and commitments. I do hope I am unduly alarmed and that Jim Morrison and the new YSU OFC representative will be able to sustain the vibrancy and vitality of the Ohio Faculty Council.

Continue to check the Regents’ web site at <http://www.regents.state.oh.us> for new actions and more details. The next OFC meeting is May 19, 2000.

Representing the OFC, Rost read the Proposed Resolution on Benefits for Domestic Partners that was attached to the agenda for the May 3 Senate meeting. Click [here](#) to see the resolution; click your “Back” button to return to these minutes. As a member of the Senate Executive Committee, he informed us that the resolution will be referred to the YSU-Ohio Education Association and the YSU Administration and to their respective chief negotiators for consideration in the future.

[Top of Page](#)

Charter and Bylaws Committee: No report.

After a quorum was achieved, Jim Morrison asked Brandon Schneider, student representative at large, to present his proposed amendment to Bylaw 6: Appointed Chartered Committees. Schneider made the following motion:

1. Remove the words “and student” from Bylaw 6: Section 1 (c).
2. Insert the following text as Bylaw 6: Section 1 (d) and reletter the rest of the subsections:

Student members may serve on no more than two committees or subcommittees unless serving as an *ex officio*, or liaison, member. A student may not simultaneously serve on both a subcommittee and its parent committee.

Schneider noted that he has heard complaints that having students on standing committees often makes it one person harder to obtain a quorum. However, he has also heard that student input is

desired. The proposed amendment is designed to help alleviate the problem and to encourage interested students to participate on Senate committees (he noted that students perceive Student Government as being more active than the Senate, and thus they prefer to run for Student Government positions). Only three people are running for the twelve elected student positions in the Senate.

The motion was seconded, **a vote was taken, and the motion to amend Bylaw 6 carried.**

[Top of Page](#)

Elections and Balloting Committee: No report. Morrison noted that since Duane Rost is retiring from YSU, the Elections and Balloting Committee will solicit nominations for a new representative to the Ohio Faculty Council. Please consider this position seriously; it requires a commitment to travel to Columbus about once a month.

[Top of Page](#)

Academic Standards Committee: Louise Pavia, chair of the Academic Standards Committee (ASC), referred to the recommendation on declaring majors and minors that was attached to the agenda for the May 3 Senate meeting.

She also noted that Charles Singler has asked whether there is a form for proposing minors. She reported that Kathylynn Feld and the Academic Programs Committee are considering designing a separate form for this and will present it to the Senate Executive Committee.

After the arrival of a quorum, Pavia made the following motion on behalf of the committee:

The Academic Standards Committee moves that a major and minor (if required) must be declared by the time a student has completed 63 semester hours.

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

[Top of Page](#)

Academic Programs Committee: Kathylynn Feld, chair of Academic Programs Committee, reported on the status of the proposed Adolescence Licensure Programs (see [Attachment 1](#)). After a quorum was reached, she made the following motion on behalf of the committee:

I move that the Adolescence Licensure Programs as originally circulated including Social Studies without FOUND 3708 be accepted.

The motion was seconded, and discussion followed:

Patricia Hauschildt, member of the College of Education Undergraduate Curriculum Committee and the secondary program area of Teacher Education: I would like to object to passing this motion, because we believe the determination to eliminate Foundations 3708 was not made by the faculty or with our approval. The secondary faculty want to keep the course since it is our primary diversity course and we have been cited by NCATE and NCA for not having enough diversity on our campus. We prefer to negotiate with Foundations and ask that they merge their basic Introduction to Education course with the Foundations 3708 course. We prefer that the motion be tabled and the matter be handled in our College.

Phil Ginnetti, chair of Teacher Education: The decision to drop 3708 was brought before the faculty in the secondary education area, and when it was brought forward, there were two votes against dropping it and two votes for dropping it. I made the deciding vote to drop the course.

Hauschildt: That was the decision at an earlier meeting. At a more recent meeting, the secondary faculty (which is now four faculty) all agreed that we would rather come to the Academic Programs Committee and justify why we felt this course should remain in the program. But that meeting with the Academic Programs Committee was never held, and this is the first time that we have been able to voice our opinion.

Clara Jennings, dean, College of Education: I want to make a correction. The multicultural piece in our curriculum is not an issue with NCATE. NCATE criticized us only for the lack of diversity among the faculty. In fact, we were cited as a positive example of having integrated multicultural education throughout our curriculum.

Hauschildt: We try to integrate it into the curriculum, but it is not in every course. Last quarter, I “team taught” in an alternative school setting with a professor who teaches 708, and I actually took 708 while I taught my class. The information in 708 is not in any other part of our program to that extent. I think the removal of 708 would be a tremendous loss of quality for our program.

Brandon Schneider, student representative: If we follow the faculty members’ request to table it, how long will it take to get it resolved, and what will happen to incoming students next year? Will they have a program?

Feld: I would assume that if the department and the College Curriculum Committee could get it to us in a timely manner—within the next week and a half or so—we could proceed from there and have the program approved and circulated. The committee is opposed to the fact that it was not justified and that it was not signed by the dean. We followed the procedure that has been

followed throughout this year in all of the colleges. As you can tell, the hours are very large, and increasing the program even more would affect a student's education. We strongly feel that the program needs to be looked at in more detail—the entire program, not just this one course. There has been some progress in the willingness of the content areas and education areas to meet and discuss this—something that should have taken place sooner but didn't. This is why we as a committee have suggested that it be approved and that they then meet to submit a change next year. A lot of our programs will need to be looked at again once we've lived with them for a year.

Morrison: One point of clarification: The original statement expressed a desire that the motion be tabled. Tabling the motion would require a formal motion to table, which is a nondebatable motion. I didn't ignore what was said, but we do not have a formal motion to table.

Barbara Brothers, dean, College of Arts and Sciences: I speak in favor of passing the motion as the Academic Programs Committee has presented it. In fact, the Programs Committee has been very good about working with both the College of Arts and Sciences and the College of Education. As you note, there are serious excesses of hours in the licensure programs, and we both had to make cuts. These programs were supposed to have been approved by last fall. How can we work out an APCOG for students to move from quarters to semesters unless we have a final program for them to move to? We are far behind in approving this program. In communication with the Programs Committee and in discussions, particularly within our College, we agreed that this is the best we can do at present. We ask that the programs be approved "as is" with the knowledge that work needs to be done and that it involves more than how to put multiculturalism in. Curriculum committees have already been formed to mutually blend these programs and work together. I urge that we vote on the motion and that the issue Pat Hauschildt brought forward be looked at when revisions to the program are considered.

Tom Shipka called the question.

A vote was taken, and the motion to accept the Adolescence Licensure Programs as originally circulated including Social Studies without FOUND 3708 carried.

[Top of Page](#)

University Curriculum Committee: No report.

[Top of Page](#)

Academic Planning Committee: No report.

General Education Committee: Bill Jenkins, chair of the General Education Committee, reported on two items:

- 1. The General Education Committee is continuing to attach to the agenda a list of courses that have been certified. We are looking at intensive courses at this point. I've talked with department chairs and we are asking departments to forward either the courses they intend to submit in the intensive area or at least a list of the course proposals that they will bring forward in the early summer.**
- 2. The Senate has charged the General Education Committee to develop an assessment model. Because of the crush of courses, we have not had time to create a fuller model at this point, but we are bringing a number of suggestions for next year. This "piecemeal" approach is what has been happening with most of the assessment proposals, rather than trying to assess everything all the time every year. The advice has been to look at different pieces of the program regularly.**

Jenkins moved that we adopt for the upcoming year the assessment recommendations that were attached to the Senate agenda for May 3:

- 1. Syllabi – that syllabi from all sections of general education courses contain statements regarding the general education goals, and that the syllabi provide sufficient description of course activities relating to those goals. Each department will submit those syllabi no later than the first week of the fall semester for every section of a general education course to a review committee appointed by the General Education Committee.**
- 2. For each of the required courses in writing, oral communication, and mathematics, the department offering the course will design an assessment plan for the upcoming academic year subject to the review of the General Education Committee.**
- 3. The General Education Committee will use The Academic Profile (ETS) to test incoming freshmen and exiting seniors regarding elements of general education.**

The motion was seconded. Someone called for a quorum count; the count revealed that we still had a quorum.

Jenkins: Let me explain the three assessment items:

First, we will review syllabi to see that there is follow through on the general education goals and to be sure that the goals of general education are being communicated to students, along with what is being achieved through the individual courses. We believe that the more this is communicated to students, the more they will understand what we are trying to get at with this new general education system. We will not be judging the content.

For item two, since the writing, oral communication, and math courses will affect every student, we felt these courses would be an appropriate place to start. Also, some of those departments already have assessment procedures in place for these particular courses.

Finally, we have proposed the Academic Profile Test from ETS for assessment of some elements of general education. These tests would be given to a representative sample of students and would be used to show “value added”—to show that students have progressed from a certain level to a much higher level as a result of taking the general education program.

Discussion followed:

Louise Pavia: Is the purpose to see if the general education goals are articulated in the syllabi?

Jenkins: Yes.

Pavia: Why does item two specify just writing, oral communication, and math?

Jenkins: We will develop assessment for other courses in the upcoming year. For each domain, there will also be an assessment process. We haven’t progressed far enough to make a recommendation now.

Pavia: As it is worded, each department is going to be responsible for devising the assessment for the general education courses?

Jenkins: No—just for these courses. When we deal with the domains, and this hasn’t been formalized yet, I assume that a committee composed of representatives from departments in that domain will be responsible for working out the assessment procedures.

Pavia: I’m not familiar with the Academic Profile. Does what it asks relate to the general education goals?

Jenkins: It is a profile that measures aptitude and some achievement in writing, math skills, critical thinking skills, etc. It does not relate to every general education goal. It relates more to the broader skill areas and will show student accomplishment and development in those areas.

Barbara Brothers: You said it would look at “value added.” I trust that won’t be the case the first year since seniors will not have been through the new general education program and we can’t make comparisons.

Jenkins: Right.

Brothers: Also, an earlier survey was done with our students. Was that the Academic Profile?

Jenkins: No. That was an attitude survey about whether they had reached these goals. This is an actual test.

Brothers: I know the problems that exist with surveys of student perceptions; however, such surveys do tell us something, especially when they are given to large numbers of students. Since the survey matches our broad goals, I would like to encourage us to continue to use it as a kind of before and after test.

Jenkins: That is ongoing, and we agree that it is an appropriate measure to use.

Jan Elias, assistant provost: We started talking some time ago about needing a benchmark. We asked faculty teaching seniors to let us do the ETS Academic Profile this spring with a sample of about 500 students. This will provide a benchmark of students who have not been through the new program. We will also administer the profile to about 500 incoming freshmen next year. Every other year, we will administer it to freshmen in the fall and seniors in the spring. At first, this will provide a cross-sectional study. But if we do this long enough, eventually we will have a longitudinal study so that we can look at value added.

J-C Smith, Philosophy and Religious Studies: Do you believe this test will be an adequate tool for evaluating the entire general education program?

Jenkins: No. We plan to adopt additional measures. The approach must have multiple dimensions and markers. This is only one piece of the puzzle, and it would have to be taken in conjunction with the other measures. If there were discrepancies among the measures, we would have to discuss them. North Central and other accrediting agencies recommend the use of tests such as the Academic Profile, but we will look at them in conjunction with other measures.

Smith: These other items would go beyond the basic set of skills you referred to? To goals in Personal and Social Responsibility and Societies and Institutions, for example?

Jenkins: That’s correct.

Smith: This test does not address anything in those areas, does it?

Jenkins: It doesn't directly address the goals in those areas, so we would need to do more.

Schneider: If we aren't testing the goals, what are we trying to do? I thought the purpose of general education was for the goals and for the preamble to the goals.

Jenkins: The General Education Committee (GEC) met numerous times to discuss the test. Jan, would you like to comment?

Elias: The Assessment Council has worked with the GEC on this. A subcommittee from both looked at a variety of the standardized tests available and tried to find the test that best fits our goals. There is no test that measures all of our goals directly and exactly, but this one was the test that came closest and that can also be done in a reasonable amount of time. Some batteries of tests would take hours to administer.

In regard to multiple measures, we have used another measure for two years, and that is a survey given to all graduating students in which they mark their perceptions of how well the University has helped them achieve the thirteen different goals. We have two years of data, and it will be interesting to see whether the data change when the new program kicks in. This past year's mean scores, compared to the first year's mean scores for all of the goal areas, did go up slightly.

Jenkins: The test does test the skill areas, which are part of the general education goals. It by no means covers everything, and we realize we must devise multiple means of assessment. We will build the assessment model further in terms of full coverage of the entire general education program.

Charles Singler called the question.

A vote was taken, and the motion to accept the General Education Committee's assessment recommendations carried.

[Top of Page](#)

Integrated Technologies, University Outreach, Academic Research, Student Academic Affairs, Student Academic Grievance, Honors, and Academic Events Committees: No reports.

[Top of Page](#)

Unfinished business:

Jim Andrews, Physics and Astronomy: Item three on the agenda, the Resolution on Benefits for Domestic Partners, said a resolution would be presented for possible ratification. Is it being presented for possible ratification?

Morrison: No. Dr. Rost simply announced that the Senate Executive Committee would refer it to the appropriate parties.

[Top of Page](#)

New business:

Item 1: Dave Porter, Political Science, presented the material in [Attachment 2](#).

Porter: I move to refer to the Senate Executive Committee, for its consideration and recommendations, the re-creation of the Global Awareness Committee, as a committee of the Academic Senate.

The motion was seconded, and there was no discussion. A vote was taken, and the motion carried. Jim Morrison announced that the motion will be referred to the Senate Executive Committee as charged.

Item 2: Bob Hogue, Computer Science and Information Systems: I move that the Academic Senate endorse the resolution on Proposed Benefits for Domestic Partners that was presented earlier. (Click [here](#) to see the resolution; click your “Back” button to return to these minutes.)

The motion was seconded, and discussion followed.

Phil Munro, Electrical and Computer Engineering: I would like to ask for a definition of “domestic partners” as used in the resolution.

Duane Rost: During the discussions at the OFC, there was no clear definition of the term. As you read through the resolution, I think, you will come to the expectation that the intent of the council was toward unmarried domestic partners (if you look in the third paragraph, for instance, which says “lack of benefits for unmarried domestic partners,” and the fourth paragraph, which says “related benefits to unmarried domestic partners”). This differs from a situation such as we have in the STRS, wherein one may specify any individual as a beneficiary. My expectation is that the resolution refers to unmarried domestic partners as opposed to mother-daughter, father-son type combinations.

A vote was taken, and the motion to ratify the Resolution on Benefits for Domestic Partners

carried.

[Top of Page](#)

Adjournment: The meeting adjourned at 5:05 p.m.

[Top of Page](#)

**Attachment 1: Academic Programs Division Report for May 3, 2000
Kathylynn Feld, Chair of the Academic Program Division**

The Adolescence Licensure Programs, which include the content areas of Integrated Math, Physical Science, Earth Science, Life Sciences, Integrated Sciences, and Integrated Language Arts, with the exception of Social Studies, were circulated in January. The programs as circulated had been reviewed and revised by the department and approved by the dean of the college. A letter of objection was received from Dr. Robert Levin, chair of the Curriculum Committee of the College of Education. The objection was to the fact that the Adolescence Licensure Programs as circulated had not been reviewed or approved (signed off) by the College Curriculum Committee.

The Adolescence Licensure Programs were returned to the Department of Teacher Education for review by the department, the curriculum committee, and the dean.

The department submitted the proposal of Adolescence Licensure Programs to the Academic Programs Division with the chair of the department and the chair of the college curriculum committee signatures but not the Dean of the College's signature. The program as submitted included FOUND 3708 and the signature of the dean. In addition, the Adolescence Licensure Programs, in most cases, have a total number of hours significantly higher than the 124 semester hour and/or 2/3 rule as recommended for the Q2S conversion.

Total Hours in the Programs

	As originally circulated	With FOUND 3708
Integrated Math	124	127
Physical Science	155*	158
Earth Science	138	141
Life Science	139	142

Integrated Science	155*	158
Integrated Language Arts	125	128
Social Studies	128	131

Justification for these hours was received and approved.

At this time, the issues have not been resolved, so the APD committee presents it to the members of the Senate. The Academic Program Division Committee recommends the approval of the Adolescence Licensure Program as originally circulated including Social Studies without FOUND 3708 and further suggests the Department of Teacher Education review and revise and resubmit a change to the programs in the beginning of the 2000-2001 school year.

[Top of Page](#)

Attachment 2: Proposal to Reestablish a Global Awareness Committee David Porter

Motion:

To refer to the Senate Executive Committee, for its consideration and recommendations, the re-creation of the Global Awareness Committee, as a committee of the Academic Senate.

The membership of the Global Awareness Committee is to ensure representation from the colleges and affected programs. The primary responsibility for the committee is to facilitate the development of academic programs and curriculum consistent with the mission of YSU and the Center for International Studies and Programs.

The Executive Committee is to report its recommendation no later than the September meeting of the Academic Senate.

Justification:

The original Global Awareness Committee was formed in 1989 as a joint Presidential and Academic Senate Committee with the mission to promote Global Awareness, internationalize the curriculum, and develop academic programs of a global content. The Global Awareness Committee played a critical role in the formation of the current Center for International Studies and Programs.

Upon creation of the Center for International Studies and Programs, and the International Center's Advisory Board, it was assumed that there was no longer a need for the Global

Awareness Committee. Many of the functions and role of the GAC were absorbed by the Center for International Studies and Programs; however, the organizational ties to the Academic Senate were severed, and the ability to coordinate and encourage faculty development of academic programs and curriculum was weakened.

Neither the Center nor the Advisory Board is structured to address the academic issues or assume the necessary channels of interdisciplinary communication necessary for the development of internationally oriented curriculum and academic programs. Reestablishing the GAC would improve communication among the faculty, the Senate, and the Center for International Studies and Programs, while providing a focus for curriculum and program development.

[Top of Page](#)

Print or Download a [Rich Text File](#) of May 2000 Minutes

[Sign-in Sheet for May 3 Senate Meeting](#)

[Top of Page](#)

[Return to Top of Page](#)

[Return to Senate Homepage](#)

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Academic Senate
Youngstown State University
Youngstown, Ohio 44555



ACADEMIC SENATE AGENDA

Wednesday, 3 May 2000, 4:00 P.M.
Room 132 DeBartolo Hall

[Full Agenda](#)

[Academic Standards
Committee Attachment](#)

[General Education
Committee Attachment](#)

[Return to Senate
Homepage](#)

[Download Text of the
Agenda in Rich Text
Format](#)

[Instructions for Printing
in Black instead of Color](#)

[Proposed Domestic
Partners Resolution](#)

AGENDA

- 1. Call to Order.**
- 2. Approval of Minutes for 5 April 2000. Note the following correction, which has been posted online:**

Early in the meeting, David Porter referred to a book titled *Academic Leadership*. The minutes list the author as Daryl Lemming. **The correct name of the author is Deryl R. Leaming.**

To view the correction online, click [here](#). Then click your "Back" button to return to the May agenda.

- 3. Senate Executive Committee Report; report from the Chair; Ohio Faculty Council report. A resolution concerning benefits for domestic partners will be presented for possible ratification. See [Attachment 1](#).**
- 4. Report of the Charter and Bylaws Committee.**

Brandon Schneider is proposing the following changes to Bylaw 6: Appointed Chartered Committees (originally attached to the March 1 agenda):

- 1. Remove the words "**and student**" from Bylaw 6: Section 1 (c).**
- 2. Insert the following text as Bylaw 6: Section 1 (d) and reletter the rest of the subsections:**

Student members may serve on no more than two committees or subcommittees unless serving as an *ex officio*, or liaison, member. A student may not simultaneously serve on both a subcommittee and its parent committee.

5. Report of the Elections and Balloting Committee.

6. Reports from Other Senate Committees.

- A. Academic Standards Committee—see [Attachment 2](#).**
- B. Academic Programs Committee**
- C. Curriculum Committee**
- D. Academic Planning**
- E. General Education—see [Attachment 3](#).**
- F. Integrated Technologies**
- G. University Outreach**
- H. Library**
- I. Academic Research**
- J. Student Academic Affairs**
- K. Student Academic Grievance**
- L. Honors**
- M. Academic Events**

7. Unfinished Business.

8. New Business.

9. Adjournment.

[Top of Page](#)

Attachment 1: Proposed Resolution on Benefits for Domestic Partners

OHIO FACULTY COUNCIL RESOLUTION

BENEFITS FOR DOMESTIC PARTNERS

WHEREAS the health of any system of higher education depends on its ability to attract and retain the most talented and dedicated faculty members, and

WHEREAS an important factor in decisions to apply for and remain in faculty positions is the availability of benefits to dependent household members, and

WHEREAS members of the Ohio Faculty Council have been consistently informed by our constituents throughout the state that lack of benefits for unmarried domestic partners has often been an obstacle to recruiting and retaining the most distinguished and productive colleagues, and

WHEREAS the extension of health and related benefits to unmarried domestic partners is viewed by faculty members throughout Ohio as a matter of basic fairness,

THEREFORE BE IT RESOLVED THAT The Ohio Faculty Council calls upon the Ohio Board of Regents and the Inter-University Council to assist all public institutions in Ohio's higher education system to join hundreds of major companies, colleges, universities, and local and state governments that offer benefits to unmarried domestic partners.

BE IT FURTHER RESOLVED THAT The Ohio Faculty Council urges all state universities and colleges in the Ohio system to move expeditiously toward providing domestic partner benefits to their faculty members.

[Top of Page](#)

Attachment 2: Academic Standards Committee Report

Academic Standards Committee Cover Sheet/Motion

Date April 20, 2000 Report Number (For Senate Use Only)

Name of Committee Submitting Report: **Academic Standards**

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

Names of Committee Members: **F. Castronovo, J. DiGiulio, J. Feist-Willis, J. Jackson, G. McCloud, V. Mears, P. Munro, M. Pallante, L. Pavia, H. Savage, B. Schneider.**

Please write a brief summary of the report the Committee is submitting to the Senate:

After study and discussion of the requirement in the *Undergraduate Bulletin* related to declaration of a major, the committee proposes new guidelines for both majors and minors in terms of credit hours earned. The committee decided that by the time a student is a junior or has completed 63 semester hours is a reasonable time frame for declaring a major and/or a minor.

Do you anticipate making a formal motion relative to the report? Yes

If so, state the motion:

The Academic Standards Committee moves that a major and minor (if required) must be declared by the time a student has completed 63 semester hours.

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

Other relevant data: _____

Signed, Louise S. Pavia Chair

[Top of Page](#)

Attachment 3: General Education Committee Report

General Education Committee Cover Sheet

Date April 24, 2000 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report General Education Committee

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

Names of Committee Members: **Ritchey, Mosca, Kasuganti, Castronovo, Pusch, Munro, Reiff, Hunter, Maraffa, Tessier, Funk, Schneider, Jenkins**

Write a brief summary of the report the Committee is submitting to the Senate:
The General Education Committee is appending the courses below to the Senate Agenda to

indicate that these courses have received certification and passed the objection stage. We also are moving acceptance of the [attached recommendations](#) regarding the implementation of assessment in the upcoming year.

Do you anticipate making a formal motion relative to the report? Yes

If so, state the motion:

That the Academic Senate approve our recommendations regarding assessment procedures for next year.

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

Yes

Other relevant data: _____

Signed, Bill Jenkins, Chair

[Top of Page](#)

General Education Courses

The following courses have been certified by the General Education Committee and have been circulated. Some have passed the objection stage. They are being appended to the Senate agenda as information. Some of these courses may be removed from certification at the Senate meeting because of a failure to clear the objection stage. These courses must also clear the University Curriculum process as well. For a complete list of certified courses, see the [General Education Website](#) linked to the YSU homepage.

Capstone

990200 – ECON 4880, Analysis of Economic Problems

990201 – PSYCH 4890, 4890H Senior Thesis

990206 – HIST 4870, Senior Research Seminar

Writing Intensive

990194 – PSYCH 3764L, Psycholinguistic Laboratory

990195 – GEOG 3741, Geography of Transportation

990197 – ECON 5801, Economics of Industrial Organization

990202 – ECON 5806, History of Economic Thought

990196 – ECON 4885, Health Economics

Oral Communication Intensive

990198 – MATH 4845, Operations Research

990199 – GEOG 3722, Historical Geography of the United States

Critical Thinking Intensive

990012 – TCOM 4887, Theories and Criticism of Telecommunication

990203 – SCWK 2644, Human Behavior and the Social Environment

Societies and Institutions

990011 – TCOM 1595, Survey of American Mass Communication.

A rhetorical examination of the development, operation and functions of radio, television, film and print media in America. Television documentaries and films will illustrate the implications of mass communication. The student will be expected to examine how a person may be individually affected by mass communications and how society is effected by the mass communication process. 3 SH

[Top of Page](#)

General Education Recommendations Concerning Assessment

The General Education Committee recommends the following pieces of the assessment plan for general education in the upcoming year:

1) Syllabi – that syllabi from all sections of general education courses contain statements regarding the general education goals, and that the syllabi provide sufficient description of course activities relating to

those goals. Each department will submit those syllabi no later than the first week of the fall semester for every section of a general education course to a review committee appointed by the General Education Committee.

2) For each of the required courses in writing, oral communication, and mathematics, the department offering the course will design an assessment plan for the upcoming academic year subject to the review of the General Education Committee.

3) The General Education Committee will use The Academic Profile (ETS) to test incoming freshmen and exiting seniors regarding elements of general education.

[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 SENATE MINUTES

Sign-in Sheet (Scanned Image)
May 3, 2000

ACADEMIC SENATE ATTENDANCE – May 3, 2000

Arts and Sciences

At Large

Martin Berger
 Bege K. Bowers
 Robert Hogue
 William Jenkins
 Thomas Maraffa
 Daryl Mincey
 James C. Morrison
 Nate Ritehey
 Thomas A. Shipka
 Charles Singler

Departmental

David Asch, Biology
 Ronald Shaklee, Geography
 Servio Bocerra, For. Lang.
 Jeffrey Coldren, Psychology
 Julian Madison, History
 Richard Bee, Economics
 James Andrews, Physics & Ast.

Departmental (Cont'd)

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

Business Administration

At Large

Dennis Bensinger
 Gregory Claypool
 James Daly

At Large (Cont'd)

James Kohut
 David Law
 Ron Volpe

Departmental

Inez Heal, Accounting & Finance
 Anthony Kos, Management
 Bart Kittle, Marketing

Education

At Large

Debra Bailey
 Janet Beary
 Denise Da Ros

At Large (Cont'd)

Bill Evans
 Len Schaefer
 Nancie Shillington

Departmental

Joyce Feist-Willis, Teacher Ed.
 JoLynn Carney, Counseling
 No rep for 1999-2000, AR&C

Engineering and Technology

At Large

Robert McCoy
 Philip C. Munro
 Elvin B. Shields

Departmental

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

Departmental (Cont'd)

James C. Zupanic, Technology

Fine and Performing Arts

At Large

Laura Buch
 Darla J. Funk
 Dennis R. Henneman
 Greg Moring

At Large (Cont'd)

Allan R. Mosher
 John Murphy
 Patricia Sarro

Departmental

Richard Krueger, Art
 Ed Largent, Music
 Frank Castronovo, Comm & Fl.

Health and Human Services

At Large

Kathleen Akpom
 Louise Aurilio
 John Neville
 Louise Pavia

Departmental

Kathlynn Feld, Health Prof.
 Marcia Malanin, HPFS
 Robert Campbell, Human Biol.

Departmental (Cont'd)

Elaine Greaves, Crim. Jus.
 Marsha Kuste, Nursing
 Shirley Keller, Social Work
 Cathy Parrott, Physical Therapy

ASP Louise Pavia

CB Cathy Parrott, Physical Therapy

Administration

CE Cynthia E. Anderson
Thomas C. Atwood
MS Barbara H. Brothers
Mac Margaret A. Collins

Bassam Deeb
JE Janice G. Elias
CE Clara M. Jennings
CE Peter J. Kasvinsky

Betty Jo Licata
Gordon E. Mapley
George E. McCloud
G. L. Mears

CE Virginia L. Mears
James J. Scanlon
Charles A. Stevens
John J. Yemma

Students

At Large

Paul Brenner
Lauren Hamilton
DL Donna L. Iniguez
Chris Morrone
BL Brandon Schneider

School/College

MA Matthew Vansuch, A&S
TH Tenika Holden, Ed.
Francine DiIullo, E&T
Ed Ross, FPA
Heather Chandler, HHS
Lami Strimbu, WCBA

School/College (Cont'd)

[Vacant], Grad. School

Other

Robert Harvey, Pres.
MC Marla Carano, VP
TA Tara Mauch 2nd VP

Revised 4/25/00

[Top of Page](#)

[Return to Top of Page](#)

[Return to Top of May 2000 Minutes](#)

[Return to Bottom of May 2000 Minutes](#)

[Return to Senate Homepage](#)

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