

YOUNGSTOWN STATE UNIVERSITY

INTER-OFFICE CORRESPONDENCE

856-13

MEMBERS OF ACADEMIC STANDARDS & EVENTS COMMITTEE

TO _____

DATE 1/28/86

FROM Barbara Brothers, Chair/AS&E (English) *BB*

SUBJECT Minutes of January 20, 1986 meeting

Members present: B. Brothers, J. Conser, T. Elias, R. Mitchell,
D. Rost, R. Tabak

1. Minutes of 1/13/86 approved.
2. We have nothing to suggest to Charter and By-Laws for a change in wording of By-Laws Section on Academic Standards. We feel the wording reflects the practice; i.e., Academic Standards makes recommendations on the compliance of courses in the areas we are charged with responsibility for. If that were not the case, why would Curriculum have to refer those matters to us and the recommendation to Senate be a joint one?
3. R. Mitchell moved, seconded by R. Tabak, to send Additional Information from Academic Standards to Senate members. Passed unanimously.

N.B. Next meeting MONDAY, FEB. 3rd, at 8:00 A.M. in Dean Yozwiak's conference room (we will alternate the 8 a.m. and 2 p.m. time).

AGENDA for the 3rd:

1. Minutes' approval
2. Deletion of "F" to "W" petition (See attachment)

ADDITIONAL INFORMATION FROM THE ACADEMIC STANDARDS AND
EVENTS COMMITTEE ON THE GENERAL AREA REQUIREMENT PROPOSAL

At a number of Academic Senate meetings and additionally scheduled hearings, the Academic Standards and Events Committee has provided comments and rationale for the recommended changes in the General Area University Requirements. However, some individuals have requested additional information. The Committee has compiled the following as a "statement of rationale" for the changes.

RATIONALE

POINT #1: Several previous Academic Standards and Events Committees, as well as the current one, have concluded that the General Area Requirements lacked both breadth and substantive definition of purpose.

The current committee found:

- a. A lack of stated purpose for the general area requirements.
- b. No definition as to the intended content for each area.
- c. Concern among faculty members for the "hodge-podge" of courses that applied toward the requirements.
- d. Over 820 courses applicable to the general area requirements of Humanities, Science/Math, and Social Studies.
- e. Curriculum sheets were not consistent among the Schools/Colleges and sometimes did not include courses that appeared to be appropriate.
- f. Some courses that count toward certain component areas are not consistent with others that do not apply (e.g. social work courses--that appear to be applied/professional coursework--counts toward social studies credit while similar types of applied/professional courses in the professional schools/colleges do not; statistics courses apply as social studies credit and as mathematics depending on where they are taken). In other words, some courses count toward the requirements merely because they are offered by certain departments and not because of their content.

- g. In one instance, a 4-hour course can be counted as a science or as a social studies depending upon in which department the student was enrolled while in another instance an interdisciplinary course was excluded from satisfying either requirement. By definition, why should a department have courses that meet more than one component area of the general requirements (e.g. Geography, Soc/Anthro/Soc.Work)?
- h. Students majoring in the arts and sciences are permitted to apply coursework in their major toward the general requirements which even limits the breadth of our "liberal arts" majors.

POINT #2: Since October of 1984, three critical reports on the status of higher education in the United States have been published:

- a. Oct. 1984--"Involvement in Learning: Realizing the Potential of American Higher Education," sponsored by National Institute of Education.
- b. Nov. 1984--"To Reclaim a Legacy," sponsored by the National Endowment of the Humanities.
- c. Feb. 1985--"Integrity in the College Curriculum: A Report to the Academic Community," sponsored by the Association of American Colleges and Universities.

Each of these reports have criticized, to some degree, the lack of breadth in requirements for the baccalaureate degree.

- a. The NIE study:

"Specialization may be a virtue for some students. But as ever more narrow programs are created, they become isolated from each other, and many students end up with fragmented and limited knowledge. While depth of study in any area has great value, the guidelines laid down by many professional accrediting bodies distort students' expectations and close off their future options. The result is that the college curriculum has become excessively vocational in its orientation, and the bachelor's degree has lost its potential to foster the shared values and knowledge that bind us together as a society."

(underlining B. Brothers)

"All bachelor's degree recipients should have at least two full years of liberal education. In most professional fields, this will require extending undergraduate programs beyond the usual four years."

b. The NEH study found:

--that a student can get a bachelor's degree from 75 percent of colleges without studying European history and from 72 percent without studying American literature or history.

c. The A.A.C. report recommended a minimum program for the baccalaureate degree consisting of:

1. Critical analysis, inquiry, abstract thinking
2. Literacy: reading, writing, speaking
3. Understanding numerical data
4. Historical consciousness
5. Science
6. Values
7. Art language/appreciation
8. International and multicultural experiences
9. Study in depth--majors and minors

POINT #3: The Committee accepted the following as basic assumptions and guiding principles:

- a. That the baccalaureate degree should contain/retain a liberal arts component.
- b. That the General Area Requirements are the only courses/areas mandated for every student.
- c. That such requirements should ensure breadth of study, while allowing some in-depth study.
- d. That a departure from the present breakdown of Humanities, Science/Math, and Social Studies was not desirable.
- e. That changes should have a minimum impact on present programs and majors.

- f. That the three areas of study not be strictly identified or defined by department/course titles.
- g. That we address content areas, not methodologies.

POINT #4: The Mission of the University is:

Youngstown State University seeks to enrich and liberate the minds of its students that they may be fully developed men and women, conscientious and productive citizens and responsible and understanding partners with others in life, family, and work. The University seeks to prepare its students for the future, not just to adapt or succumb to it, but to play active roles in shaping the future. To this end the University seeks to combine the best elements of the long tradition of humanistic, liberal education with education in the most significant advancements in science and technology.

YOUNGSTOWN STATE UNIVERSITY

INTER-OFFICE CORRESPONDENCE

TO Dr. Barbarba Brothers, Chairperson,
Academic Standards & Events Committee

DATE Jan. 24, 1986

FROM Duane Rost, Chairman, Academic Senate

DR

SUBJECT

PETITIONS TO CHANGE A LETTER GRADE FROM "F" TO "W"

The Dean's Council has passed a motion to request the deletion of the petition to change a letter grade from "F" to "W". This topic is referred to the Academic Standards & Events Committee by the Senate Executive Committee.

Attached is to Memorandum from Provost Gillis regarding this matter.

Thank you for your committee's carefull deliberation and consideration of this matter.