Youngstown
STATE UNIVERSITY

BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
James E. "Ted" Roberts, Chair
Charles R. Bush, Vice Chair
All Trustees are Members

Wednesday, March 15, 2017	**Tod Hall**
8:30 a.m.	**Board Meeting Room**

AGENDA

A. **Disposition of Minutes for Meeting Held November 30, 2016**

B. **Old Business**

C. **Committee Items**

   1. Student Affairs

      a. **Student Affairs Discussion Item**

         1) Spring 2017 and Fall 2017 Enrollment Update
         Gary D. Swegan, Associate Vice President for Enrollment Planning and Management, will present an update regarding spring and fall 2017 enrollment.

   2. Academic Affairs

      a. Academic Affairs Action Items

Tab C.2.a.1.   **1) Resolution to Approve Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) MSN Program Option**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, Dr. Joseph Mosca, Dean of the Bitonte College of Health and Human Services, Dr. Nancy Wagner, Chairperson of the Department of Nursing, and Dr. Valerie O'Dell, Associate Professor of the Department of Nursing, will report.

Tab C.2.a.2.   **2) Resolution to Approve Early Childhood Intervention Specialist (ECIS) Program**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, Dr. Charles Howell, Dean of the Beeghly College of Education, and Dr. Marcia Matanin, Chairperson of Teacher Education, will report.

Tab C.2.a.3.	3) **Resolution to Authorize Conferral of Honorary Degrees** Presley Gillespie and Dr. George Young have been nominated to receive honorary degrees at the Spring 2017 commencement ceremonies. Board approval is required. Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will summarize the candidates' credentials.
Tab C.2.a.4.	4) **Resolution to Modify Policy 3356-10-12, Teaching by staff** Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report.
Tab C.2.a.5.	5) **Resolution to Approve Centers of Excellence at Youngstown State University** Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Mr. Michael A. Hripko, Associate Vice President for Research, will report.

b. Academic Affairs Consent Items*

Tab C.2.b.1.	*1) **Resolution to Modify Policy 3356-10-15, Integrity in research – use and care of animals** Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Mr. Michael A. Hripko, Associate Vice President for Research, will report.
Tab C.2.b.2.	*2) **Resolution to Approve Department Name Change** Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, Dr. Joseph Mosca, Dean of the Bitonte College of Health and Human Services, and Dr. Jennifer Pintar, Chairperson of Human Performance and Exercise Science, will discuss the proposed department name change.

c. Academic Affairs Discussion Items

1) **Higher Learning Commission Update**
Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning, will report.

2) **NSSE (National Survey of Student Engagement) Update**
Ms. Hillary Fuhrman, Director of Assessment, will report.

3) **YSU Excellence Steering (YES) Committee Update**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Co-chair of the YES Committee, will report.

4) **Interim Associate Vice President of Student Success**
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report.

*Items listed under the Consent Agenda require Board approval; however, they may be presented without discussion as these items include only non-substantive changes.

Youngstown
STATE UNIVERSITY

RESOLUTION TO APPROVE
MASTER OF SCIENCE IN NURSING (MSN) ADULT-GERONTOLOGY
ACUTE CARE NURSE PRACTITIONER (AG-ACNP) PROGRAM OPTION

WHEREAS, there is an increase in hospital admissions due to an aging population; and

WHEREAS, there is a human resource shortage in critical care medicine; and

WHEREAS, the Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP) program prepares registered nurses with the acute-care experience necessary to provide direct patient management in acute and complex care settings; and

WHEREAS, there is only one AG-ACNP program in northeast Ohio offered at Kent State University; and

WHEREAS, Mercy Health is currently unable to fill their AG-ACNP positions; and

WHEREAS, anticipated enrollment in year one would be between eight and ten students, with anticipated enrollments in further years of 15-25 students per year;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of the Master of Science in Nursing (MSN) Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Program Option, contingent upon the approval of said degree program by the Ohio Department of Higher Education.

Board of Trustees Meeting
March 16, 2017
YR 2017-

Youngstown State University
Bitonté College of Health and Human Services
Department of Nursing

Full Proposal for

**Adult-Gerontology Acute Care Nurse Practitioner
MSN Program Option**

Prepared and Submitted by:
Cynthia M. Shields, DNP, ACNP-BC
Nancy Wagner, DNP, RN, CNE

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1. **Designation of the new degree program, rationale for that designation of the focus of the program and a brief description of its disciplinary purpose and significance.**

The Bitonté College of Health and Human Services, Department of Nursing proposes a new master's degree option, **Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP)** to begin Fall 2017, culminating in a Master's degree in Nursing. This program will be offered in addition to the existing Department of Nursing master's options:

- Adult-Gerontology Clinical Nurse Specialist
- Family Nurse Practitioner
- Nurse Anesthesia
- Nursing Education
- School Nurse

The department also offers the following post-graduate degree certificates:

- Adult-Gerontology Acute Care Nurse Practitioner (began Spring, 2017)
- Family Nurse Practitioner
- Nursing Education

The Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) is an advanced practice nurse who uses theory, research, and clinical expertise to provide care for acute and chronically ill patients in a variety of settings. The AG-ACNP role arose from the Adult Nurse Practitioner (NP) whose responsibilities evolved to include care of patients in the hospital setting. AG-ACNPs currently provide advanced nursing care across the continuum of health care services to meet the specialized physiologic and psychologic needs of patients with complex acute, critical, and chronic health conditions. Adult-Gerontology Acute Care Nurse Practitioners (AG-ACNP) assess and manage acutely ill patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department, intensive care units, specialty labs, acute and sub-acute care units, or specialty clinics.

Acutely ill patients increasingly dominate the inpatient population, and research has shown that in these settings nurse practitioners provide quality care, decrease length of stay, and improve patient and family satisfaction. Furthermore, the addition of a nurse practitioner to the health care team improves communication and overall patient care (McDonnell, Goodwin, Kennedy, et.al, 2014). Limited access to care, the aging of the population, and chronicity across the life span contribute to the number of vulnerable persons.

The primary goal of the Adult-Gerontology Acute Care Nurse Practitioner specialty is to prepare graduates to provide advanced nursing care to patients with complex acute, critical and chronic health conditions, including the delivery of acute care services. The AG-ACNP practices in any setting in which patient care requirements include complex monitoring and therapies, high-intensity nursing intervention, or continuous nursing vigilance within the range of high-acuity care. Coursework, clinical experience, and research utilization provide students with the knowledge, values and skills necessary for advanced practice nursing roles. In order to be eligible for Adult-Gerontology Acute Care Nurse Practitioner certification, students must have one year of full-time work experience

in an acute care setting prior to beginning the clinical courses. Graduates of the program are eligible for certification through the American Nurses Credentialing Center as Adult-Gerontology Acute Care Nurse Practitioners
(http://nursecredentialing.org/AdultGeroAcuteCareNP)

2. Description of the proposed curriculum.
Entry-level preparation for nurse practitioner practice is a master's degree. The education and clinical preparedness of Adult-Gerontology Acute Care Nurse Practitioners includes an extensive foundation in pathophysiology, pharmacology, evidence-based management of complex patient problems, and leadership within the health care system.

To be eligible for the American Nurses Credentialing Center Certification (ANCC) Adult-Gerontology Acute Care Nurse Practitioner certification exam, a student must have a master's degree in nursing and have completed the core and specialty courses. The AG-ACNP option in the MSN Program includes core course requirements (16 s.h.) and the AG-ACNP option requirements (35 s.h.). Therefore, the total hours required for the AG-ACNP option is (51 s.h.). This semester hour requirement is in line with other YSU Nursing master's degree programs. Included in the course of study is advanced health assessment, advanced pharmacology, and advanced pathophysiology. In addition, courses include comprehensive assessment and management of young adults to old-older adults with complex acute and chronic illnesses in a variety of healthcare settings. **See Appendix A and Appendix B for the full-time and part-time curricula.**

YSU will structure this program to accommodate students with a bachelor's degree in nursing. The student will apply directly to the YSU College of Graduate Studies for acceptance in the AG-ACNP program. The student will be required to take the 51 semester hours required for the accredited program. The AG-ACNP option is based on the existing core course requirements in the Master of Science in Nursing (MSN) program plus courses that prepare the graduate for ANCC certification and specialty practice as an Adult Gerontology - Acute Care Nurse Practitioner. Students will have the option to move through the program as full-time or part-time pace after entering the program in the fall semester.

The Youngstown State University Department of Nursing Adult-Gerontology Acute Care Nurse Practitioner specialty is based upon the guidelines of the AG-ACNP 2016 Nurse Practitioner Competencies as defined by the National Organization of Nurse Practitioner Faculties
(http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/files/np_competencies_2.pdf) :

Essential Skills
- Health promotion, protection of disease and treatment with particular focus on assessment and diagnosis of health status and initiating a plan of care and implementing treatment
- Building the nurse practitioner/patient relationship
- Teaching/coaching function skills of the nurse practitioner
- Professional role development
- Managing health care delivery systems
- Care in regards to cultural competency

The following are required core courses needed for the attainment of a master's degree in nursing:

Core Courses
- NURS 6904   Advanced Health Assessment
- NURS 6902   Advanced Pathophysiology
- NURS 6903   Advanced Pharmacology
- NURS 6906   Advanced Statistics
- NURS 6901   Nursing Science & Research 1
- NURS 7002   Nursing Science & Research 2
- NURS 6900   Professional Issues
- NURS 7003   Role Development
- NURS 7004   Role Development Practicum
- NURS 7005   Capstone Practicum

Additional courses plus accompanying practica are required for the Adult-Gerontology Acute Care Nurse Practitioner option:

Specialty Courses
- NURS 7037   Adult Gerontology- Acute Care 1
- NURS 7038   Adult Gerontology-Acute Care 1 Practicum
- NURS 7039   Adult Gerontology- Acute Care 2
- NURS 7040   Adult Gerontology-Acute Care 2 Practicum
- NURS 7041   Adult Gerontology- Acute Care 3
- NURS 7042   Adult Gerontology- Acute Care 3 Practicum

See Appendix A and Appendix B for the proposed two (full time) and three (part time) year program plans. See Appendix C for course descriptions.

During the practicum portion of the curriculum, the students will be responsible for attaining their own "preceptor" experiences with the total practicum hours accumulating to 510 hours, mandated by the ANCC. Many clinical departments and clinicians have indicated an interest in having students rotate in their programs.

3. Administrative arrangements for the proposed program: department and school or college involved.

The proposed degree program will be located within the Department of Nursing in the Bitonté College of Health and Human Services. The director of the AG-ACNP program is nationally certified as an ACNP and has the responsibility of overall leadership for the ACNP program. This is in accordance to the NONPF criteria.

Student applicants for the full time and part time entry-level Master program will be admitted through the graduate admission process and then undergo a departmental structured admissions process to determine if they meet the prerequisites to begin core nurse practitioner courses. The students will be expected to meet the minimum admission criteria of the College of Graduate Studies and as well as a bachelor's degree in nursing with an overall GPA of 3.0 and at least one

year of experience as a practicing RN. We expect the program to be highly competitive with enrolled students exceeding all minimum requirements.

Initially, it is anticipated that no additional classroom or laboratory space requirements are required. We will collaborate with Northeastern Ohio Medical University (NEOMED) for standardized patients and examination rooms. This experience will be utilized for final examination evaluation at the completion of the health assessment course. The Masternick nursing simulation lab will be utilized for instruction on line insertion, intubation, and other acute care nurse practitioner skills. The library resources are sufficient for the program. Maag Library has excellent on-site resources as well as connections to other universities through OhioLink, which provides student access to over 12 million books and scholarly journals.

4. **Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.**

As changes in health care reflect the trend of cost containment and shortages of health care providers, the ACNP role continues to emerge. According to the Bureau of Labor Statistics (BLS) Employment of nurse practitioners is projected to grow 31 percent from 2014 to 2024, much faster than average for all occupations. Growth will occur primarily because of the effects of healthcare legislation, an increased emphasis on preventive care, and demand for healthcare services from the large, aging baby-boom population as they live longer and more active lives than previous generations. (https://www.bls.gov/ooh/home.htm)

While most AG-ACNPs practice in acute care and hospital based settings including sub-acute care, emergency care, and intensive care settings, the continuum of acute care services spans the geographic settings of home, ambulatory care, urgent care, and rehabilitative care. The population in acute care practice includes acutely and critically ill patients experiencing episodic illness, exacerbation of chronic illness, or terminal illness. The need for AG-ACNP's in the intensive care unit (ICU) has steadily increased over the years. This is in part because of an increase in hospital admissions from an aging population that is living longer from advances in health care, especially in the critical care arena. Another factor involves recommendations by the Leapfrog Group that includes fundamental critical care support be readily available to the patients' bedside within 5 minutes. However, the largest driving force is the human resources shortage in critical care medicine. More and more patients are requiring critical care services, whereas physician numbers are not keeping pace with the growth. In addition, duty hour restrictions implemented by the Accreditation Council for Graduate Medical Education that limits residents' work hours is contributing to the shortage.

The Institute of Medicine released its report in October 2010. "Future of Nursing" calls for policymakers, educators, and leaders across the profession to take collective action to reform education, strengthen nursing roles, and amplify nursing's voice in transforming the healthcare system. Specifically, the report calls for raising the education level of the nursing workforce, enhancing nursing's leadership role in healthcare redesign, and strengthening data collection efforts. Advanced practice nursing is at the core of these recommendations.

The demand for advanced practice nurses to meet the needs of the acutely ill patient population is well documented. Mercy Health is currently unable to fill their AG-ACNP positions. Currently, on their career website, there are seventeen openings for acute care nurse practitioners within their system. Additionally, there are over fifty local and regional positions listed on www.indeed.com, a popular staffing/employment website for healthcare and other professionals. Based upon this recognized demand, Youngstown State University Department of Nursing has a critical opportunity to contribute to the regional and state supply of advanced practice nurses with the initiation of an Adult-Gerontology Acute Care Nurse Practitioner Program (AG-ACNP) option to the existing Master of Science in Nursing (MSN) program. This would represent the second nurse practitioner program for the university.

In addition to employment opportunities locally and regionally, there is a high level of student interest and demand. YSU Nursing currently has BSN and MSN students waiting to enroll in this nurse practitioner option. Our YSU graduating baccalaureate seniors complete the *BSN Senior Survey* at the completion of their program. See the following response:

In the future, would you consider attending YSU Nursing Master's (MSN) programs? Which MSN option?

	Acute Care Nurse Practitioner	Family Nurse Practitioner	Nurse Anesthetist	Nurse Educator
2014 BSN Graduates n=103	38	48	31	27
2015 BSN Graduates n= 61	47	39	27	15
2016 BSN Graduates n= 86	55	60	32	26

The YSU Nursing Adult-Gerontology Acute Care Nurse Practitioner program would represent the second nurse practitioner program for the university. In addressing the market need, current program offerings as well as geography is taken into consideration. According to the American Association of Colleges on Nursing, there are 6 approved AG-ACNP programs in Ohio including Wright State University in Dayton OH, and University of Cincinnati in Cincinnati, OH, The Ohio State University and Mount Carmel in Columbus OH, Kent State University in Kent, OH, and Case Western Reserve University in Cleveland, OH. Of these, both Case Western Reserve and Kent State are both more than 45 miles and at least 60 minutes travel distance from Youngstown. The only other geographically adjacent program for AG-ACNP is the University of Pittsburgh (DNP program, not offered as an MSN) which is also more than 60 miles travel distance from Youngstown. The proposed program at YSU would be the only AG-ACNP program within the local geographical area.

A review of a program development plan for Master of Science in Nursing (MSN) Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) Program option has been completed. Evaluations were received by The Ohio State University, Cleveland State University and University of Akron. Most comments are favorable and strengthen the need for the new AG-ACNP program at YSU. **See Appendix D.**

5. Prospective enrollment.

Youngstown State University will enroll approximately 10 students in the first class and aim for 12 (Y2), 16 (Y3), and up to 20 students in year four as the number of clinical sites and faculty increase. Students will have the option of completing the required course work in two (full-time) or three (part-time) years. **See Appendix E Fiscal Statement.**

Admissions Requirements:

The following are required for admission to the AG-ACNP option:
- Baccalaureate in Nursing from an accredited college/university
- Regular admission requires an un-recalculated cumulative undergraduate grade-point average of at least 3.0 (on a 4.0 scale)
- Satisfactory completion of undergraduate courses in health assessment, statistics, and research methods
- Current Ohio Registered Nurse Licensure or eligibility for Ohio Licensure as a registered nurse
- Current CPR and ACLS certification is required.
- Current immunization record, drug screening and BCI criminal background checks are to be maintained while in the program
- Minimum of one year of critical care or intermediate care experience
- Official transcripts from each college or institution of higher education attended (other than YSU), submitted to the YSU Graduate School
- Letter of intent. No more than 300 words, describing goals for MSN in AG-ACNP
- Three satisfactory letters of reference: one from a faculty member, an employer, and a colleague/peer.
- Successful/Satisfactory interview
- Resume or curriculum vita (including education, work and/or research experience, publications, certifications, licenses, grants, professional affiliations, awards, honors, presentations, and/or courses taught.
- Students not meeting regular admission requirements may be provisionally admitted. See the *Graduate Bulletin* under Provisional Admission

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

Special efforts to enroll and retain underrepresented groups in the given discipline include lower economic status, and racial minority students. The Department of Nursing intends to work with the admissions, recruitment, and marketing personnel to develop strategies to reach underrepresented populations. Youngstown State University (YSU) is committed to increasing the diversity of students, faculty and staff. YSU reaches out to involve students of diverse and underrepresented cultures and groups in multiple ways. The College of Nursing participates in local recruitment activities for the present Family Nurse Practitioner Program. The Offices of Financial Aid make a concerted effort to help students with financial needs.

7. Availability and adequacy of the faculty and facilities available for the new degree program.

The department currently has nine (9) full-time tenured doctoral faculty members. Three faculty members are Board Certified Family Nurse Practitioners. One faculty member is a Board Certified Acute Care Nurse Practitioner. In addition, there are two practicing Acute Care nurse

practitioners in the local area who have expressed an interest in teaching part-time in the program who are currently teaching in the post masters certificate program.

Clinical facilities to support the AG-ACNP program are excellent. YSU has ready access to health care facilities in Youngstown, Warren, Ashtabula, Akron, Cleveland, and other nearby communities, giving support to this practice degree. Mercy Hospital is a Level I Trauma Center. St. Joseph's Medical Center and Valley Care Health Center-Northside are Level III Trauma Centers. The continued collaboration with the facilities will strengthen our resources and develop evaluation projects to further enhance our inter-professional collaborations.

As the program enrollment grows, we anticipate adding additional departmental administrative support for the program. We also anticipate the need for additional part time and full time faculty as the program enrollment increases.

8. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

The program is expected to be supported by the program tuition, as is the expected increase in part time faculty. Based on students admitted into our present post-master's FNP Program as well as our MSN advanced practice programs, many students prefer part time study due to the need to work and balance family responsibilities and other role obligations. Offering part time as well as full time programs will allow students the flexibility they need as adult learners and will allow YSU the flexibility needed for course offerings and scheduling. See Fiscal Statement, Appendix E.

APPENDIX A

MASTER OF SCIENCE IN NURSING
ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER
Full-Time (2 year) Program Plan

Year 1	Fall Semester	S.H.
NURS 6900	Professional Issues	3
NURS 6902	Advanced Pathophysiology	3
NURS 6904	Advanced Health Assessment	3
	Total	**9**
Year 1	Spring Semester	S.H.
NURS 6903	Advanced Pharmacology	3
NURS 7037	Adult-Gerontology Acute Care 1	3
NURS 7038	Adult-Gerontology Acute Care 1 Practicum	4
NURS 6906	Advanced Statistics	3
	Total	**13**
Year 1	Summer Semester	S.H.
NURS 7039	Adult-Gerontology Acute Care 2	3
NURS 7040	Adult-Gerontology Acute Care 2 Practicum	4
NURS 6901	Nursing Science and Research 1	3
	Total	**10**
Year 2	Fall Semester	S.H.
NURS 7041	Adult-Gerontology Acute Care 3	3
NURS 7042	Adult-Gerontology Acute Care 3 Practicum	4
NURS 7002	Nursing Science and Research 2	2
	Total	**9**
Year 2	Spring Semester	S.H.
NURS 7003	Role Development —NP	3
NURS 7004	Role Development Practicum	5
NURS 7005	Capstone Practicum	2
	Total	**10**
	Total Program Credit Hours	**51**

Students must complete a minimum of 500 hours of supervised clinical practice as a part of this program for National Certification eligibility.

APPENDIX B

MASTER OF SCIENCE IN NURSING
ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER
Part-Time (3 Year) Program Plan

Year 1	Fall Semester	S.H.
NURS 6900	Professional Issues	3
NURS 6902	Advanced Pathophysiology	3
	Total	6

Year 1	Spring Semester	S.H.
NURS 6903	Advanced Pharmacology	3
NURS6901	Nursing Science and Research 1	3
	Total	6

Year 1	Summer Semester	S.H.
NURS 7002	Nursing Science and Research 2	2
	Total	2

Year 2	Fall Semester	S.H.
NURS 6906	Advanced Statistics	3
NURS 6904	Advanced Health Assessment	3
	Total	6

Year 2	Spring Semester	S.H.
NURS 7037	Adult-Gerontology Acute Care 1	3
NURS 7038	Adult-Gerontology Acute Care 1 Practicum	4
	Total	7

Year 2	Summer Semester	S.H.
NURS 7039	Adult-Gerontology Acute Care 2	3
NURS 7040	Adult-Gerontology Acute Care 2 Practicum	4
	Total	7

Year 3	Fall Semester	S.H.
NURS 7041	Adult-Gerontology Acute Care 3	3
NURS 7042	Adult-Gerontology Acute Care 3 Practicum	4
	Total	7

Year 3	Spring Semester	S.H.
NURS 7003	Role Development (NP)	3
NURS 7004	Role Practicum (NP)	5
NURS 7005	Capstone Practicum	2
	Total	10
	Total Program Hours	51

Students must complete a minimum of 500 hours of supervised clinical practice as a part of this program for National Certification eligibility.

APPENDIX C

Course Descriptions AG-ACNP Option

NURS 6903* Advanced Pharmacology. Application of pharmacological concepts in clinical settings with examination of major categories of pharmacological agents. Preq: NURS 6902. 3 s.h.

NURS 6904*Advanced Health Assessment. Development of advanced clinical knowledge and skills needed for comprehensive health assessment across the life span. Emphasis on health history, physical, cultural, and developmental and nutritional assessments with differential diagnosis of common health problems. Preq: NURS 6902 (or concurrent) 3 s.h.

NURS 6906* Advanced Statistics. Advanced inferential and multivariate statistical techniques used in nursing and other health professions, with emphasis on PASW computer analysis for interpretation of nursing and health data.
Prereq.: An undergraduate statistics course or equivalent. 3 s h

NURS 6901* Nursing Science and Research 1. Analysis of health-related evidence for practice. Exploration of the significance of theory, research, and research methods and strategies for translating evidence into practice.
Prereq. or concurrent: NURS 6906. 3 s h.

NURS 7002* Nursing Science and Research 2.
Continuation of NURS 6901, focusing on design, instrumentation, data collection methods, data analysis and data interpretation.
Prereq.: NURS 6901and NURS 6906. 2 s h.

NURS 7003* Role Development. The examination of concepts, theories, and research related to advanced practice role development, teaching, learning, technology, evaluation strategies, leadership, program development, marketing skills, and health delivery in a variety of health care settings. Preq: NURS 7029. 3 s h.

NURS 7004* Role Development Practicum. Application of concepts, theories, and research from NURS 7003 in a variety of nursing, education, and health care delivery in a variety of health care settings. Taken concurrently with NURS 7003. Preq: NURS 7029. 5 s h.

NURS 7005* Capstone Practicum. Synthesis of learned concepts and theories in the form of an individual scholarly project and dissemination of findings under the direction of a graduate faculty member. Preq: Completion of all course work and approval of MSN faculty committee. 2 s h.

NURS 7037 Adult-Gerontology Acute Care 1. Taken concurrently with NURS 7042 Adult-Gerontology Acute Care 1 Practicum. Preq: NURS 6903 (or concurrent) NURS 6902, NURS 6904. 3 s h.

NURS 7038 Adult-Gerontology Acute Care 1 Practicum. Taken concurrently with NURS 7041 Preq: NURS 6903(or concurrent), NURS 6902, NURS 6904 4 s.h.

NURS 7039 Adult-Gerontology Acute Care 2. Taken concurrently with NURS 7044 Adult-Gerontology Acute Care II Practicum. Preq: NURS 6902, 6903, and 6904 3 s.h.

NURS 7040 Adult-Gerontology Acute Care 2 Practicum. Taken concurrently with NURS 7043 Preq: NURS 6902, NURS 6903, NURS 6904 4 s.h.

NURS 7041 Adult-Gerontology Acute Care 3. Taken concurrently with NURS 7046, Preq: NURS 6902, NURS 6903, NURS 6904 3 s.h.

NURS 7042 Adult-Gerontology Acute Care 3 Practicum. Taken concurrently with NURS 7045. Preq: NURS 6902, NURS 6903, NURS 6904 4 s.h.
*- Designates an existing course

APPENDIX D
Comments from Initial proposal to CCGS

Youngstown State University Response to Comments regarding the Adult-Gero Acute Care Post-Master's Certificate Program

Cleveland State U.
No concerns to address.

U. Akron
"The diversity of students at YSU appears to be a strength for the University. My suggestion would include clinical hours in underserved areas in or around Youngstown."

Currently, students' practicum experiences include sites in Mahoning County and surrounding counties, such as Ashtabula, Trumbull and Columbiana. There are designated medically underserved areas within these counties where our students gain clinical practicum experience. St. Elizabeth Youngstown Hospital, located in a Medically Underserved Area (MUA), will be a primary clinical site for our Adult-Gero Acute Care NP students.

OSU
The proposal is brief and assumes knowledge of the existing Masters' programs offered at YSU. We are unable to verify overlap of courses with the other Masters' programs at YSU nursing. We would recommend that the original Masters' program proposal (especially the parts that focus on advanced practice nursing and reconciliation with the National Council of State Boards of Nursing Consensus model [https://www.ncsbn.org/736.htm]) that was approved by the Board of Regents be included as an appendix to provide the requisite detail needed.

In response to OSU's comments, we utilize the guidelines set forth by the National Council of State Boards of Nursing (NCSB) Advanced Practice Nurse (APRN) Advisory Committee to guide our advanced practice program options (See course syllabi that follow).
Our MSN degree program was approved in March of 1997 according to the CCGS site. The program has evolved to stay current and I suspect it is significantly different that the program approved by RAGS so many years ago. In addition many courses were combined during the conversion from quarters to semesters that occurred since the program was initially approved by RACGS. For these reasons, our current curriculum and course descriptions follow this response document as well as syllabi for the courses to be included in the certificate program. This information provides a more useful resource to look at overlap between courses in the degree program and the proposed post-master's certificate.

Appendix E
Fiscal Impact Statement

Fiscal Statement for New Graduate Degree Programs

Adult-Gerontology Acute Care Nurse Practitioner

	Year 1 FY18	Year 2 FY19	Year 3 FY20	Year 4 FY21
Projected Enrollment				
New head-count full time* (fall/spring avg unduplicated)	8	16	17	20
New head-count part time (fall/spring avg unduplicated)	2	4	7	9
Total full Time Equivalent (FTE) enrollment annualized	6.93	16.27	19.03	22.67
Projected Program Income				
Tuition (paid by student or sponsor)	94,300	236,600	282,700	343,100
Expected state subsidy	N/A	N/A	N/A	N/A
Externally funded stipends				
Other income (describe below)[1]	4,800	13,200	15,600	18,300
Total Projected Income	$ 99,100	$ 249,800	$ 298,300	$ 361,400
Program Expenses				
New Personnel				
New Faculty				
Full 1 beginning year 3	$ -	$ -	$ 93,100	$ 95,900
Part Time 8 hours year 1 and 15 year 2 (then fulltime)	$ 30,200	$ 56,700	$ -	$ -
Non-instruction (indicate role(s) in narrative section below)				
Full				
Part time[2]	28,000	28,800	29,700	30,600
New facilities/space renovation (if applicable, describe below)				
Tuition Scholarship Support (if applicable, describe below)				
Additional library resources (if applicable, describe below)				
Additional technology or equipment (if applicable, describe below)				
Other expenses (describe below)[1,3]	4,800	13,200	15,600	18,300
(e.g. waived tuition and fees, travel, office supplies, accreditation costs)	7,000	7,000	7,000	7,000
Total Projected Additional Expense	$ 70,000	$ 105,700	$ 145,400	$ 151,800
Net Program Income or Expense	$ 29,100	$ 144,100	$ 152,900	$ 209,600
without SSI considered				

Assumptions:
  2% tuition increase annually
10 initially then up to 15 students each year with 25% part time
Part time is calculated at per hour rate
Part time courses will be taught by PT faculty members each term
  0% Out of state students (regional)
Fringes included for employees
SSI is not calculated or considered in fiscal statement due to potential decreasing allocation.
FTE is total SCH/30 annualized

  * Fulltime is 9 or greater hours Graduate
  [1] Fee charged to student supports NEOMED simulation lab
  [2] Part time additional support person needed (section 8)
  [3] Travel to Hospitals; supplies

References

McDonnell, A., Goodwin, E., Kennedy, F., Hawley, K., Gerrish, K., & Smith, C. (2015). An evaluation of the implementation of advanced nurse practitioner (ANP) roles in an acute hospital setting. *Journal of Advanced Nursing, 71*(4), 789-99.

College of Graduate Studies
Youngstown State University

REQUEST FOR A GRADUATE PROGRAM ACTION

Department **Nursing**   Date **02/05/17**

A. Please check the appropriate item(s) below:

[✔] New Program_____
(Must include either a Program Development Plan or new program proposal prepared according to Regents' Advisory Committee on Graduate Study Guidelines. New certificate programs over 21 hours require approval of Regents' Advisory Committee on Graduate Study. Number of hours of certificate program proposed: _____)

[ ] Change in Admission Requirements (Show existing language and change requested. Attach extra sheets as needed.)

[ ] Change in Program Description

[ ] Change in Degree Requirements

[ ] Other action _____

B. Existing Language:

Department of Nursing MSN options: Adult-Gerontology Clinical Nurse Specialist, Family Nurse Practitioner, Nurse Anesthesia, Nursing Education, School Nurse (plus certificates in FNP, AG-ACNP, & NE)

C. Change Requested:

Addition of full option for Adult-Gerontology Acute Care Nurse Practitioner

D. Provide justification for requested action:

Request for option from students and communities of interest (hospitals, etc).

Name of person to contact if there are questions about this request_____

This request also affects the following departments:

Department_____ Signature _____

Department_____ Signature _____

Department_____ Signature _____

Approvals   **Date**

Department Chair or Graduate Supervisor _____   2/5/17

Department's College Dean _____   2/10/17

Chair, College Graduate Studies Committee _____   _____

Graduate Curriculum Committee _____   _____

Graduate Council _____   _____

10-24-13

Youngstown
STATE UNIVERSITY

RESOLUTION TO APPROVE
BACHELOR OF SCIENCE IN EDUCATION,
EARLY CHILDHOOD EDUCATION/
EARLY CHILDHOOD INTERVENTION SPECIALIST
WITH TESOL ENDORSEMENT

WHEREAS, by the year 2022, over 20% of children in all schools will have identified special needs and by 2020, most classrooms will be full inclusion with the exception of moderate/severe needs which often remain self-contained; and

WHEREAS, teacher candidates need to be prepared that every classroom will have students with identified special needs; and

WHEREAS, the number of English language learners will continue to increase in the public schools as well; and

WHEREAS, the Department of Teacher Education proposes an undergraduate program leading to an Early Childhood Education and Early Childhood Intervention Specialist (ECIS) licenses with TESOL Endorsement which increases the marketability of YSU teacher candidates to meet the needs of all students in P-12 schools; and

WHEREAS, the Department of Teacher Education completed an employer needs survey, reviewed the current curriculum, drafted new curriculum, and created new and blended courses to allow for the proposed changes; and

WHEREAS, the Beeghly College of Education faculty plan to participate in professional development training during spring 2017 so all faculty members have the requisite knowledge and skills to teach courses in this degree program;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the offering of an undergraduate program to prepare students for the Early Childhood Education and Early Childhood Intervention Specialist (ECIS) licenses with TESOL Endorsement, contingent on the approval of said degree by the Ohio Department of Higher Education.

Board of Trustees Meeting
March 16, 2017
YR 2017-

Academic Programs Proposal Cover Sheet
Degree/Certificate Programs

(Academic Programs Committee will fill in items on the next line.)
APD# _____   Date Received _____   Date Approved _____

(Underlines will expand as you type.)
Program Title <u>ECE/ECIS</u>

Department(s) <u>Teacher Education</u>

Mark (click on) one: ☐ Associate Degree   ☒ Bachelor's Degree   ☐ Certificate

☒   Addition of a new degree and/or degree program* (new degrees and degree programs require the Ohio
     Board of Regents' approval): Attach the Preliminary Prospectus required by OBOR, as outlined on the
     attachment. Complete items A through J of guidelines attached. If a proposed program shares 50% or more
     of its major courses with an existing program, it may be eligible for streamlined OBOR approval, but items
     A through J are still required. Check if you propose to make 50% or more of a program hybrid or online: ☐.

☐   Change in degree program: Attach a proposal that includes items A, B, F (including old and new
     curriculum sheets), I, J (including the impact on other departments/programs in the University), and K of
     the guidelines attached.* Check here if you are proposing an additional option or concentration within an
     existing program: ☐. Check here if you propose to make 50% or more of a program hybrid or online: ☐.

☐   Deletion of a program: ☐ Program title change only and being replaced by another name
                              ☐ Deletion of degree program
                              _____ Number of current majors

     Complete items B, D, I, and K of the guidelines attached.*

     Address what direction and assistance will be given to current majors:
          ☐ will continue under old name until,
          ☐ current students may request new name and/or new curriculum
          ☐ will continue old name and/or curriculum until
          ☐ this change in program name is required for accreditation

     Indicate the impact, if any, of the proposed program change on existing minors *(underlined area will
     expand as you type)*: <u>n/a</u>

*Note: If the proposal affects another/other department(s)/program(s), please provide a memo signed by the parties
involved, stating that the proposal has been discussed with the department(s)/program(s).

Required signatures (handwritten signatures required; date may be typed):

Before submitting proposal to Academic Programs Committee:

     Department Chairperson(s) *Maria Matania*   Date *11-7-16*

     College Curriculum/Prog. Committee (s) *Mary E. LaVine*   Date *11-15-16*

     Dean(s) *Chuck Howell*   Date *11-18-16*

Before 10-day circulation to deans and chairs:

     Academic Programs Comm. Chairperson _____   Date _____

After 10-day circulation:

     Academic Senate Chairperson _____   Date _____

Note: If a proposal is returned to the department, the revised proposal with a second signature page must be
submitted with the entire original proposal.   *Revised 12/2010*

Guidelines

A. Indicate the title of the proposed program, and indicate whether it is a new degree, a new degree program and/or option within an existing program, or modification of an existing program.

B. State the rationale for initiating this action.

C. Provide information regarding the relationship of the proposed program action to the overall mission of the institution. Indicate whether the program is a part of an ongoing traditional mission, or related to current strategies for modifying or redirecting institutional objectives.

D. Indicate the proposed implementation date for this action.

E. Indicate the department(s) or other organizational unit(s) responsible for this program.

F. Describe, in catalog style, the program, including each concentration or option. Include program-level outcomes and a table listing all courses in the major and the number of semester hours for each, plus the total number of hours for the program (and subtotals if there are categories within the program), including the number of hours of general education required beyond the major. Indicate any prerequisites that students must take that do not apply toward the major. Also indicate approved capstone course within the major.

If the proposed change is an additional option within an existing program, be explicit about how the new option differs from the original program and/or other options within the program.

If the proposed change is a modification of an existing program, include both old and new curriculum sheets, and indicate the specific changes, both in an accompanying description and by bolding or shading within the curriculum sheets.

Please note: Attach course proposals for any new courses or proposed course revisions within the program. You may submit forms simultaneously to the Academic Programs Committee (APC) and the Undergraduate Curriculum Committee (UCC), but you must provide documentation that the revised or new courses have been approved by the UCC before the APC can approve a program proposal.

G. Provide details regarding the source of students. Provide estimates of the numbers of students (FTE) expected to enroll in the proposed program over the next four-year period. Indicate whether these will be current students or new students, and how many are estimated to be full-time and/or part-time.

H. Indicate the availability of other such programs within fifty miles.

I. Describe the impact this program will have on facilities, faculty, and support services.

J. Estimate total costs, over and above current levels of operation, associated with this proposed program during the next four years.

K. Review the potential impact of the program change on minors in your department or in other departments. Is there an impact, and if so, what is the impact? (Check any official minors in your program or affecting other departments and programs to see if you need to change a minor based on changes in the program.)

Requirements for Programs

The following must be included to meet General Education and graduation requirements.

Baccalaureate Programs

☒   1. Number of hours required in the major meets or exceeds the University minimum of either 30 hours in one department or 48 hours in a combined major.

☐   2. Total number of hours for the degree does not exceed 124, or adequate rationale is provided for exceeding 124 hours (e.g., comparable programs in other institutions, documentation of accreditation requirements, mission and goals).

☒   3. Students in the program will be able to complete 60 or more hours at the 2000 level or higher.

☒   4. Students in the program will be able to complete 48 or more hours at the 3000 level or higher.

☐   5. Except for combined majors and professional programs, there is sufficient room in the curriculum for a minor of 18 hours.

☒   6. GER: Two writing courses are indicated, or room is available.

☒   7. GER: One communication course, or room is available

☒   8. GER: One mathematics course, or room is available

Note: Courses from 9 thru 13 must total nine courses

☒   9. GER: Two Natural Science courses (with at least one lab) are indicated, or room is available.

☒   10. GER: Two Arts and Humanities courses are indicated, or room is available.

☒   11. GER: Two Social Sciences courses are indicated, or room is available.

☒   12. GER: Two Social and Personal Awareness courses are indicated, or room is available.

☒   13. GER: One general education elective is indicated, or room is available.

☒   14. GER: One capstone course is indicated in the major.

Associate Degree Programs

The following are Ohio Board of Regents regulations:

☐   1. The total hours for the degree meet the minimum of 60 hours and do not exceed 73 hours

☐   2. A minimum of 30 hours of technical courses

☐   3. A minimum of 14 hours in basic related studies

☐   4. A minimum of 15 hours in General Education, including:
- Oral Communication
  Written communication
  Social Studies
  Humanities

The following are General Education requirements for an associate degree:

☐   Writing I and II

☐   Four additional courses from at least three of the following areas are indicated, or room is available:
  Natural Sciences
  Arts and Humanities
  Social Science
  Social and Personal Awareness
  Mathematics
  Speech
No more than one course counted toward the general education requirement can be in math.

If you wish to develop an Associate of Arts or Technical Study degree, consult the Provost's Office for requirements.

A. New Degree Program: ECE/ECIS Dual License with TESOL endorsement (Early Childhood Education/Early Childhood Intervention Specialist with Teaching English to Speakers of Other Languages endorsement).

B. The Beeghly College of Education prepares teacher candidates to teach all students to learn the 21st century skills necessary to be successful in school, college and career. The Early Childhood Education Program and the Special Education Program have received full recognition from their respective SPAs. In addition, the Beeghly College of Education is fully accredited by NCATE/CAEP. The Department of Teacher Education has 10 full-time faculty members and offers licensure in Early Childhood Education, Middle Childhood Education, Adolescent/Young Adult Education, and Health and Physical Education. We offer the Elementary 4-5 Endorsement, the Middle School Generalist Endorsement, the TESOL Endorsement, and the Adapted Physical Education Endorsement. The Special Education Program offers two licenses: mild/moderate, and moderate/severe P-12. These programs have an enrollment of approximately 1200 students, over 350 of whom are either pursuing the ECE or SPED licensure. At the present time a small number of students pursue the dual ECE/SPED license.

The Early Childhood Education/Early Childhood Intervention License with TESOL Endorsement at Youngstown State University will prepare teacher candidates for the Ohio ECE P-Grade 3 License and the ECIS PK-Grade 3 License. It will also include the TESOL Endorsement. This blended program will ensure that YSU teacher candidates are better equipped to teach all children in their classrooms, including those with special needs and/or English language learners. The Department of Teacher Education has a recruitment plan in place that focuses on drawing multiracial students to our program. The services provided by this project ensure access for traditionally underrepresented participants.

C. This program is grounded in "Promises to Keep" (2015), a document created by the Council of Chief State School Officers (CCSSO), which provides five core guiding assumptions for transforming educator preparation for teaching diverse learners. The first assumption states that every teacher must be able to address the needs of diverse learners every day. The second assumption states that all students deserve access to high quality instruction differentiated to meet the needs of all learners. The third assumption is that all instruction should include tiered levels of support. Fourth, there should be a learner-centered approach to education. The final recommendation states that teachers must be supported in developing a high level of expertise over time. These guiding assumptions will act as the foundation for this program.

The following statistics demonstrate the need for this program. The top six school districts served by Youngstown State University teacher candidates and graduates have between 10 and 19% of their student population identified as special needs. Traditionally, most students receive core instruction in the general education classroom via inclusion with a general education teacher who has no background in special education. The students are then moved to another classroom to provide

additional assistance from the special education teacher. This arrangement is not adequate to meet the needs of all learners. It is imperative that general education teacher candidates are prepared to meet the instructional needs of each child in their classrooms, regardless of his/her abilities and needs.

The development of a blended ECE/SPED licensure program will enable YSU's Beeghly College of Education to provide general education students with the critical knowledge, skills and dispositions to meet the needs of each child. Candidates will acquire a better understanding of the educational realities and associated issues that impact elementary classrooms. Candidates will learn and apply research-based instructional practices that engage all learners in the classroom. The project will also focus on dispositions such as an inclusive philosophy, an awareness of the impact of one's own cultural perspectives, positive communication skills, empathy, and the belief all students can learn. Additionally, this blended program will provide teacher candidates with instruction in teaching English language learners in their classroom. This program will provide an opportunity for a systemic change at YSU from having two licensure programs in which each program had different and exclusive characteristics to a dual licensure blended program that includes the TESOL endorsement and treats the programs as one with a single guiding philosophy, goals and objectives.

Ontario (2007) provided that early learning experiences of English language learners have an overwhelming effect on their development. Although challenging, it is necessary for teachers to build on their students' previous learning experiences derived from homes and communities, especially with English language learners because their experiences may be unique to the general classroom (Ontario, 2007). English language learners need a strong foundation of oral language in early education because it is a critical area of focus for the proficient development of literacy, thinking, and socialization (Ontario, 2007). Language development in both the student's first language, as well as English, beginning in early childhood builds the English language learner's literacy skills (Ontario, 2007). This project will provide an opportunity for a systemic change at YSU from having two licensure programs in which each program had different and exclusive characteristics to a dual licensure blended program with an endorsement in TESOL that treats the programs as one with a single guiding philosophy, goals and objectives.

The blended ECE/ECIS licensure program will increase local capacity by implementing a co-teaching model to assist clinical educators. Youngstown City Schools, for example, has identified the following objectives: to increase the number of students receiving inclusion services; to reduce the number of self-contained special education classrooms and replace them with resource rooms; to increase professional development opportunities; and establish a timeline for implementation. Pairing YSU teacher candidates with these teachers and providing professional development for them will assist Youngstown City Schools and other schools in similar situations achieve these goals. The Youngstown City Schools Academic Distress Commission has reported resistance by regular classroom teachers to the

above goals, in part, due to lack of necessary knowledge to implement effective practices to reach these goals (District Review Report, 2015).

D. Spring Semester 2017
E. Teacher Education — Beeghly College of Education
F.

Goal 1: Restructure our existing early childhood education and special education teacher preparation programs to develop a merged dual license program. The blended program will include the TESOL Endorsement.

Outcome 1: Teacher candidates who are prepared to teach all students in their classroom, including students with special needs.

Goal 2: Provide teacher candidates with instruction and applications related to the knowledge, skills and dispositions in the fields of early childhood education, special education, and TESOL that develop a deep understanding of teaching and use discipline-specific practices to advance the learning of all students.

Outcome 2: Teacher candidates will graduate with an increased understanding of the knowledge, skills and dispositions that will enable them to provide differentiated instruction all for learners in the classroom. Teacher candidates will graduate with a licensure in ECE and ECIS with a TESOL endorsement.

Goal 3: Prepare teacher candidates with the skills necessary to differentiate instruction to meet the needs of all children in the classroom.

Outcome 3: Student learning will increase in the classroom.

Goal 4: Assist cooperating teachers and teacher candidates to development as professionals.

Outcome 4: The number of professionally active practicing teachers and teacher candidates will increase and remain professionally active through attendance at regional or state workshops or conferences.

Goal 5: Seek out and strengthen effective partnerships where high-quality practice is evident to assist candidates in acquiring the knowledge, skills and dispositions to become effective teachers in year-long placements.

Outcome 5: The cadre of school partnerships will increase with greater reciprocal development allowing for more year-long teacher candidate placements.

G. Students will enter program at the freshman level in Beeghly College of Education. It is expected that there will be approximately 120 students enrolled each year or approximately 480 per year. They will be new students and enrolled full-time.

H. There are no other such programs within a 50 mile radius.

I.   Program impact on teacher preparation and student learning:

The importance of this project on teacher candidate content knowledge and pedagogical practices that enable them to become effective teachers and meet the needs of diverse learners cannot be stressed enough. Teacher candidates will complete the program with a tremendous set of skills, which will allow them to effectively teach all students at all levels within their elementary classrooms. They will have an increased understanding of the knowledge, skills, and dispositions that will enable them to teach lessons with differentiated instruction, while implementing effective assessments to accommodate each individual learner. The design of the new dual licensure program will instruct teacher candidates to better understand all assessment strategies that will foster the continuous intellectual, social and physical development of all children.

The development of dual licensure in these two areas with an endorsement in TESOL will unlock potential for other IHEs in Ohio by designing another model that can be adapted to suit individual program needs. The project will accomplish this by sharing the findings with other IHE's in the following ways: presentations at regional and state conferences (OCTEO, Dean's Compact), presentations at the national level (ATE, AACTE, CEC/TED), and articles in professional journals.

The program will be comprised of experienced and dedicated faculty in a plethora of fields. The department of teacher education has faculty with extensive knowledge in elementary education, early childhood education, ELLs, and literacy. Several program members also have a wealth of knowledge pertaining to special education. Each contributing faculty member will supply in-depth knowledge and expertise to the planning and implementation stages. An Early Childhood/ECIS faculty member will need to be hired.

Facility: Youngstown State University has several unique facilities that will support the proposed merged dual licensure. They include the Special Education Simulation Lab, which involves eight simulations that students work through to experience several challenges with those that have disabilities such as motor, physical, learning, perceptual and hearing.

YSU's Beeghly College of Education is fortunate to house The Wilcox Curriculum Resource Center (CRC), which is an adjunct of the main library. The CRC maintains an extensive collection of children's literature, a leveled library of guided reading books, books with CDs, basal texts, textbooks, videos, puppets, games, and many other hands-on resources teacher candidates can borrow to use in their course work and clinical placements. In addition, the

Wilcox CRC has rich and varied collections of various formats in the field of education. All of these collections are geared for school and classroom use to support the curriculum and research of the Beeghly College of Education's faculty and teacher candidates. The Wilcox CRC includes children's literature, games, kits, level readers, Library of Congress research, media, testing materials, and a textbook collection for all K-12 content areas. A third facility is the Teacher Education Resource room that houses a 3D printer, Cricut, binding machine, two laminators, Ellison machine and other materials that support all teacher education students in preparation of lessons. All BCOE classrooms have Smartboards, computers, document cameras, and projectors that support all instruction and presentations.

Equipment: The Special Education Lab has recently purchased $13, 200 of new equipment and resources to update the lab. The following has been added to the lab: Smart Table, Five iPad Air 2s, Five iPad Air 2 OtterBox Cases, Microphone, HP Laptop, 3 Headphones, Proloquo 2 Go, PECS III App, SpecSwitch, Jelly Bean Twist, BigMACK, Step-by-Step Communicator, LITTLEmack, Laptop Communicator, Big keys LX –Black QWERTY, AMDI Overlay Designer Pro Software, HP –Envy 4500 Wireless All-in-One Printer, Read: OutLoud, Co: Writer Universal, and 2 Private Workspack

Supplies: Both the Teacher Education and Special Education departments have adequate computers, paper, and office supplies to support the dual licensure program.

Other resources: Youngstown State University has experienced faculty (knowledge that will be dedicated to developing this blended program), letters of support from chairs, deans, and provost recognizing the critical need for this blended program. Three GAs will be available when necessary to work directly with faculty.

The proposed budget more than adequately supports this budget by providing sufficient funds for all faculty, GAs, travel, materials and services. The Dean of BCOE along with the director of Grants and Sponsored Programs have consulted with the PI and Co-PI's to insure that this project has all possible funds needed to successfully support this important merger of the ECE and Special Education programs into a dual licensure program.

The number of candidates completing this blended program along with the number of children being served by more efficiently prepared teachers will be invaluable. Seven districts will have the opportunity of collaborating with YSU in this new blended licensure. It is anticipated that teacher candidates completing this newly blended licensure will find employment opportunities with ease because of their background in early childhood education, special education and having the TESOL endorsement.

J. There is a need for a fulltime ECE/ECIS faculty member to teach the new ECIS courses in both the Teacher Education and Special Education departments.

Y-S-U

Beeghly College of Education
Program Requirements for: ECE / ECIS

Curriculum Sheet Date: _____

Student Name		Banner #	
Cell Phone #		E-Mail Address	
Street Address		City/State/Zip Code	
Birth Date		Date Entered YSU		Date Declared Major	

Department	Teacher Education	Dept. Location	Beeghly College of Education
Chairperson	Dr. Marcia Matanin	Dept. Web Address	http://bcoe.ysu.edu/bcoe/teachered
Phone #	330-941-3251	Effective Date of Program Requirements	Fall 2016

Requirements for Graduation: Request a Graduation Evaluation after you have completed 80-85 sh from the BCOE Office of Student Services, 2101 Beeghly Hall, 330-941- 3268. Apply for graduation during the *first three weeks of the semester* you plan to graduate.

GER model complete	Completed requirements for major	Minimum of **134** total SH for the degree
Minimum 94 SH in major	Minimum 79 SH of upper-division credit 3700-4800 level courses	Residency requirement (transfer students only)
No grade below a "C"		Minimum of **2.75** GPA

General Education Requirements (GER) (40)

Subject	Course #	Course Title	SH	Gr
ENGL	1550	Writing 1 (CRPT or ENGL 1539/1540)	3	
ENGL	1551	Writing 2 (ENGL 1550 or ACT ENGL 28+)	3	
CMST	1545	Communication Foundations	3	
MATH	2652	Math Early Child Teachers 2	3	

General Education Knowledge Domains
Some courses are categorized in more than one knowledge domain. Courses can only be used <u>once</u> within the General Education model. Some majors prescribe specific General Education courses.

Arts & Humanities (AH): 2 courses (6 SH)

		Course Title	SH	Gr
		(See options on page 2)	3	
		(See options on page 2)	3	

Natural Sciences (NS): 2 courses, one must include a lab (7 SH)

			SH	Gr
		(See options on page 2)	3	
		(See options on page 2)	3	
		(See options on page 2)	1	

Social Sciences (SS): 2 courses (6 SH)

PSYC	1560	General Psychology	3	
PSYC	3755	Child Development	3	

Social & Personal Awareness (SPA): 2 courses (6 SH)

ENGL	2651	Introduction to Language (TESOL endorsement)	3	
HIST	2606	Turning Points US History 2	3	

General Education Elective: 1 course (3 SH)

TCED	1500	Introduction Becoming a Teacher	3	

All majors require a Capstone course to satisfy the GER.
Student teaching fulfills this requirement.

- All students must satisfy General Education Requirements; ECE/ECIS majors are required to take the General Education courses listed above for successful completion of the program.
- Courses taken for the major may be applied toward satisfying General Education Requirements but credit hours toward graduation cannot be double counted.
- Residency rule requires the last 30 SH of your degree & at least 16 SH in your major and 21 SH in upper-division courses to be completed at YSU.

Advisement:

Freshmen, athletes, and students on warning and probation are required to meet with an advisor before registration.
It is recommended that all majors meet with a faculty advisor every semester.

Remedial Coursework
Students take the following coursework based on scores from their placement exams or ACT/SAT scores. Please see your advisor to determine which courses you are required to complete.
These courses do NOT count toward graduation hours.

Subject	Course #	Course Title	SH	Gr
RSS	1510A	Advanced College Success Skills	3	
RSS	1510B	Basic College Success Skills	3	
RSS	1510C	STEM Adv College Success Skills	3	
ENGL	1509/12	Aca Conv for Non-native Speakers	3	
ENGL	1512	Eng Conv for Non-native Speakers	1	
ENGL	1539	Fundaments of College Writing	4	
ENGL	1540	Introduction to College Writing	3	
MATH	1500	Number Concepts & Beginning Algebra (no longer offered)	5	
MATH	1501 or (1502+1503)	Elementary Algebraic Models or (Beginning Algebra 1,2)	5 3+3	
MATH	1504	Intermediate Algebra w/ Trig (no longer offered)	5	
MATH	1505	Intermediate Algebra with Applications	5	
MATH	1507	Intermediate Algebra	3	

View the online *Undergraduate Bulletin* (www.ysu.edu/ebulletin) for information including course descriptions and prerequisites, major requirements, academic policies, etc.
General Education courses can be found at:
http://web.ysu.edu/gen/ysu/General_Education_Courses_m2208.html
Eligibility to continue receiving federal financial aid is affected by your "satisfactory academic progress." Carefully review details on the Office of Financial Aid and Scholarship website:
http://cfweb.cc.ysu.edu/finaid/index.cfm and
http://cfweb.cc.ysu.edu/finaid/sec_sap.cfm

I have reviewed this curriculum sheet with an academic advisor. I assume responsibility for completing my program and for remaining informed by meeting at least once a year with my advisor.
Candidate signature _____ Date_____   Academic Advisor signature _____ Date_____

A grade of "C" or better is required in all required major courses. Courses taken as "CR/NC" will not count towards the major. Courses taken out of sequence will not count toward graduation.

Subject	Course #	Course Title	SH	Gr
General Education Requirements (GERs)				
Select two of the following courses and one lab required to fulfill 7 SH Natural Science GER:				
ASTR	1504	Descriptive Astronomy	3	
ASTR	1504L	Astronomy Lab	1	
BIOL	1505	Biology and Modern World	3	
BIOL	1505L	Biology and Modern World Lab	1	
ENST	1500	Intro to Environmental Science	3	
ENST	1500L	Intro to Environmental Science Lab	1	
GEOG	2630	Weather	3	
GEOL	1504	The Dynamic Earth	3	
Select one of the following courses required to fulfill 3 SH Arts & Humanities GER:				
ART	1540	Masterpieces of World Art	3	
ART	1541	Survey of Art History I	3	
Select one of the following courses required to fulfill 3 SH Arts & Humanities GER:				
MUHL	2621	Music Literature and Appreciation	3	
MUHL	2622	Popular Music in America	3	
Subject Area Curriculum (41 SH)				
ECIS	2629	Current Best Practices	3	
ECIS	2600	Educating the Whole Child	3	
ECIS	3700	Integrated Strategies in EC Inclusive Environments	4	
SPED	3715	Characteristics and Needs Mild/Mod	3	
SPED	5835	Class Mgt Exceptional Child and Youth	4	
SPED	5864	Service, Coordination, and Consultation for Students with Special Needs	3	
CHFM	3733L	Practicum in Preprimary Settings	3	
ENGL	3703	Literature for Young Children	3	
MATH	2651	Math for Early Childhood Teachers 1	3	
ENGL	4850	Sociolinguistics (TESOL endorsement)	3	
ENGL	4851	Language Acquisition (TESOL endorsement)	3	
ENGL	4852	Linguistics of Literacy (TESOL endorsement)	3	
ENGL	4856	TESOL Methods (TESL endorsement)	3	
Professional Education Courses (24 SH) *denotes prerequisite for preclinical				
FOUN	1501	Introduction to Education	3	
PSYCH	3709	Psychology of Education	3	
SPED	*2630	Individuals with Exceptionalities in Society	3	
TERG	*2601	Reading Application in the Content Areas, EY	3	
TERG	3701	Phonics in Reading Instruction, PreK-9	3	
TERG	*3702	Developmental Reading Instruction and Literature Strategies, Prek-9	3	
TERG	3703	Assessment in Reading PK-9	3	
FOUN	3708	Education and Society	3	
Preclinical Experience (14 SH)				
ECIS	4801	Teaching of LA and SS: The Early Years	4	
ECIS	4802	Teaching of Math and SC: The Early Yrs	4	
ECIS	3790	Assessing Lrng in ECE/ECIS	3	
SPED	5866	Assessment and Referral of Exceptional Children and Youth for Intervention	3	
Student Teaching Curriculum (15 SH)				
ECIS	4841	Supervised Student Tchng: ECE/ECIS	10	
ECIS	4842	ST Seminar in ECE/ECIS	2	
ENGL	4857	TESOL Practicum	3	

BCOE Notes:
- Neither admission to the University nor declaration of a major related to a teaching field guarantees admission to the BCOE's Teacher Education Programs or candidacy for a teaching license. <u>Formal Admission to Teacher Education (Upper-Division) is required before students are allowed to enroll in junior and senior level courses in the college.</u> Undetermined Education students must declare a major before applying for admission to the Teacher Education Program.
- Admission to the Teacher Education Program is obtained upon satisfactory completion of the following requirements:
  ___ Minimum completion of 50 SH   ___ Minimum 2.75 overall GPA
- Meet one of the following criteria:
  ___ Overall GPA 3.4 or better, <u>OR</u>
  ___ ACT scores of Reading-21, English-18, Math-22, <u>OR</u>
  ___ SAT scores of Reading-450, Writing-430, Math-520, <u>OR</u>
  ___ Praxis CORE scores, Reading-156, Writing-162, Math-150
  (Attach a copy of your CORE scores to the application)
- "B" average or better (A-C, B-B) for:
  ___ ENGL 1550   ___ ENGL 1551
  If failure to meet "B" average above,
  ___ ENGL 2601 grade must be a "B" or better. **If you receive a "C" or below you will need to retake the course.**
- "B" average or better (B-B-B, A-B-C) across the following:
  ___ FOUN 1501   ___ CMST 1545
  ___ SPED 2630   ___
  If you do not have a "B" average, you will need to retake one or more of these courses until the "B" average is achieved.
- Professional education and block courses may only be repeated one time.
- Minimum requirements for teachers' licenses are determined by the Ohio Department of Education; if those requirements change, they become effective immediately at Youngstown State University. (YSU Undergraduate Bulletin)

Program Notes:

Upper-Division Notes:
Upper-Division Application (The application and forms must be completed and printed from the BCOE website.)
- After candidates have completed a minimum of 50 SH, they should submit an Upper Division application along with the completion of the Good Moral Character Statement, a copy of BCI & FBI clearances, and Dispositional Assessment to the BCOE Office of Student Services, room 2101, no later than:
  - September 1—to register for Upper Division Courses for Spring
  - February 1—to register for Upper Division courses for Summer & Fall
- Each completed application must be reviewed and approved by the Upper Division Admission and Retention Committee. If all requirements are met, the student will be allowed to register for Upper Division courses the following semester. Upper Division courses are the courses designated with the "+" symbol. Applications submitted after the deadline will not be processed until the end of the respective semester.

Preclinical Application with Request for Graduation Evaluation (The application must be completed and printed from the BCOE website.)
- Preclinical application with the Graduation Evaluation Request summary is to be submitted one year prior to the intended preclinical semester to the BCOE Office of Student Services no later than:
  - September 1—for Fall preclinical
  - February 1—for Spring preclinical
- Preclinical candidates are screened for eligibility because specific course and grade point average prerequisites must be met.

Student Teaching Notes:
- Prerequisites: BCOE Upper Division and Senior status, overall 2.75 GPA, minimum of 2.67 GPA in subject area curriculum and professional education courses with no grade less than a "C," and passage of OAE test(s) and ACTFL tests for foreign language.
- Instructions for completing the Student Teaching Application and Forms are available on BCOE website. The application and forms must be completed and printed from the BCOE website and submitted to the BCOE Office of Student Services no later than:
  - September 1—to Student Teach the following Spring Semester
  - February 1—to Student Teach the following Fall Semester

Graduation Process:
- Apply for graduation during the first three weeks of the semester you plan to graduate (you must have a graduation evaluation completed in advance).

Completing a Bachelor of Science in Education without Licensure:
- Students choosing to graduate without licensure must apply for approval to graduate without licensure at the BCOE Office of Student Services, 2101 Beeghly Hall, 330-941-3268.
- Once approved, students graduating without licensure must take TCED 4830 (3 SH) instead of student teaching block.

Y-SU

Beeghly College of Education

Schedule of Offerings for Required Courses in:
ECE / ECIS
Grades PreK-3

Suggested 4-Year Semester Plan

Year 1—Fall Semester

Subj.	Course #	Course Title	SH	Gr
ENGL	1550	Writing 1 (CRPT or ENGL 1539/1540)	3	
CMST	1545	Communication Foundations	3	
Math	2651	Math for Early Childhood Teachers 1	3	
TCED	1500	Introduction to Becoming a Teacher	3	
		Natural Science	3	
PSYC	1560	General Psychology	3	
		TOTAL	18	

Year 1—Spring Semester

Subj.	Course #	Course Title	SH	Gr
ENGL	1551	Writing 2 (ENGL 1550 or ACT ENGL 28+)	3	
Math	2652	Math for Early Childhood Teachers 2	3	
		Natural Science	3	
		Natural Science Lab	1	
PSYC	3755	Child Development	3	
FOUN	1501	Introduction to Education	3	
		TOTAL	16	

Year 2—Fall Semester

Subj.	Course #	Course Title	SH	Gr
ART	1540 or 1541	Masterpiece of Wld Art or Survey Art Hist.	3	
ENGL	2651	Introduction to Language (TESOL)	3	
HIST	2606	Turning Points US History 2	3	
ECIS	2629	Tchng Yng Chldn: Best Pract in ECE/ECIS	3	
MUHL	2621 or 2622	Music Literature and Appreciation or Popular Music in America	3	
TERG	2601	Reading App in the Content Areas, EY	3	
		TOTAL	18	

Year 2—Spring Semester

Subj.	Course #	Course Title	SH	Gr
ECIS	2600	Educating the Whole Child	3	
SPED	2630	Individuals with Exceptionalities	3	
ENGL	3703	Literature for Young Children	3	
ENGL	4850	Sociolinguistics (TESOL)	3	
TERG	3701	Phonics in Reading Instruction	3	
SPED	3715	Characteristics and Needs Mild/Mod	3	
		TOTAL	18	

Year 3—Fall Semester

Subj.	Course #	Course Title	SH	Gr
SPED	5835	Class Mgt. Exceptional Child and Youth	4	
ENGL	4852	Linguistics of Literacy (TESOL)	3	
ENGL	4851	Language Acquisition (TESOL)	3	
TERG	3702	Dev Rdg Instruction and Lit Strat PK-9	3	
PSYC	3709	Psychology of Education	3	
		TOTAL	16	

Year 3—Spring Semester

Subj.	Course #	Course Title	SH	Gr
ECIS	3700	Integ Strategies EC Inclusive Environ.	4	
SPED	5864	Service Coord, Collab, Consult Stds Special Needs	3	
TERG	3703	Assess Instruct Rdg Internship PK-9	3	
CHFM	3733L	Practicum in Preprimary Settings	3	
FOUN	3708	Education and Society	3	
		TOTAL	16	

Request for Graduation Evaluation is completed online, printed and submitted to the BCOE Office of Student Services, room 2101, with the preclinical application.

Year 4—Fall Semester

Subj.	Course #	Course Title	SH	Gr
ECIS	4802	Teaching of Math and SC: The Early Yrs	4	
ECIS	4801	Teaching of LA and SS: The Early Years	4	
ECIS	3790	Assessing Lrng in ECE/ECIS	3	
SPED	5866	Assessment and Referral of Exceptional Children and Youth for Intervention	3	
ENGL	4856	TESOL Methods	3	
		TOTAL	17	

Year 4—Spring Semester

Subj.	Course #	Course Title	SH	Gr
ECIS	4841	Supervised Student Tchng: ECE/ECIS	10	
ECIS	4842	ST Seminar in ECE/ECIS	2	
ENGL	4857	TESOL Practicum	3	
		TOTAL	15	

Date: 12/6/2016

Required Hours for the Major	94
Required Hours for the Minor	
Required Upper-Division Hours for the Degree	79
Total Hours Required for the Degree	134

Candidates will not be permitted to take the following professional education courses more than twice: FOUN 1501, FOUN 3708, PSYC 3709, SPED 2630, TERG 2601, 3701, 3702, 3703, 3710, 3711, TEMC 4802, SED 4800series, ECE 2629, ECE 3760, pre-student teaching courses – ECE TEC, MCE Internship, STEP, SED 3706, student teaching seminar and student teaching.

Fiscal Impact Statement New Undergraduate Program

Early Childhood Intervention Specialist

	Year 1 FY18		Year 2 FY19		Year 3 FY20		Year 4 FY21
Projected New Enrollment							
Head-count full time (12+) fall/spring avg unduplicated	8		19		34		49
Head-count part time fall/spring avg unduplicated	2		6		11		16
Full Time Equivalent (FTE) enrollment	10.27		25.53		45.60		65.27
annualized (no summer enrollment)							
Projected Program Income							
Tuition (paid by student or sponsor)	82,800		203,500		364,100		524,900
Expected state subsidy	N/A		N/A		N/A		N/A
Externally funded stipends							
Other income (College Fees)	-		-		1,500		3,800
Total Projected Income	$	82,800	$	203,500	$	365,600	$ 528,700
Program Expenses							
New Personnel							
New Faculty							
Full One new faculty member year 3 TESOL	$	-	$	-	$	74,500	$ 76,000
Part Time 2 courses year 1 and 2 (then fulltime)	$	5,800	$	5,800	$	-	$ -
Non-instruction (indicate role(s) in narrative section below)							
Full time (none)		-		-		-	-
Part time (none)		-		-		-	-
New facilities/space renovation (if applicable, describe below)		-		-		-	-
Tuition Scholarship Support (if applicable, describe below)							
		-		-		-	-
University stipend support (if applicable, describe below)₂		-		-		-	-
Additional library resources (if applicable, describe below)		-		-		-	-
Additional technology or equipment (if applicable, describe below)							
Other expenses (describe below)		-		-		-	-
(e.g. waived tuition and fees, travel, office supplies, accreditation costs)							
Total Projected Additional Expense	$	5,800	$	5,800	$	74,500	$ 76,000
Net Program Income or Expense	$	77,000	$	197,700	$	291,100	$ 452,700
without SSI considered							

Assumptions:

0% tuition increase annually

110 first-year students in the program year one. 120 first-year students by year four.

New Student increase by estimated 10% year one to 20% year 4

10% Out of state students (non-regional)

75% fulltime

SSI is not calculated or considered in fiscal statement due to potential flat/decreased allocation.

Lab fee revenue or expense not included as it will be a zero net.

2% faculty wage increase

Youngstown
STATE UNIVERSITY

RESOLUTION TO AUTHORIZE
CONFERRAL OF HONORARY DEGREE

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Business Administration (D.B.A.) degree, honoris causa, upon George Young, with all the rights and privileges attendant thereto.

Board of Trustees Meeting
March 16, 2017
YR 2017-

George Young-

A Youngstown State University graduate with a degree in Chemistry in 1983, Dr. Young is the CEO of Kalypso LP. Prior to founding Kalypso, George was a partner with Deloitte Consulting where he focused on product development and lifecycle management. He also held R&D, plant management and business management positions with BF Goodrich. George holds four US patents and was named the 1994 Northeast Ohio Inventor of the Year. He is a member of The Ohio State University's Technology Review Board to promote the commercialization of emerging technologies. George holds a PhD in Organic Chemistry from The Ohio State University and an MBA in Finance and Strategic Planning from Rice University.

Youngstown
STATE UNIVERSITY

RESOLUTION TO AUTHORIZE
CONFERRAL OF HONORARY DEGREE

BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby authorize the conferral of a Doctor of Humane Letters (L.H.D.) degree, honoris causa, upon Presley Gillespie, with all the rights and privileges attendant thereto.

Board of Trustees Meeting
March 16, 2017
YR 2017-

Presley Gillespie-

YSU alumni. Graduated with a degree in Speech Communications in 1992. President of Neighborhood Allies of Pittsburgh (inaugural president), a non-profit focused on resources, services and connections to neighborhood organizations with a focus on distressed areas. Former VP with Key Bank of Youngstown and the initial Executive Director of the Youngstown Community Development Corp. Presley has served on numerous boards locally and nationally, and currently serves on the Board of Directors of The Center for Community Progress, the Advisory Board of the Greater Pittsburgh Nonprofit Partnership, and the Western Pennsylvania Regional Data Center Advisory Board. In 2015 Presley was selected by Mayor William Peduto as a Daniel Rose Fellow with the Rose Center for Public Leadership, a fellowship established to encourage and support excellence in land use decision-making by local governments.

3356-10-05   Honorary degrees and commencement speakers.

Previous Policy Number:	1005.01
Responsible Division/Office:	Academic Affairs
Responsible Officer:	Provost and VP for Academic Affairs
Revision History:	October 1997; July 2009; June 2011; June 2013; December 2015
Board Committee:	Academic Quality and Student Success
Effective Date:	**December 16, 2015**
Next Review:	2020

(A)   Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations, and other events.

(B)   Procedures for selecting and approving candidates.

    (1)   Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice president for academic affairs, subject to board of trustees' approval.

    (2)   Faculty, staff, board of trustees members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.

    (3)   Per the academic senate bylaws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."

(4) The academic events committee will review the credentials of all the candidates recommended and will submit a list of no less than fifteen and no more than twenty candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.

(C) Selection of the commencement speaker.

(1) The provost, in consultation with the president, shall select a commencement speaker from the board-approved list.

(2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.

(D) Selection of the honorary degree recipient.

(1) Only the board of trustees is authorized to approve the awarding of an honorary degree.

(2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.

(3) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.

Youngstown
STATE UNIVERSITY

Explanation of Modifications to *University Policy*:

3356-10-12 Teaching by staff.

This policy was reviewed and numerous changes were made. Changes include that non-exempt staff teaching beyond a 40-hour workweek will be paid 1.5 times the established rate, as per FLSA requirements; that all staff members may teach no more than one course per term unless they have the approval of the provost/vice president for academic affairs; and the credentials of the staff members will be collected and reviewed for certification following the Higher Learning Commission expectations. In addition, staff members desiring to teach at the graduate level must have graduate faculty status. The effective date of this policy and the next review date were also updated.

Board of Trustees Meeting
March 16, 2017
YR 2017-

Youngstown
STATE UNIVERSITY

RESOLUTION TO APPROVE
TEACHING BY STAFF, 3356-10-12

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the creation of a University Policy governing Teaching by Staff policy number 3356-10-12, shown as Exhibit __ attached hereto.

Board of Trustees Meeting
March 16, 2017
YR 2017-

3356-10-12   Teaching by staff.

(A)   Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.

(B)   Definition. For purposes of this policy, a "staff member" is defined as any full-time employee who is not a member of the faculty bargaining unit.

(C)   Parameters.

   (1)   Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual's academic credentials.

   (2)   Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, during approved leave time, or at times other than their paid work schedule.

   (3)   Prior to the assignment, the staff member's supervisor shall certify in writing that any teaching assignment will not interfere with the staff member's regular responsibilities.

   (4)   Non-exempt staff members that complete a 40 hour work week and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty Instructors, as per FLSA requirements.

(3)   (5)   A staff member may teach no more than one course per term (normally considered to be equivalent to 3 TH) without ~~the express written consent of that staff member's supervisor and~~ the approval of the provost/vice president for academic affairs.

(4)   ~~Prior to the assignment, the staff member's supervisor shall certify in writing that any teaching assignment will not interfere with the staff member's regular responsibilities.~~

(D)   Procedures.

(1)   A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.

(2)   The credentials will be ~~forwarded~~ collected by ~~to~~ the chair of the department for departmental review ~~and approval~~. The credentials must be forwarded to the dean and provost for certification following Higher Learning Commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.

(3)   A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment ~~contract~~ agreement, ~~and~~ secure the written approval of the staff member's supervisor, and then forward the materials to the dean and provost for final approval.

3356-10-12   Teaching by staff.

Responsible Division/Office:	Academic Affairs
Responsible Officer:	Provost and Vice President for Academic Affairs
Revision History:	June 1999; March 2007; March 2011; March 2017
Board Committee:	Academic and Student Affairs
Effective Date:	**March 16, 2017**
Next Review:	2022

(A)   Policy statement. On occasion it is necessary and appropriate to have employees perform services above and beyond their normal scope of duties and to pay employees for these additional services.

(B)   Definition. For purposes of this policy, a "staff member" is defined as any full-time employee who is not a member of the faculty bargaining unit.

(C)   Parameters.

   (1)   Assignment of a staff member to teach shall be based solely upon the academic needs of the university and the appropriateness of the individual's academic credentials.

   (2)   Staff members may not receive payment for any course taught during their paid work schedule. Staff members may teach only during the lunch hour, approved leave time, or at times other than their paid work schedule.

   (3)   Prior to the assignment, the staff member's supervisor shall certify in writing that any teaching assignment will not interfere with the staff member's regular responsibilities.

   (4)   Non-exempt staff members that complete a 40 hour work week and engage in teaching activities in addition to, and outside of, the primary duty of their position will be paid 1.5 times the established teaching rate for part-time faculty instructors, as per FLSA requirements.

       (5)   A staff member may teach no more than one course per term (normally considered to be equivalent to 3 TH) without the approval of the provost/vice president for academic affairs.

(D)   Procedures.

       (1)   A staff member having appropriate academic credentials may request or be requested by an academic chairperson to teach in a department. Appropriate academic credentials must be documented.

       (2)   The credentials will be collected by the chair of the department for departmental review. The credentials must be forwarded to the dean and provost for certification following Higher Learning Commission expectations. Staff desiring to teach a graduate level course must also have graduate faculty status. Once approval is granted, the staff member becomes eligible to teach in the department.

       (3)   A department chairperson wishing to have an eligible staff member teach a class will initiate the appropriate part-time teaching assignment agreement, secure the written approval of the staff member's supervisor, and then forward the materials to the dean and provost for final approval.

Youngstown
STATE UNIVERSITY

RESOLUTION TO APPROVE
CENTERS OF EXCELLENCE
AT YOUNGSTOWN STATE UNIVERSITY

WHEREAS, the Ohio Board of Regents' *Strategic Plan for Higher Education 2008-2017* had called upon each university in the University System of Ohio to identify and define "Centers of Excellence" that would provide focus and distinction through instruction and inquiry in academic areas; and

WHEREAS, in response to that call, Youngstown State University established a process which identified "Centers of Excellence" at Youngstown State University to be the Center for Materials Science and Engineering, the Center for Applied Chemical Biology, the Williamson College of Business Administration Center of Excellence in International Business (IB), and the Rich Center of Excellence for the Study of Autism; and

WHEREAS, in that several new and emerging academic strengths have developed at Youngstown State University since 2008 that should now be considered as updated Centers of Excellence, the Youngstown State University Office of Research, through the University Research Council and Dean's Council has solicited, reviewed and evaluated proposals; and

WHEREAS, the Provost and the President have reviewed the recommendations of the University Research Council and in consultation with the Senior Leadership, have selected the "Centers of Excellence" at Youngstown State University to be the Center for Sports Medicine and Applied Biomechanics, Center for Materials Science and Engineering, the Williamson College of Business Administration Center of Excellence in International Business (IB), the Advanced Manufacturing Research Center; and the Centofanti Center for Health and Welfare for Vulnerable Populations; and

WHEREAS, the Center for Autism Studies and the Center for Applied Chemical Biology did not reapply to remain a "Center of Excellence" and will not longer be designated as such; and

WHEREAS, the selected "Centers of Excellence" meet the University's mission, vision, and core values and address the designation of YSU as an urban research university with focus on the economic rebirth of the Mahoning Valley through quality programs and scholarship;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the report "Centers of Excellence Submissions and Recommendations," as detailed in Exhibit _____ attached hereto.

Board of Trustees Meeting
March 16, 2017
Year 2017

CENTERS OF EXCELLENCE
SUBMISSIONS AND RECOMMENDATIONS
MARCH 2017

1. **Request for Proposals:**

   - The *Request for Proposals to Establish University Centers of Excellence* was developed by the Office of Research and the University Research Council, reviewed by Deans, and distributed to faculty, department chairs, and deans on November 28, 2016.

   - The solicitation outlined criteria for evaluation of proposals.

1. The Center definition, description, scope and needs statement; background and rationale for establishing this Center; relevance and importance relative to contemporary research; quality and importance of the Center; evidence of value to the university.

2. The Center Objective describes specific and realistic goals and objectives; alignment with university goals; impacts of products produced, services provided, and outcomes delivered on the university and community.

3. Center implementation plan includes detailed steps to initiate, grow, and sustain the Center; major initiatives and timing; evidence of clarity, affordability, and appropriateness of the implementation plan;

4. Strategic rationale for the Center; the logic and rationale for establishing the Center; evidence that the Center advances the university profile and reputation; clear academic benefits; alignment between center objectives and university objectives; interdisciplinary collaboration potential; potential for national and international collaborations.

5. Center's recent publications, programs, current/recent research, grant applications and grant awards; evidence of publications, citations, recognition, sponsored research, programs, publications, seminars, events, activities of the recent past; evidence that these activities have established a strong foundation for Center growth and sustainability; strong and broad based faculty leadership, from several departments/programs.

6. The Center has evidence of support from internal and external partners indicating involvement in and commitment to success of the Center. Letters should include a meaningful and relevant role for each involved/committed partner.

   - The timeline for submission and evaluation of proposals was as follows:

     o Program announcement/Request for Proposals issued November 28, 2016

     o Center of Excellence proposals due January 23, 2017

1

- o Review of proposals by the University Research Council began January 30, 2017 and concluded on February 27, 2017

- o Review of proposals by Academic Deans began February 28, 2017

- o Presentation to Tod Hall Leaders on February 28, 2017

- o Provost's recommendations to President Tressel

2. List of Applicants, January 23, 2017:

Center Name	Proposed Budget
1. Center for Sports Medicine and Applied Biomechanics	$ 2,526,274
2. Center for Applied History	$ 190,050
3. Launch Lab	$ 535,000
4. Advanced Manufacturing Research Center	$ 22,752,800
5. Youngstown Design Works	$ 102,700
6. Center for Materials Science and Engineering	$ 874,134
7. Centofanti Center of Excellence	$ 240,175
8. Institute for Applied Topology and Topological Structures	$ 315,050
9. Williamson College of Business International Business Center	$ 2,047,266

3. Centers recommended to President Tressel:

- Center for Sports Medicine and Applied Biomechanics
- Advanced Manufacturing Research Center
- Williamson College of Business Administration Center of Excellence in International Business (IB)
- Center of Excellence in Materials Science and Engineering
- Centofanti Center for Health and Welfare for Vulnerable Populations

4. University Research Council's summary statements regarding the five centers:

- <u>Center of Excellence in Materials Science and Engineering</u>: The Materials Science and Engineering program is comprised of 22 faculty and staff members from six departments within the College of STEM, and is devoted to the preparation, advanced characterization and development of a variety of materials for advancement of basic research, enhanced educational experiences, and practical applications. The Center takes advantage of existing on-site, state of the art infrastructure. The University's only Ph.D. program is in material Science and Engineering, and this Center supports that program.

  University Research Council (URC) would propose to require that this center would collaborate closely with the Advanced Manufacturing Research Center in pursuit of external research grants that would quickly lead to full sustainability and full financial independence within two years.

- <u>Advanced Manufacturing Research Center</u>: This center will lead YSU efforts in the development and practice of advanced manufacturing technologies, including additive manufacturing, robotics, industrial internet of things, reverse engineering, digital metrology, and hybrid manufacturing. AMRC will create an environment for academic/industry research partnerships, leveraging top-tier equipment and a planned advanced manufacturing research facility.

  URC has an expectation that this center would collaborate closely with the Center for Material Science and Engineering in pursuit of external research funding. Furthermore, this Center would be expected to partner with appropriate faculty from the Williamson College of Business Administration to ensure that the each of the advanced manufacturing technologies are cost profiled/justified, and that the economics of new manufacturing technologies be fully developed.

- <u>Williamson College of Business Administration Center of Excellence in International Business</u>: This Center capitalizes on and integrates the strong and varied WCBA international business activities, including the Williamson Center for International Business and the Ohio Small Business Development Center/Export Assistance Network. More than 20 faculty/staff members across three departments and the SBDC/EAN are engaged. The Center has demonstrated past success through advanced academic programming, applied research and scholarship, and extensive support for the regional business community.

  The URC proposes that this Center would engage the College of Liberal Arts and Social Sciences for the possible inclusion of a foreign language component, and a cultural awareness component, including investigating potential synergies in anthropology and sociology. Additionally, efforts should be made to engage the International Program Office for potential collaboration and student outreach.

- <u>Center for Sports Medicine and Applied Biomechanics:</u> Biomedical science and technology has grown dramatically over the last two decades and has become a major academic and industry research area. The establishment of the Center of Excellence in Sports Medicine and Applied Biomechanics (SMAB) along with a new minor program in biomechanics and joint Master program in biomedical science serve to address these growing academic and societal needs. Faculty members from the College of Health and Human Services (HHS) and College of Science, Technology, Engineering, and Math (STEM) have collaborated to build a state-of-the-art laboratory for the medical science and biotechnological research, which will increase the focus on both biomedical research and clinical service.

  URC recommends that the scope of efforts in this Center be expanded to include a wide spectrum of the population, possibly to include geriatrics or orthopedic trauma research. Additionally, local partnerships with NEOMED and/or Mercy Health or other local health care providers are recommended.

- <u>Centofanti Center for Health and Welfare for Vulnerable Populations</u>
  The Centofanti Center is committed to serving the needs of vulnerable individuals impacted by debilitating illness, poverty, disability, and/or discrimination throughout the Youngstown Community The Center currently provides health and human service trainings to faculty, staff, and community members for continuing education, and principally supports the *regional engagement* strategic cornerstone.

  The Center will continue collaboration through the establishment of student-driven programs that improve the health and well-being of patients attending the Midlothian Free Health Clinic (MFHC), and build an inter-professional education curriculum to move beyond profession-specific education.

  URC recommends this Center with the requirement that the *research* component be fully emphasized. Beyond programming and curriculum development, this Center will be expected to pursue externally funded research grants to advance the discovery of new and effective health and human service policies and practices.

  NOTE: Currently, YSU Policy 3356-10-21 (Establishing, altering, or abolishing educational, research, and public service centers, institutes, and laboratories) states in Article D (7):
  - Centers, institutes, and laboratories will be evaluated on a periodic basis. Newly established CIL will be evaluated within three years of their creation.

  The URC proposes that each designated Center be required once annually to prepare a 15 minute presentation and two-page written summary of accomplishments for the URC. Pending review of accomplishments and progress against plan, the URC would recommend continuance or cessation of University Center designation to the Provost.

Youngstown
STATE UNIVERSITY

SUBMITTED AT THE JUNE 2009 BOT MEETING
RESOLUTION TO APPROVE
CENTERS OF EXCELLENCE
AT YOUNGSTOWN STATE UNIVERSITY

WHEREAS, the Ohio Board of Regents' *Strategic Plan for Higher Education 2008-2017* calls upon each university in the University System of Ohio to identify and define "Centers of Excellence" that provide focus and distinction through instruction and inquiry in academic areas; and

WHEREAS, Youngstown State University established a subcommittee of the Institutional Response Committee and identified six criteria for evaluation of proposals, based on the *Strategic Plan for Higher Education*, and requested proposals from the Youngstown State University community; and

WHEREAS, the Youngstown State University School of Graduate Studies and Research, through the University Research Council and Dean, and through the Deans Council, reviewed and evaluated each proposal; and

WHEREAS, the Provost and the President have reviewed the recommendations of the University Research Council and the Deans Council and, in consultation with the Cabinet, have chosen the "Centers of Excellence" at Youngstown State University to be the Center for Materials Science and Engineering, the Center for Applied Chemical Biology, the Williamson College of Business Administration Center of Excellence in International Business (IB), and the Rich Center of Excellence for the Study of Autism; and

WHEREAS, the chosen "Centers of Excellence" meet the University's mission, vision, and core values and address the designation of YSU as an urban research university with focus on the economic rebirth of the Mahoning Valley through quality programs and scholarship;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the report "Centers of Excellence Submissions and Recommendations," as detailed in Exhibit _____ attached hereto and directs the President of Youngstown State University to submit the report to Eric Fingerhut, Chancellor of the Ohio Board of Regents.

Board of Trustees Meeting
June 19, 2009
YR 2009-

CENTERS OF EXCELLENCE
SUBMISSIONS AND RECOMMENDATIONS
MAY 2009

1. **Request for Proposals:**

   - The *Request for Proposals to Establish University Centers of Excellence* was developed by a subcommittee of the Institutional Response Committee and distributed to faculty, department chairs, and deans on February 11, 2009.

   - The RFP outlined six criteria for evaluation of proposals. These criteria—based on the Ohio Board of Regents' *Strategic Plan for Higher Education 2008–2017* and on communications from the Office of the Chancellor, as well as on institutional issues that will form the basis of evaluation of potential Centers of Excellence—were as follows:

     a. The potential or already established Center is focused on a particular area of academic inquiry (the chosen area may be somewhat broad, but not simply exploratory in nature) that aligns with appropriate academic programs at Youngstown State University. Investment in the Center will enhance these academic programs, particularly graduate programs, be inclusive of student research experiences (both undergraduate and graduate), and assist the University in developing and enhancing nationally recognized programs.

     b. The activities of the Center are meritorious and highly regarded as measured through significant publications, competitive grants and contracts from national agencies, collaboration with leading centers/institutes, contributions to national and international research boards and committees, patents and licenses, etc.

     c. The area is already contributing, or is likely to contribute, to regional or statewide science and technology collaborations, economic development, or other worthy initiatives. This may include collaboration with any other state university, but would likely include Northeast Ohio state and/or private universities, or regional industrial or non-profit partners.

     d. Investment in the Center will leverage additional, sustained, external funds (either to individual faculty members or to the Center).

     e. The Center has strong faculty leadership, involves a number of highly productive faculty members, often from several departments/programs, is interdisciplinary, and documents effective, collaborative planning and execution.

     f. The Center has a strategy to increase the stature of the particular focus area and has the endorsement of the appropriate Dean or Deans.

- The <u>timeline</u> for submission and evaluation of proposals was as follows:

  o Program announcement/Request for Proposals issued February 11, 2009

  o Center of Excellence proposals due Monday, March 9, 2009

  o Review of proposals by the University Research Council began March 23, 2009

  o Review of proposals by academic Deans began April 1, 2009

  o Presentation to the Cabinet

  o Provost's recommendations to President Sweet

2. List of Applicants, March 9, 2009:

<u>Center Name</u>	<u>Proposed Budget</u>
1. The Applied Gerontology Research Center	$ 1,453,034
2. Center for Applied Chemical Biology	$1.5 – $3.4 million*
3. Center for Applied History	$ 1,395,765
4. Center for Community Wellness	$ 4,721,884
5. Center for Creative Writing and Publishing	$ 1,540,713
6. Center for Working-Class Studies	$ 1,350,674
7. Center of Excellence in Environmental Sustainability	$ 15,662,442
8. Center of Excellence in Materials Science and Engineering	$ 14,666,642
9. Rich Center of Excellence for the Study of Autism	$ 3,437,505
10. Institute for Applied Topology and Topological Structures	$ 9,831,209
11. Williamson College of Business Administration Center	$ 1,624,158

* The range is contingent upon faculty salaries. Other budgets will be reviewed at a later date.

3. Centers recommended to President Sweet:

- Center of Excellence in Materials Science and Engineering
- Center for Applied Chemical Biology
- Williamson College of Business Administration Center of Excellence in International Business (IB)
- Rich Center of Excellence for the Study of Autism*

The Rich Center may not fully qualify based on the criteria outlined in the Request for Proposals. However, the level of support—both in the region and statewide—and YSU's aspirations for the Rich Center warrant its inclusion in the list of centers recommended to the President.

4. (Edited) University Research Council's summary statements about the four centers listed above:

- <u>Center of Excellence in Materials Science and Engineering</u>: The Materials Science and Engineering program has been building at YSU for several years, culminating with the submission of a proposal for a doctoral program in this area as well as the awarding of several high-profile grants. The senior faculty members involved have solid records of achievement at YSU, mainly in instrumentation procurement, while the junior faculty members have promise. While eight faculty members are detailed on the cover page, 20 odd are supposed to play roles in this Center; their vita and details of their roles are not included. This proposed Center will play a significant role in economic development, but the proposal could be improved. The budget was overly ambitious and has conflated the needs for resources in the proposed doctoral program with those of the center. New graduate programs need to be properly funded independently from how they fit with or can be worked into any research or service-based center at YSU.

- <u>Center for Applied Chemical Biology</u>: This Center features faculty with solid records of previous collaboration and achievement. The Center is a consolidation of two faculty research groups: Proteomics/Genomics and Drug Design. It brings together chemists, biochemists, and biologists and promises to further enhance the already strong area of Biological Chemistry and related fields. Investment will contribute significantly to the growth and external recognition of this program at YSU. Center activities have attracted significant external funding and collaboration with business. Publications are of a high quality, with students featuring prominently. The faculty members involved are well positioned to expand external collaborations, both locally and internationally, to enhance the profile of the Center and contribute to economic development.

- <u>Williamson College of Business Administration Center of Excellence in International Business (IB)</u>: This Center is a collection of separate entities put together as one body with little obvious overlap and common mission. International engagement is essential in modern business; however, local engagement is also important in terms of economic development, especially if state support from the Chancellor will be sought. The focus of the student-centered educational activities in the separate components could be more integrated with research in the field. The main players involved have solid records of achievement and are involved in external collaborations and with national organizations.

- <u>Rich Center of Excellence for the Study of Autism</u>: A well-established Center in Youngstown that has potential; however, the main players do not all have very strong

records of grant writing and overall research publication. It is difficult to see, from the evidence provided, how this Center would be a driving force for economic development, but it could be a national center of excellence in the academic field if the research/academic focus areas were clearly delineated and future hiring in the collaborating departments was designed to support the Center activities.

Youngstown
STATE UNIVERSITY

Explanation of Modifications to *University Policy*:

3356-10-15 Integrity in research – use and care of animals.

This policy was reviewed and minimal changes were made. Modifications include listing the current responsible division/office, responsible officer, revision history, the language within the policy reflects this reporting structure, and indicating the new review date.

Board of Trustees Meeting
March 16, 2017
YR 2017-

Youngstown
STATE UNIVERSITY

RESOLUTION TO APPROVE
INTEGRITY IN RESEARCH – USE AND CARE OF ANIMALS, 3356-10-15

WHEREAS, University Policies are being reviewed and reconceptualized on an ongoing basis; and

WHEREAS, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

WHEREAS, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University does hereby approve the creation of a University Policy governing Integrity in Research – Use and Care of Animals policy number 3356-10-15, shown as Exhibit __ attached hereto.

Board of Trustees Meeting
March 16, 2017
YR 2017-

3356-10-15   Integrity in research – use and care of animals.

Previous Policy Number: 1015.01
Responsible Division/Office: Graduate Studies and Research
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: December 1999; March 2007; March 2011;
                              September 2016
Board Committee: Academic and Student Affairs
Effective Date: March 18, 2011March 16, 2017
Next Review: 201622

(A)   Policy statement. The university conducts research with integrity requiring the humane treatment and care of all animals utilized in such research. The university has developed and maintains procedures, which are in conformance with, but not limited to, relevant federal and state regulations to humanely, efficiently, effectively, and legally use live vertebrate animals in research.

(B)   Parameters.

    (1)   In accordance with the Health Research Extension Act of 1985 (Pub. L. No. 99-158), the chief executive officer, i.e., the president, is required to annually appoint an institutional animal care and use committee ("IACUC") as specified by federal regulations. At Youngstown state university the presidential authority to appoint the IACUC is delegated to the associate provostvice president for research and dean of graduate studies and research as the authorized institutional official of the university.

    (2)   The IACUC is charged with reviewing all research projects and programs that involve animals. This review process will be in accordance with all state and federal regulations and it will include authority to approve, require modification, disapprove, or suspend research activities involving vertebrate animals.

    (3)   The IACUC is further charged with:

        (a)   Requiring adequate scientific justification prior to approval, including consideration of alternative or in vitro methods,

of use of live animals, especially when any pain or suffering is a possible result.

(b)   Maintaining appropriate systematic continuing review and monitoring or approved protocols and a process to suspend or terminate approval of research that is not being conducted in accordance with the committee's requirements or that has been associated with unexpected results.

(c)   Overseeing a comprehensive veterinary care program for all animal colonies that includes diagnostic resources, preventative medicine, postsurgical care, and a mechanism for emergency care.

(d)   Assuring a training program for both researchers and animal care technicians that includes information on the humane practice of animal care and use and training to minimize animal distress.

(e)   Maintaining an adequate system to track, report, and maintain compliance with the Animal Welfare Act, "Guide for the Care and Use of Laboratory Animals," the Health Research Extension Act of 1985, and applicable state and federal law.

(C)   Procedures. Persons contemplating research utilizing the use of live animals should contact the IACUC through the office of ~~grants and sponsored programs~~ research for the proper forms and current procedures.

(D)   Note: Further information may be found in the "Guide to Sponsored Program Development," Pub. L. No. 99-158 (1985) and Pub. L. No. 89-544 (1966), as amended, (Pub. L. No. 91-597, Pub. L. No. 94-279, and Pub. L. No. 99-198), 7 U.S.C. 2131 et seq. Implementing regulations are published in the Code of Federal Regulations, Title 9, Chapter 1, subchapter (A), parts (1), (2), and (3), and are administered by the U.S. department of agriculture.

3356-10-15   Integrity in research – use and care of animals.

Responsible Division/Office: Research
Responsible Officer: Provost and Vice President for Academic Affairs
Revision History: December 1999; March 2007; March 2011;
    September 2016
Board Committee: Academic and Student Affairs
Effective Date: **March 16, 2017**
Next Review: 2022

(A)   Policy statement. The university conducts research with integrity requiring the humane treatment and care of all animals utilized in such research. The university has developed and maintains procedures, which are in conformance with, but not limited to, relevant federal and state regulations to humanely, efficiently, effectively, and legally use live vertebrate animals in research.

(B)   Parameters.

(1)   In accordance with the Health Research Extension Act of 1985 (Pub. L. No. 99-158), the chief executive officer, i.e., the president, is required to annually appoint an institutional animal care and use committee ("IACUC") as specified by federal regulations. At Youngstown state university the presidential authority to appoint the IACUC is delegated to the associate vice president for research as the authorized institutional official of the university.

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(c)   Overseeing a comprehensive veterinary care program for all animal colonies that includes diagnostic resources, preventative medicine, postsurgical care, and a mechanism for emergency care.

(d)   Assuring a training program for both researchers and animal care technicians that includes information on the humane practice of animal care and use and training to minimize animal distress.

(e)   Maintaining an adequate system to track, report, and maintain compliance with the Animal Welfare Act, "Guide for the Care and Use of Laboratory Animals," the Health Research Extension Act of 1985, and applicable state and federal law.

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Youngstown
STATE UNIVERSITY

RESOLUTION TO CHANGE THE DEPARTMENT NAME OF
HUMAN PERFORMANCE AND EXERCISE SCIENCE TO
KINESIOLOGY AND SPORT SCIENCE

WHEREAS, the faculty in the Department of Human Performance and Exercise Science request the name of the department be changed to encompass its new and future programs; and

WHEREAS, after researching 120 universities and colleges in the United States with similar programs, it was determined the word "kinesiology" captures the range of scholarly activities within the department; and

WHEREAS, to encompass the recently approved Athletic Training program and to align with sports programs the department wishes to develop, the department proposes the term "sport science" also be included in the department name;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Youngstown State University approves the department name change of Human Performance and Exercise Science to Kinesiology and Sport Science.

Board of Trustees Meeting
March 16, 2017
YR 2017-

Youngstown
STATE UNIVERSITY

To: Dr. Joseph L. Mosca
    Dean. College of Health and Human Services

From: Dr. Jennifer Pintar
    Chairperson, Department of Human Performance and Exercise Science

Date: January 12, 2017

Subject: Department Name Change

The faculty members within the Department of Human Performance & Exercise Science would like to change the department name to one that is more encompassing of its new and future programs. The name Human Performance was used quite often in the 1980s and 90s and usually covered exercise science and physical education programs. With the explosion of the sport industry and specialization of the majors under this umbrella, universities and colleges across the world have used a variety of names to encapsulate the array of disciplines covered within a single department. Many campuses use the terms exercise science, kinesiology, sport science, and human performance in different combinations to encompass their majors.

However, after researching 120 Universities and Colleges in the United States that offer programs similar to ours, three names became most prevalent: Kinesiology, Exercise Science and Sport Science. Our faculty agreed that kinesiology, the study of movement, is a term that more broadly captures the range of scholarly activities that occur within our department. There was concern though that it did not capture Athletic Training as well as the term Sport Science would. Departments that offer similar programs as HPES at YSU such as the University of North Carolina – Chapel Hill, University of Miami, University of Dayton, University of Akron, Idaho State and Indiana University of Pennsylvania (to name a few) all use Sport Science in their names to encompass their related programs such as Athletic Training and Sports Administration.

With the addition of Athletic Training to our department and the proposed 5-year plan of entertaining a Masters of Exercise Physiology and potentially a Masters of International Sports Administration, it seems logical to have a name that would embody more than just Exercise Science. In addition, we have been approached by faculty in the psychology and history departments with interest for future collaborations in sport psychology and sport sociology.

For these reasons, we felt that although Kinesiology is a broad term, **Kinesiology & Sport Science** is a name that more adequately describes current and future programs expected to be housed within our department.

Youngstown
STATE UNIVERSITY

To: Dr. Martin Abraham, Provost and Vice President of Academic Affairs

From: Dr. Joseph L. Mosca, Dean/College of Health and Human Services

Date: January 23, 2017

Subject: Departmental Name Change

Attached, please find the rational that Jenn Pintar submitted in support of a department name change from Human Performance and Exercise Science to **Kinesiology and Sport Science**. Her rationale makes sense to me and seems to capture the essence of scholarship and knowledge dissemination that is occurring. It also seems to be terminology common to the discipline and used widely at other institutions as is indicated. It has my support but I am happy to discuss any concerns that you may have. Thank you for your consideration.