

ACADEMIC SENATE AGENDA
Wednesday, May 7, 2014, 4:00 P.M.
Room 132, DeBartolo Hall

AGENDA

- 1. Call to Order**
- 2. Approval of Minutes for April 2, 2014 meeting** – The minutes can be downloaded at the following URL: <http://www.ysu.edu/acad-senate/academic%20senate/1314/minapr14.pdf>
- 3. Report of the Charter and Bylaws Committee** (Francois Fowler, Committee Chair) – **No Report**
- 4. Senate Executive Committee Report** – Chet Cooper, Senate Chair
- 5. Ohio Faculty Council Report** – Ken Learman, Representative
- 6. Report of the Elections and Balloting Committee** – Ken Learman, Committee Chair
- 7. Reports from Other Senate Committees**
 - a. Academic Events Committee (Tom Wakefield, Chair) – **No Report**
 - b. Academic Programs Committee (Adam Earnhardt, Chair) – [See Attachment](#)
 - c. Academic Research Committee (Ken Miller, Chair) – **No Report**
 - d. Academic Standards Committee (Beckey Curnalia, Chair) – [see Attachment](#)
 - e. General Education Committee (Joe Palardy, Chair) – [see Attachment](#)
 - f. Honors Committee (Jill Gifford, Chair) – **No Report**
 - g. Library Committee (Susan Clutter, Chair) – **No Report**
 - h. Professional Conduct Committee (Ken Learman, Chair) – **No Report**
 - i. Student Academic Affairs Committee (Karen Larwin, Chair) – **No Report**
 - j. Student Academic Grievance Committee (Teri Riley, Chair) – **No Report**
 - k. Undergraduate Curriculum Committee (Karen Giorgetti, Chair) – [See Attachment](#)
- 8. Unfinished Business**

Revision of 1998 YSU Statement of Ethics (Mike Crist)– [see Attachment](#)
- 9. New Business**
- 10. Adjournment**

Attachment #1Date **April 2, 2014** Report Number (For Senate Use Only) _____Name of Committee Submitting Report
Academic Programs CommitteeCommittee Status: (elected chartered, appointed chartered, ad hoc, etc.)
Appointed Chartered

Names of Committee Members:

David Asch (STEM), Kevin Ball (Admin.), William Buckler (Advising), Jayne Caputo (Admin.), Maria Delost (HHS), Adam Earnhardt (CCAC, chair), Karen Giorgetti (UCC Chair), Karen Henning (Admin.), Loren Lease (CLASS), Zara Rowlands (HHS), Gail A Saunders-Smith (Education), Michael Slavens (Student), Cynthia Vigliotti (CLASS), Xiaolou Yang (WCBA)

Upcoming Meetings: The APC intends to meet in April to review additional proposals before the May senate meeting.*Proposals Reviewed, Approved and Circulated:* Since our last report to Senate (February 2014) the Academic Programs Committee (APC) approved the following proposals. These proposals are reported for informational purposes only:

Proposals 2013-14 AY	Department	Name/Title
008M-14	Art	Interdisc Studio Art (Non-Art Majors)
009P-14	Economics	Accelerated 4+1 MA
010P-14	Foreign Languages	Spanish and
011P-14	Foreign Languages	Spanish Education
013P-14	Health Professions	Dental Hygiene
014P-14	HPES	Phys Ed (BA) - deletion
015P-14	Health Professions	Public Health
018P-14	Marketing	Marketing Management, adding 2 track options
020P-14	Education	Middle Childhood Ed
021P-14	Health Professions	Clinical Lab Tech (name change)
022P-14	Health Professions	Clinical Lab Science (name change)
023P-14	Health Professions	Clinical Lab Tech (AA – deletion of Histotechnician track)

Proposals received and approved pending minor clarifications:

Proposals 2013-14 AY	Department	Name/Title
012P-14	Health Professions	Respiratory Care
016P-14	Business	Nonprofit Leadership Certificate
017M-14	Marketing	Minor

Proposals received and returned for clarifications:

Proposals 2013-14 AY	Department	Name/Title
019M-14	Business	International Business Minor

The following proposals received APC approval, but require OBOR notification and/or approval prior to implementation:

Proposals 2013-14 AY	Department	Name/Title
014P-14	HPES	Phys Ed (BA) – deletion of program
015P-14	Health Professions	Public Health – addition of Environmental Health and Safety concentration
021P-14	Health Professions	Clinical Lab Tech (name change)
022P-14	Health Professions	Clinical Lab Science (name change)
023P-14	Health Professions	Clinical Lab Tech (AA – deletion of Histotechnician track)

Do you anticipate making a formal motion relative to the report? **No**

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

Report respectfully submitted by:

Adam C. Earnhardt, Chair APC 2013-2014, (Chair, Department of Communication)

Attachment #2

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

Date **4/06/14** Report Number (For Senate Use Only) _____

Name of Committee Submitting Report **Academic Standards**

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

Names of Committee Members **Tom Diggins, Rebecca Curnalia, Chris Bellas, David Stout, David Porter, Ou Hu, Bill Buckler, Bill Vendemia, Joe Mosca, Teri Riley, Denise Walters Dobson, Jeanne Herman, Michael Slavens, Catie Carney**

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

The issue of changing the “good standing” policy for YSU freshman was brought to the ASC for discussion. The ASC considered the following:

- **Whether it was appropriate for freshman to have a 1.75 and be in “good academic standing” whereas all other students must maintain a 2.0.**
- **Of the 4300 Freshman at YSU this year, 243 (5%) would be affected by this change in policy.**
- **Putting students on “academic warning” earlier may encourage them to repeat the courses they did not do well in, have their GPAs recalculated sooner, and improve their GPA sooner.**
- **Being on academic warning does not limit students’ ability to participate in academic activities, and should not impact their employability as student employees.**
- **With the new standards for admissions, the number of students affected by this higher standard for academic standing should slowly decline.**

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

If so, state the motion:

The ASC moves that, effective Spring 2015, all students must have a 2.0 GPA or higher to be in “good academic standing.” Students who are on “academic warning” remain eligible for student activities and student employment.

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

Other relevant data:

The language in the Undergraduate bulletin should be modified as follows:

Academic standing is based on the total earned hours (TEH) completed, including accepted transfer hours. The point averages (PA) required for good standing are as follows:

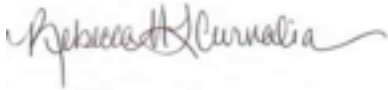
Required	
TEH	PA
1+	2.00

To be considered in good academic standing, a student must have a 2.0 grade point average.

A student whose point average falls below the specified average for the number of credit hours achieved will be given a warning.

Deleted: Recognizing that the transition from high school to college may be a difficult one, the University has set the minimum levels of academic achievement during the student's first year below the level required for graduation

Deleted: 1-31 1.75
32+



Rebecca M. L. Curnalia, ASC Chair

Chair

Attachment #3

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

Date **April 29, 2014** Report Number (For Senate Use Only) _____

Name of Committee Submitting Report

General Education Committee

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

Elected/Appointed

Names of Committee Members

Elected Members

Julie Boron: CLASS, Peter Reday: WCBA, Sally Lewis: EDUC, Phil Munro: STEM, Ewelina Boczkowska: FPA, Zara Shah-Rowlands: HHS

Appointed Members

Joseph Palardy: Chair, Randall Goldberg: AH, Alan Tomhave: SPA, W. Greg Sturrus: NS, Guy Shebat: Skills, Brad Shellito: SS, Hillary Fuhrman: Assessment, Julie Felix: Advisors, Ciara Andrews: Student, Lindsey Farran: Student

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

This report provides a summary of the history and findings of the ROAD project. A longer version of the document was presented at the Higher Learning Commission Annual Conference in April, 2014 and is available on request from the General Education Coordinator.

Do you anticipate making a formal motion relative to the report? **No**

The ROAD: Assessing writing and critical thinking with VALUE rubrics

Tod Porter, Chair of the Department of Economics

Joseph Palardy, General Education Coordinator

Angela Messenger, Writing Center Coordinator

Hillary Fuhrman, Director of Assessment

The Repository Of Assessment Documents (ROAD) project was a response to a 2008 Higher Learning Commission site team report which stated that YSU needed to improve its assessment of general education. The goal of the ROAD project is to provide statistically valid measurement of the writing and critical thinking skills of YSU students, which then informs discussion of how to improve writing and critical thinking across the university. To measure student performance, all students taking the second composition course (ENGL1551) must upload the final assignment in the course. Upper-division students are asked to upload a writing sample selected by their program. The writing samples are then scored by paid reviewers trained and scheduled by the Writing Center (the reviewers are typically the part-time faculty who teach the composition courses). The General Education Coordinator is responsible for summarizing and analyzing the scores; his work is then shared with the faculty in the composition program. At this point, we can only compare scores for papers written by composition students with papers written by a different group of upper-division students; eventually we will be able to do longitudinal analysis by comparing a composition essay and an upper-division paper written by the same student. A critical step in establishing this assessment process was gaining the approval of the Academic Senate, which required three substantive modifications in the design of the

program. First, the original proposal called for students to upload three upper-division papers; a number of departments objected to this, so the requirement was reduced to a single paper. Second, faculty were concerned that the results would be used to evaluate individual faculty and programs; this was addressed by including language in the resolution prohibiting the use of the data in that manner and requiring procedures to keep the identity of the students who upload the documents anonymous (special ID numbers are used that allow us to match the essay scores with other student data but hide the student's identity). Third, some departments objected to the language used in the VALUE rubrics, so a committee with representatives from all six colleges developed a modified version of the rubric that was acceptable to all of the colleges.

The system for storing and scoring the student essays was developed in-house; it is a customization of the university's Banner database system. The advantages to using an internally developed system include: reduced cost from not having to license a proprietary system, reduced training costs (users access the system through their Banner accounts, and we can limit the options to a minimum), and the ability to match information about student characteristics with the essay scores. YSU can make the coding used available to interested parties.

To date, over 5,000 student writing samples have been uploaded to the database and 1,500 writing samples have been scored. From the statistical analysis conducted so far, we can make the following conclusions:

- The characteristics of the students who upload the composition writing sample are similar to the characteristics of the students taking that class. Students who fail the class are less likely to upload a document, so better-performing students are somewhat overrepresented.
- Scores for upper-division writing samples are higher than scores for the composition writing samples. Since we do not have enough data yet to conduct longitudinal analysis, it is not clear how much of the difference is due to selectivity bias (more talented students are more likely to reach the upper-division classes) and how much is due to coursework improving student writing.
- There is almost no evidence of relationships between the writing scores and demographic variables such as age, gender, and race.
- There is very strong statistical evidence that students with higher ACT English scores have higher scores on the writing samples and that students who register late have lower scores on the writing samples. Late registration is assumed to be a proxy for the student's level of commitment to attending college.

The statistical results have prompted a substantial amount of discussion about the English composition program. Possible modifications to the program include:

- Developing a handbook for all faculty teaching composition, including sample assignments,
- Reviewing the composition departmental syllabi, starting with ENGL 1551 and working backwards to the other levels of composition to introduce skills more systematically as well as standardize other policies in the course,

- Introducing a range of documentation styles because the majority of upper division ROAD samples followed the guidelines of the American Psychological Association (APA) while most of the ENGL 1551 submissions were documented using the styles of the Modern Language Association (MLA), and
- Offering workshops to better prepare composition faculty to teach critical thinking.

Starting in fall 2013, YSU began to adapt the ROAD project for use in the Voluntary System of Accountability's (VSA) VALUE Rubric Demonstration Project. YSU has participated in the VSA since 2008. The ROAD rubric was altered to align with the VALUE project protocols, and was approved by the Faculty Senate approval in spring 2014. Full-time faculty will be recruited for a calibration and scoring day in May 2014. Alignment of ROAD artifacts with VSA VALUE protocols will be evaluated after the first scoring round. YSU hopes that adapting the ROAD for use as a VSA student learning outcomes assessment tool will leverage VSA participation and funds, build on the conversations and curricular improvements already begun in the English Department, and foster campus-wide dialogue on student learning in writing and critical thinking.

For more information about the ROAD project, including information about the rubric, please visit: http://web.ysu.edu/gen/ysu/ROAD_m2501.html.

Attachment #4**MEMO**

TO: Senate Members, Faculty, and Administrators
 FROM: Karen Giorgetti
 University Curriculum Committee 2013-14
 RE: Course Proposals for Review
 Date: April 30, 2014

Key: [A = Add; D = Delete; C = Change; FT = Fast track pre-req change; CL = Cross Listed].

<u>UCC #</u>	<u>Course</u>	<u>Course Title</u>	<u>Action</u>	<u>Cross List</u>	<u>Decision</u>
14-166	HEPE 4889	Selected Topics in Health and Physical Education	A	N	Approve
14-167	FNUT 5873	Nutrition and Aging	D	N	Approve
14-168	FNUT 5872	Maternal and Child Nutrition	D	N	Approve
14-169	FNUT 2650	Seminar in Dietetic Technology	D	N	Approve
14-170	PHLT 3701	PreProfessional Field Experience	D	N	Approve
14-171	HPES 1506	Performance and Analysis of Track and Field	D	N	Approve
14-172*	HPES 1573L	Tactical Approach to Teaching Team Sports	D	N	Approve
14-173	HEPE 2672	Mechanical Principles of Movement	A	N	Approve
14-174	TEMC 4801	The Middle School Learning Community	C	N	Approve
14-175	TEMC 3703	Thematic Instruc & Assess Methods in Social Studies	C	N	Approve
14-176	TEMC 3704	Teaching Math in the Middle School	C	N	Approve
14-177	TEMC 3705	Teaching Science in the Middle School	C	N	Approve
14-178	TEMC 3706	Teaching of Lang Arts in the Middle School	C	N	Approve
14-179	TCOM 3710	Sports Field Production 3	C	N	Approve
14-180	TCOM 2610	Sports Field Production 2	C	N	Approve
14-181	TCOM 1510	Sports Field Production 1	C	N	Approve
14-182	ENGL 3706	Introduction to Literary Theory	FT	N	Approve
	ENGL 3770	American Literature in Historic Perspective	FT	N	Approve
	ENGL 3780	American Genres	FT	N	Approve
	ENGL 4830	Major Figures in British Literature	FT	N	Approve
	ENGL 4831	British Genres, Circles & Movements	FT	N	Approve
	ENGL 4860	The Medieval World	FT	N	Approve
	ENGL 4862	Themes in American Literature	FT	N	Approve
	ENGL 4864	American Literary Conversations	FT	N	Approve
	ENGL 4871	The Black Experience in American Literature	FT	N	Approve
	ENGL 4881	Shakespeare and His World	FT	N	Approve
	ENGL 4882	The English Renaissance	FT	N	Approve

	ENGL 4886	Restoration and Eighteenth Century British Literature	FT	N	Approve
	ENGL 4887	The Romantic Period	FT	N	Approve
	ENGL 4892	Nineteenth Century British Literature Studies	FT	N	Approve
	ENGL 4895	Early Twentieth Century British Studies	FT	N	Approve
	ENGL 4896	British Literature from World War II →	FT	N	Approve
	ENGL 4852	Linguistics and Literacy	FT	N	Approve
14-183	MATH 1511	Trigonometry	A	N	Approve
14-184	STEM 1508	Introduction to Trigonometry	D		Approve
14-185	TEMC 4802	Middle Level Instructional Design and Student Outcome	A	N	Approve
14-186	HPES 4895	Adapted Physical Education	C	N	Approve
14-187	MKTG 3702	Business Professionalism	FT	N	Approve
14-188	BUS 3720	Nonprofit Leadership	FT	N	Approve
	BUS 3780	Financial Management & Fundraising for Nonprofit Organizations	FT	N	Approve
14-189	MKTG 3750	Product Management	FT	N	Approve
14-203	PHLT 4898	Environmental Health and Safety Senior Seminar	A	N	Approve
14-204	PHLT 4899	Public Health Senior Seminar	C	N	Approve
14-205	CLTC 1501	Introduction to Clinical Laboratory Science	D	N	Approve
14-206	CLTC 1501L	Introduction to Clinical Laboratory Science Lab	D	N	Approve
14-207	CLTC 1502	Urinalysis and Body Fluids	D	N	Approve
14-208	CLTC 1502L	Urinalysis and Body Fluids Lab	D	N	Approve
14-209	CLTC 1503	Immunohematology	D	N	Approve
14-210	CLTC 1503L	Immunohematology Laboratory	D	N	Approve
14-211	CLTC 1505	Phlebotomy	D	N	Approve
14-212	CLTC 2601	Clinical Chemistry 1	D	N	Approve
14-213	CLTC 2601L	Clinical Chemistry 1 Laboratory	D	N	Approve
14-214	CLTC 2603	Topics in Clinical Laboratory Technology	D	N	Approve
14-215	CLTC 2687L	Microbiology for Health Care Laboratory	D	N	Approve
14-216	CLTC 3700	Clinical Chemistry 2	D	N	Approve
14-217	CLTC 3700L	Clinical Chemistry 2 Laboratory	D	N	Approve
14-218	CLTC 3701/L	Clinical Hematology 1	D	N	Approve
14-219	CLTC 3702/L	Clinical Hematology 2	D	N	Approve
14-220	CLTC 3703L	Clinical Immunology Laboratory	D	Y/ BIOL 3703L	Approve
14-221	CLTC 3703	Clinical Immunology	D	Y/ BIOL 3703	Approve
14-222	CLTC 3706	Clinical Laboratory Seminar	D	N	Approve
14-223	CLTC 3710	Interpretation of Clinical Laboratory Results	D	N	Approve

14-224	CLTC 3716	Clinical Internship	D	N	Approve
14-225	CLTC 3787	Diagnostic Microbiology	D	N	Approve
14-226	CLTC 3787L	Diagnostic Microbiology Laboratory	D	N	Approve
14-227	CLTC 4800	Advanced Clinical Chemistry	D	Y	Approve
14-228	CLTC 4801	Advanced Hematology	D	N	Approve
14-229	CLTC 4802	Immunoematology Clinical Experience	D	N	Approve
14-230	CLTC 4803	Advanced Microbiology	D	N	Approve
14-231	CLTC 4804	Miscellaneous Clinical Experience	D	Y	Approve
14-232	CLTC 4821	Clinical Experience 2	D	Y	Approve
14-233	CLTC 4811	Clinical Experience 1	D	Y	Approve
14-234	CLTC 4831	Clinical Experience 3	D	Y	Approve
14-235	MLT 1502	Urinalysis and Body Fluids	A	N	Approve
14-236	MLT 1502L	Urinalysis and Body Fluids Laboratory	A	N	Approve
14-237	MLT 1503	Immunoematology	A		Approve
14-238	MLT 1503L	Immunoematology Laboratory	A		Approve
14-239	MLT 2601	Clinical Chemistry 1	A		Approve
	MLT 2601L	Clinical Chemistry 1 Laboratory	A		Approve
14-240	MLT 2603	Topics in Medical Laboratory Technology	A		Approve
14-241	MLT 2687L	Microbiology for Health Care Laboratory	A	N	Approve
14-242	MLT 3706	Medical Laboratory Seminar	A	N	Approve
14-243	MLT 3710	Interpretation of Clinical Laboratory Results	A	N	Approve
14-244	MLT 3716	Clinical Internship	A	N	Approve
14-245	MLT 3703L	Clinical Immunology Laboratory	A	Y	Approve
14-246	MLS 3703L	Clinical Immunology Laboratory	A	Y	Approve
14-247	BIOL 3703L	Clinical Immunology Laboratory	A	Y	Approve
14-248	CLTC 2609	Topics in Histotechnology	D	N	Approve
14-249	CLTC 2609L	Topics in Histotechnology Laboratory	D	N	Approve
14-250	CLTC 2611	Histotechnician Seminar 1	D	Y	Approve
14-251	CLTC 2612	Histotechnician Practicum 1	D	N	Approve
14-252	CLTC 2621	Histotechnician Seminar 2	D	N	Approve
14-253	CLTC 2622	Histotechnician Practicum 2	D	N	Approve
14-254	MLS 1501	Introduction to the Medical Laboratory Profession	A	Y	Approve
14-255	MLS 1501L	Introduction to the Medical Laboratory Prof. Lab	A	Y	Approve
14-256	MLT 1501	Introduction to the Medical Laboratory Profession	A	Y	Approve
14-257	MLT 1051L	Introduction to the Medical Laboratory Prof. Lab	A	Y	Approve
14-258	MLS 3700	Clinical Chemistry 2	A	Y	Approve
14-259	MLS 3700L	Clinical Chemistry 2 Laboratory	A	Y	Approve
14-260	MLT 3700	Clinical Chemistry 2	A	Y	Approve

14-261	MLT 3700L	Clinical Chemistry 2 Laboratory	A	Y	Approve
14-262	MLS 3701/L	Clinical Hematology 1	A	Y	Approve
14-263	MLT 3701/L	Clinical Hematology 1	A	Y	Approve
14-264	MLS 3702/L	Clinical Hematology 2	A	Y	Approve
14-265	MLT 3702/L	Clinical Hematology 2	A	Y	Approve
14-266	MLS 3787	Diagnostic Microbiology	A	Y	Approve
14-267	MLS 3787L	Diagnostic Microbiology Laboratory	A	Y	Approve
14-268	MLT 3787	Diagnostic Microbiology	A	Y	Approve
14-269	MLT 3787L	Diagnostic Microbiology Laboratory	A	Y	Approve
14-270	MLS 4800	Advanced Clinical Chemistry	A	N	Approve
14-271	MLS 4801	Advanced Hematology	A	N	Approve
14-272	MLS 4802	Advanced Immunohematology	A	N	Approve
14-273	MLS 4803	Advanced Microbiology	A	N	Approve
14-274	MLS 4804	Miscellaneous Clinical Experience	A	N	Approve
14-275	MLS 3703	Clinical Immunology	A	Y	Approve
14-276	Art 1530/STEM 1530	Design in Practice	A/Gen. Ed	Y	Approve
14-277	MUIN 4867	Senior Project	A	N	Approve
14-278	MUIN 4866	Recording Internship	A	N	Approve
14-279	MUIN 3765	Advanced Recording Techniques	A	N	Approve
14-280	MUIN 3762	Digital Sound Production	A	N	Approve
14-281	MUIN 3763	Digital Recording and Editing	A	N	Approve
14-282	MUIN 3764	Advanced Microphone Techniques	A	N	Approve
14-283	MUIN 3765	Advanced Recording Techniques--DUPLICATE	A	N	Not Approved
14-284	MUIN 1561	Music Recording Workshop	A	N	Approve
14-285	MURC 4867	Senior Project	D	N	Approve
14-286	MURC 4866	Recording Internship	D	N	Approve
14-287	MURC 3765	Advanced Recording Techniques	D	N	Approve
14-288	MURC 3762	Digital Sound Production	D	N	Approve
14-289	MURC 3763	Digital Recording and Editing	D	N	Approve
14-290	MURC 3764	Advanced Microphone Techniques	D	N	Approve
14-291	MURC 3765	Advanced Recording Techniques--DUPLICATE	D	N	Not Approved
14-292	MURC 1561	Music Recording Workshop	D	N	Approve
14-293	MUIN 3800	Survey of Music Industry	A	N	Approve
14-294	RESC 4872	Technology Applications for RCPs	A	N	Approve
14-295	RESC 4870	Advanced Cardiopulmonary Case Management	A	N	Approve
14-296	RESC 4862	Professional Pathways for Respiratory Care	A	N	Approve
14-297	RESC 4867	Fundamentals of Leader Development	A	N	Approve
14-298	RESC 4860	Advanced Management of the Ventilator Patient	A	N	Approve
14-299	RESC 4810	Advanced Neonatal and Pediatric Case Mgmt	A	N	Approve

14-300	RESC 4000	Special Topics in Respiratory Care	A	N	Approve
14-301	SPED 5828	Education of Seriously Emotionally Disturbed Children and Youth		N	Approve
14-302	HAHS 1510	Investigations Into Social Classes in America	C	N	Approve
14-303	CJFS 3777	Ohio Peace Officer Basic Training	C	N	Approve
14-304	BIOL 1551-E	Anatomy and Physiology 1 with ESI	A	N	Approve
14-305	AHLT 3704	Quantitative Methods in Health Sciences	A	N	Approve
14-306	AHLT 4707	Clinical Informatics for the Healthcare Provider	A	N	Approve
14-307	AHLT 3711	Health Care Information System	A	N	Approve
14-308	CMST 4859	Organizational Cultures	FT	N	Approve
14-308	CMST 4896	Internship	FT	N	Approve
14-308	CMST 4855	Interpersonal Relationships	FT	N	Approve
14-308	CMST 4851	New Communication Media	FT	N	Approve
14-308	CMST 3756	Interviewing	FT	N	Approve
14-308	CMST 3757	Media Relations Writing	FT	N	Approve
14-308	CMST 4899	Senior Project	FT	N	Approve
14-308	CMST 4850	Computer Mediated Communication	FT	N	Approve
14-309	CMST 2655	Communication in Groups and Organizations	A	N	Approve
14-310	CMST 2630	Social Media Literacy	A	N	Approve
14-311	CMST 3740	Social Media Communication	A	N	Approve
14-312	CMST 4850	Social Media Campaigns	C	N	Approve
14-313	REL 3743	Reform, Revolt, and Revolution in Islam	A	N	Approve
14-314	ENGL 2615	Science Fiction and Fantasy Literature	A	N	Approve
14-315	ANTH 3777	Bahamian Archaeology	A	N	Approve
14-316	ANTH 3703	Biological Anthropology	C	Y	Approve
14-317	ANTH 4882	Paleoanthropology	FT	N	Approve
14-318	MATH 1571	Calculus I	FT	N	Approve
14-318	MATH 1570	Applied Calculus I	FT	N	Approve
14-318	MATH 3750	History of Mathematics	FT	N	Approve
14018p 14-319	BIOL 5809	Concepts of Developmental Biology.	D	N	Approve
14019p 14-320	BIOL 1504	Human Evolution and Genetics	D	N	Approve
14020p 14-321	BIOL 2699	Medical Applications Case Studies	D	N	Approve
14022p 14-322	BIOL 3718	Women, Science, and Technology	D	N	Approve
14027p 14-323	BIOL 3789	Technology and Society	D	N	Approve
14088p 14-324	BIOL 4893	Biology of Proteins	A	N	Approve
14089p 14-325	MATH 1510	College Algebra	C	N	Approve
14090p 14-326	MATH 1504	Intermediate Algebra and Trigonometry	D	N	Approve
14092p 14-327	MATH 2625	Mathematical Literacy and Critical Reasoning	C	N	Approve
14095p	STEM 1510	STEM Advanced College Success Skills	D	N	Approve

14-328					
14097p 14-329	STEM 1511	STEM Preparation Skills 2.	D	N	Approve
14098p 14-330	STEM 1550	Introduction to STEM	D	N	Approve
14099p 14-331	STEM 1599	Medical Professions Seminar	D	N	Approve
14100p 14-332	STEM 2600	Explorations in the Sciences	D	N	Approve
14101p 14-333	STEM 3790	STEM Internship Experience	A	N	Approve
14109p 14-334	BIOL 3704	Biological Anthropology	A	Y	Approve
14110p 14-335	ENGR 3798	Co-op Assignment 1	D	N	Approve
14111p 14-336	ENGR 4898	Co-op Assignment 2	D	N	Approve
14113p 14-337	STEM 1513	Studies in STEM Connectivity	C	N	Approve

*Proposal 14-172 (HPES 1573L) was submitted and reviewed for Deletion but has been retracted by the Department. Therefore, the course will not be deleted.

Attachment #5

Proposed Revision

YOUNGSTOWN STATE UNIVERSITY STATEMENT OF ETHICS

Preamble

We, the faculty and administrative members of the Youngstown State University (YSU) community, strive to create an environment that fosters excellence in teaching, learning, scholarship, university, and public service. The YSU Statement of Ethics is intended to guide all faculty and administrators as we work together to fulfill this mission. These core principles describe appropriate relations among members of the University community, the constituencies we serve, and the larger society in which we work.

This Statement serves as a guide of conduct through articulating the principles that underlie our behavior. This Statement assists individuals in resolving ethical dilemmas by describing some of the rights, responsibilities, freedoms, and constraints upon our actions. As a community, we recognize the difficulty in discerning the resolution of these dilemmas and their ensuing conflicts. For example, freedom of expression and academic freedom carry with them the responsibility to respect the worth and dignity of each human being. Likewise, the unfettered search for and dissemination of knowledge requires honesty both in its pursuit and communication. Moreover, professional autonomy, a hallmark of higher education, is preserved when it is exercised within the context of the principles this Statement supports.

Although interpretation of the Statement's principles is mediated by personal values, culture, and experiences, the University community affirms the fundamental values of integrity, competence, respect, and responsibility that this Statement articulates. Achieving a community which practices these ideals requires not only the expression of these ideals but also a personal commitment to a lifelong effort to act ethically.

Integrity

We, the faculty and administrative members of the YSU community, uphold our commitment to cultivate integrity in all areas of University life. In so doing, we adhere to the principle of moral inclusion, i.e., rules of morality, honesty, and fair play are applied to all regardless of age, race, gender, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

For the most part, as members of the University community, we become aware of our own moral perspectives as we engage in the process of values clarification. We do so in order to eliminate biases that would hinder the application of the principle of moral inclusion. Members of the University community foster integrity through educational efforts in campus media, seminars, lectures, and other programs.

There are three key areas in which integrity plays a major role. First, the performance of duties and job responsibilities requires integrity insofar as these encompass the resolution of conflicts

of fairness among students and employees of the University. Next, interactions within the YSU community require integrity insofar as these interactions encompass the proper use of power.

Power is not to be used in an abusive manner. Thirdly, in the distribution of resources within our community, integrity is present insofar as distributions are equitable and fair.

Furthermore, a commitment to integrity requires that publication credit accurately reflect the relative and proportional professional contributions of the individuals involved. When major contributions of a professional character are made by several persons to a common project, these are recognized by joint authorship. In valuing integrity, we also recognize student authorship of written work, and that a student is usually listed as the principal author of any multiple-authored article that is substantially based on that student's dissertation or thesis.

Competence

We, the faculty and administrative members of the YSU community, uphold our commitment to maintain competence and expertise in our chosen fields. In so doing, we engage in professional activities that will both increase and maintain our awareness of current information and our maintenance of performance standards.

Furthermore, we recognize our limitations and seek appropriate guidance and education to broaden them. In recognizing the need to further our competence, we actively pursue excellence in our areas of expertise and their related fields. Furthermore, we recognize that we are to maintain a level of education, training, and research. In doing so, we further our goals of effective teaching, supervision, and participation in the activities required of us in our individual academic environments.

Finally, we recognize that a commitment to competence requires an obligation to be accountable for our individual actions and judgments. We uphold professional standards of conduct. If our performance or conduct is impaired and our expected duties cannot be fulfilled, then reasonable steps must be taken to prevent harm to those we encounter.

Respect

We, the faculty and administrative members of the YSU community, adhere to a universal, comprehensive respect for persons. Implicit in such respect is a valuing of what it is to be human so as to preserve and encourage the rights of all individuals. Although we possess certain rights, our rights do not exist in a vacuum; they are activated in a web of relationships such that there is reciprocity between rights and the conditions that make them possible. This reciprocity leaves us necessarily respectful of one another.

Through a respect for persons, we guarantee some basic rights and equal access to these rights as the respective benefits of the many facets of our environment. We all have a right to be heard. Included in this right is the requirement to work toward an environment that not only allows people to be heard but also empowers them to the point of making themselves heard. This includes the duty of not silencing others through discriminatory or prejudicial behavior, as well

as the duty of seeking to eradicate that behavior which drowns out the voices of the minority. We all have a right to be safe. Included in this right is the freedom from exploitative power relationships. Within any community there are power differentials, but when such distinctions are enacted with an underlying respect for persons and their role in the community, destructive effects are minimized. Finally, we all have a right to be valued. Included in this right is the requirement to value others, such that we respect their privacy and confidentiality.

Inevitable in a framework of rights are the ensuing conflicts that arise within any community when desires are incongruent. Yet, when such conflicts arise against the backdrop of a commitment to respect, these conflicts are resolved in such a manner as to allow for a positive and productive future after conflict. As members of the YSU community, we support this future—a future based on mutual respect.

Responsibility

As educational leaders, faculty and administrative members of our University community must demonstrate responsibility to our students, colleagues, institutions, disciplines, and community.

Within the YSU community, we recognize the responsibility to value all students. In order to contribute to the ongoing development of students, we will value their opinions, time, and academic contributions. Within this framework of responsibility, classroom performance will be assessed in ways that are valid, open, fair, and consistent. As members of the YSU community, we recognize the responsibility of demonstrating that we value the dignity of our colleagues in such a way as to preserve their academic, professional, and personal reputation. Members of our community are to work cooperatively with colleagues to foster professional development.

Members of the University are to be aware of and value the educational goals, policies, and standards of the University. Members agree to work for the good of the University as a whole and will endeavor to abide by stated University policies and regulations that pertain to its well-being. Neither outside commitments nor personal gain will be allowed to come into conflict with this responsibility.

Members of the YSU community shall maintain a high regard for and a continued involvement in the discipline in which they are involved. This requires gaining and maintaining a high level of valid knowledge that ensures that professional expertise is accurate, current, representative, appropriate, and without personal bias. Furthermore, we will take steps to understand alternative ways of presenting knowledge and skills. Finally, we shall take steps to foster an environment that develops these practices.

As members of the University, we will represent YSU to the community for the mutual enrichment of both. We recognize that we have the responsibility to share knowledge and skills and to provide important leadership and enlightenment to the communities in which we live. This responsibility will manifest itself in terms of community and public service, often reflecting, but not limited to, our areas of expertise.

Conclusion

We, the faculty and administrative members of the YSU community, make this commitment to the values of integrity, competence, respect, and responsibility. In so doing, we recognize this is a fundamental, though not an exhaustive, list of ethical principles that can serve as a framework for our relationships to one another within the context of continuous moral development.

Approved by the Academic Senate on June 4, 1997
Accepted by the Board of Trustees on March 13, 1998
Revision Approved by the Academic Senate on

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