



---

**ACADEMIC SENATE MINUTES**

**March 3, 2010**

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

<a href="#"><u>Senate Executive Committee</u></a>	<a href="#"><u>Ohio Faculty Council</u></a>	<a href="#"><u>Elections &amp; Balloting Committee</u></a>
<a href="#"><u>Undergraduate Curriculum Committee</u></a>	<a href="#"><u>General Education Committee</u></a>	<a href="#"><u>Academic Research Committee</u></a>

[Sign-in Sheet](#)

---

**Call to Order: Senate Chairperson **Chet Cooper** called the meeting to order at 4:02 p.m.**

---

**Minutes of the Previous Meeting:**

**Minutes of the February 3, 2010, meeting were approved as posted. To view the minutes, go to <<http://www.yzu.edu/acad-senate/0910/minfeb10.pdf>>.**

---

**Appointment of Parliamentarian: Dr. Cooper noted that Parliamentarian Kathylynn Feld has stepped down from that position, although she will remain as Vice Chairman. He thanked Kathylynn for her service to the Academic Senate and to the University as a whole. Dr. Cooper announced that Dr. David Porter had agreed to fill the position, pending Senate approval, and Dr. Cooper asked for and received unanimous consent from the Senate to appoint Dr. Porter as Parliamentarian.**

---

**Senate Executive Committee (SEC) / Report from the Chair: **Chet Cooper, Chair of the Senate,** reported:**

**Today I present some brief remarks and will be followed by Dr. Ken Learman, who will**

report to the Senate on the recent meeting of the Ohio Faculty Council.

I am most pleased to announce, as we all know by now, that the search for the 7th President of Youngstown State University has concluded with the selection of Dr. Cynthia Anderson, currently YSU's Vice President of Student Affairs. I am very much looking forward to working with Dr. Anderson as we, the University community, move our institution forward into a new and exciting era that will be built upon the lasting foundation created by our current President, Dr. David Sweet. The accomplishments of Dr. Sweet's administration have made YSU the Mahoning Valley's greatest asset and will give us all, under the leadership of our new President, the confidence to embrace present and future challenges. Again, my congratulations to you, Dr. Anderson, and I pledge to work with you to serve the best interests of our students and our University.

Yesterday, a memorandum distributed by Provost Khawaja announced that Dr. Julia Gergits will be stepping down as Coordinator of General Education. Dr. Gergits has most ably served in this capacity these past two years and we have all benefited greatly from her leadership. I personally wish to thank Dr. Gergits for her service. It has been a most wonderful experience working with her.

With regard to the Coordinator position, I would urge any of you interested in taking up the Gen Ed challenge to carefully consider the qualifications required. Individuals are invited to submit a letter of interest and any supporting documentation to the Office of the Provost not later than March 19, 2010. Once the applications are received, Provost Khawaja will establish a review committee and hopes to name the new coordinator by the end of the spring semester.

As we are aware, the University System of Ohio's Strategic Plan designated YSU as an "Urban Research University". However, this term was not well defined in the Strategic Plan. Given this void, it is imperative that the University itself clearly define this term in a manner consistent with the present and future aspirations of our institution. Moreover, it is most appropriate that the definition of "Urban Research University" be established by the academic sector of YSU.

Because the Academic Senate is the representative body of the academic environment, this past fall I charged the Academic Research Committee to define the term "Urban Research University" as it best applies to YSU. The committee enthusiastically took up this challenge and, after several months of deliberation, produced the draft document that you have in your possession. Later in today's meeting, the committee will present this draft for comment.

The committee, comprised of representatives who broadly span YSU's academic enterprise, generated what I believe is a comprehensive definition of "Urban Research University". These dedicated individuals worked collaboratively to incorporate several core principles into the definition. These principles were deemed essential to describing YSU as a unique institution that, to quote the document, "serves as a resource to improve the quality of life and the economic betterment of the entire region" in addition to being a "major regional conduit to the global community". Moreover, this document will serve a critical role in strategic planning as the University critically evaluates its future development and resource allocations.

The committee chair, Dr. Frank Li, will speak later and seek additional input from the Senate membership and the University community at large. The committee anticipates presenting a final draft to the Senate at its April meeting for adoption.

---

**Ohio Faculty Council:** Ken Learman reported. The main topic at the recent OFC meeting was the set of possible changes to the State Teachers Retirement System. STRS has proposed changes to take effect in stages beginning in July 2011 and continuing through the next ten years. This includes increases in contributions, changes in the cost of living adjustment, and a different formula for calculating final average salary. Any changes will require legislation and approval by the Governor.

---

**Elections & Balloting Committee:** Nominations for departmental senators have been sent out, but responses have been slow. Nominees are needed for these positions. Nominations for at-large will be sent out shortly.

---

**Undergraduate Curriculum Committee:** A list of approved course changes is contained in [Attachment 1](#).

---

**General Education Committee:** Julia Gergits reported. The committee received a report from an ad hoc committee proposing a change to allow General Education credit to be given for certain military experience. (See [Attachment 2](#).) We think this is an excellent proposal, and it was unanimously approved by the General Education Committee.

**Bege Bowers:** Did anyone consult with with the Board of Regents regarding transfer credit? Should we consult with them to be sure that we are not doing something that violates their guidelines? **Dr. Gergits:** That is a good idea. We can consult with them to determine what language would be acceptable.

**Alan Tomhave:** I actually think this should be held up for further discussion, since this is a groundbreaking proposal. I think it needs more study. **Tammy King:** When our committee looked at this, we did put qualifications it based on number of hours and types of activity obtained in the military. We wanted to give life experience credit for those in the military. It's really not that far-fetched. We are just wanting the transfer credit to apply toward General Education. The Office of Veterans Affairs would evaluate the experience to determine what should be transferred. It is not a blanket approval, and there is a review process. **Dr. Gergits:** This was based on learning outcomes rather than specific courses. Students coming into any of the departments still would have to take any GenEd courses that are specified as part of a major. **Mark Vopat:** I'm just not sure how this constitutes scholarly, academic background. It seems that we're saying that if you served two years in the military in the infantry, you are eligible for six credits of General Education credit. There doesn't seem to be a requirement for academic performance behind this. **Tammy King:** We are already giving some credit for military service. When we looked at what those in the military are being taught, we looked at our learning outcomes and felt that that experience applied to those learning outcomes. **Dr. Cooper:** Thank you for the discussion. This does not require a motion, so it will be considered as approved by the General Education

---

**Academic Research Committee:** Dr. Frank Li reported. For the past several months we have been trying to come up with a one-page definition of Urban Research University. We welcome suggestions from you on this topic.

---

**Unfinished Business: None.**

---

**New business: None.**

---

**Adjournment: The Academic Senate adjourned at 4:32 p.m.**

---

**Sign-in Sheet**

---

**[Return to Top of Page](#)**

**[Return to Senate Homepage](#)**

**For further information, e-mail [Bob Hogue](#).**

## MEMO

**TO:** Bob Hogue, Academic Senate Secretary

**FROM:** Suzanne Giuffre, Chair  
University Curriculum Committee

**SUBJECT:** Senate Meeting Minutes

**DATE:** February 5, 2010

<b>UCD #</b>	<b>CATALOG #</b>	<b>COURSE TITLE</b>	<b>ACTION</b>
10-34	DHYG 2601L	Clinical Dental Hygiene I	Add
10-35	DHYG 2620	Head and Neck Anatomy	Add
10-36	DHYG 2620L	Head and Neck Anatomy	Add
10-37	DHYG 2630	Management of Medical/Dental Emergencies	Add
10-38	DHYG 2602	Dental Hygiene 2	Add
10-39	DHYG 2602L	Clinical Dental Hygiene 2	Add
10-40	DHYG 2640	Oral Histology	Add
10-41	DHYG 3703	Dental Hygiene 3	Add
10-42	DHYG 3703L	Clinical Dental Hygiene 3	Add
10-43	DHYG 3750	Oral Pathology	Add
10-44	DHYG 3760	Dental Radiology	Add
10-45	DHYG 3760L	Dental Radiology Lab	Add
10-46	DHYG 3770	Periodontology	Add
10-47	DHYG 3704	Dental Hygiene 4	Add
10-48	DHYG 3704L	Clinical Dental Hygiene 4	Add
10-49	DHYG 3780	Pharmacology	Add
10-50	DHYG 3790	Local Anesthesia and Pain Control for Dental Hygienists	Add
10-51	DHYG 3790L	Local Anesthesia and Pain Control Clinic	Add
10-52	DHYG 4805	Dental Hygiene 5	Add
10-53	DHYG 4805L	Clinical Dental Hygiene 5	Add
10-54	DHYG 4830	Dental Materials	Add
10-55	DHYG 4830L	Dental Materials Lab	Add
10-56	DHYG 2601	Dental Hygiene 1	Add
10-57	DHYG 4860	Ethics and Practice Concepts	Add
10-58	DHYG 4840	Directed Dental Hygiene Research	Add
10-59	DHYG 4806	Dental Hygiene 6	Add
10-60	DHYG 4850	Dental Public Health	Add
10-61	DHYG 4850L	Community Clinicals	Add

<b>10-62</b>	<b>DHYG 4806L</b>	<b>Clinical Dental Hygiene 6</b>	<b>Add</b>
<b>10-63</b>	<b>DNCE 3730</b>	<b>Music for Dance</b>	<b>Add</b>
<b>10-64</b>	<b>DNCE 4885</b>	<b>Dance Kinesiology</b>	<b>Add (to be submitted for GER)</b>
<b>10-65</b>	<b>ART 2669</b>	<b>Introduction to Interface Design</b>	<b>Add</b>
<b>10-66</b>	<b>ART 2672</b>	<b>Introduction to Color Photography</b>	<b>Change</b>
<b>10-67</b>	<b>ART 2673</b>	<b>Introduction to Digital Photography</b>	<b>Change</b>
<b>10-68</b>	<b>ART 3764</b>	<b>Typeface Design</b>	<b>Add</b>
<b>10-69</b>	<b>ART 3765</b>	<b>Motion for Interface Design</b>	<b>Add</b>
<b>10-70</b>	<b>ART 3767</b>	<b>Interface Design</b>	<b>Delete</b>
<b>10-71</b>	<b>ART 3769</b>	<b>Intermediate Interface Design</b>	<b>Add</b>
<b>10-72</b>	<b>ART 3774</b>	<b>Intermediate Digital</b>	<b>Add</b>
<b>10-73</b>	<b>ART 3776</b>	<b>Intermediate Darkroom</b>	<b>Change</b>
<b>10-74</b>	<b>ART 4869</b>	<b>Advanced Interface Design</b>	<b>Add</b>
<b>10-75</b>	<b>AMER 2610</b>	<b>Work and Class in American Culture</b>	<b>Add</b>
<b>10-76</b>	<b>GEOG 2611</b>	<b>Geospatial Foundations</b>	<b>Add</b>
<b>10-77</b>	<b>GEOG 3780</b>	<b>Medical Geography</b>	<b>Add</b>
<b>10-78</b>	<b>GEOG 5820</b>	<b>Directed Research in Geography</b>	<b>Change</b>
<b>10-79</b>	<b>BIOL 5836</b>	<b>Cell Biology: Molecular Mechanisms</b>	<b>Change</b>
<b>10-80</b>	<b>PHYS 2601</b>	<b>Physics and Astronomy</b>	<b>Change (already GER)</b>
<b>10-81</b>	<b>BIOL 5837</b>	<b>Cell Biology: Protein Biology Laboratory</b>	<b>Add</b>
<b>10-82</b>	<b>BIOL 4811/4811L</b>	<b>Comparative Biomechanics</b>	<b>Add</b>
<b>10-83</b>	<b>BIOL 3745</b>	<b>Plant Physiology</b>	<b>Add</b>
<b>10-84</b>	<b>ENST 5850</b>	<b>Sustainability, Climate Change and Society</b>	<b>Add</b>
<b>10-85</b>	<b>CMST 1510</b>	<b>Media Production Staff I</b>	<b>Add</b>
<b>10-86</b>	<b>Geography</b>	<b>Fast-Track form</b>	<b>Pre-req changes</b>

Completed/approved course proposals.

These are the course proposals that have been approved by the UCC. They have also been circulated with no objections.

Please Note: Approval by the UCC is for the course proposal only. Further approval for courses to be listed as General Education courses must be sought from the General Education Committee.

## MEMO

**TO:** Bob Hogue, Academic Senate Secretary  
**FROM:** Suzanne Giuffre, Chair  
University Curriculum Committee  
**SUBJECT:** Senate Meeting Minutes  
**DATE:** February 19, 2010

<b>UCD#</b>	<b>CATALOG #</b>	<b>COURSE TITLE</b>	<b>ACTION</b>
10-87	STEM 1510	STEM Advanced College Success Skills	Add
10-88	RSS 1510C	STEM Advanced College Success Skills	Add
10-89	CHEM 1505/1505L	Allied Health Chemistry 1	Change (already GER)
10-90	CHEM 1506/1506L	Allied Health Chemistry 2	Change (already GER)
10-91	CHEM 1516/1516L	General Chemistry 2	Change (already GER)
10-92	CHEM 1515/1515L	General Chemistry 1	Change (already GER)
10-93	CHEM 3719/3719L	Organic Chemistry 1	Change
10-94	CHEM 3720/3720L	Organic Chemistry 2	Change
10-95	CHEM 3739/3739L	Physical Chemistry 1	Change
10-96	CHEM 3740/3749L	Physical Chemistry 2	Change
10-97	CHEM 1501	An Introduction to Chemistry	Change
10-98	ECEN 5808	Advanced Signals and Systems	Change
10-99	STEM 2601H	BSMD Honors Seminar	Add
10-100	FNUT 4810	Experimental Foods	Pre-req Fast Track Form
10-101	FNLG 4899	Professional Development for Teachers	Add
10-102	MULT 4824	Techniques of Teaching K-12	Delete

Completed/approved course proposals.

These are the course proposals that have been approved by the UCC. They have also been circulated with no objections.

Please Note: Approval by the UCC is for the course proposal only. Further approval for courses to be listed as General Education courses must be sought from the General Education Committee.

Date: **February 24, 2010**

Report Number (For Senate Use Only) \_\_\_\_\_

Name of Committee Submitting Report: **General Education Committee (GEC)**

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

Names of Committee Members (members as of 11/09) **Julia Gergits, Felicia Armstrong, Huaiyu (Peter) Chen, Michael Crist, Rebecca Curnalia, Matt O'Mansky, Renee McManus, Sue Miller, Nate Ritchey, Nicole Mullins, Phil Munro, Brian Bonhomme, Sarah Lowry, and Sean Baran**

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

**The General Education Committee (GEC) has certified two courses and approved a proposal to grant military veterans a range of credit for general-education requirements. See the attached GEC report and the proposal from the committee to consider how best to serve veterans as they matriculate to YSU: Associate Dean of BCH&HS, Dr. Tammy King, Assistant Professor of Geology, Dr. Shane Smith, Chair of Psychology and Professor, Dr. Vern Haynes, Chair and Associate Professor of Communication, Dr. Cary Horvath, and the Coordinator of Veteran Affairs, Jim Olive.**

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

If so, state the motion:

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: **None**

Julia Gergits (x3419)  
Coordinator and Chair, GEC



The following courses were certified and circulated for review. No objections have been lodged.

**Societies and Institutions**

990608: American Studies 2610: Work and Class in American Culture

**Personal and Social Responsibility**

990601: Counseling 1589: Success in Career and Life Planning

## GENERAL EDUCATION COURSE PROPOSAL

### Proposal for Veterans' Credit

#### RELATIONSHIP of proposed block to the previously approved general-education course courses:

##### Introduction:

In discussions with incoming students, the Office of Veteran Affairs has seen a significant number of inquiries as to what and how the prospective, as well as the current, student's military training, schooling, and certifications will convert into YSU undergraduate credit hours. As the procedure stands now, the student submits evidence of such training to Undergraduate Admissions. Here credit is usually awarded with 4 hrs. of Health Science applied for completing basic training. For other military credit to be applied to the degree or major, the student must present evidence to the department for review and determination. It is the opinion of the Veteran Affairs - Academic Planning Committee, in consultation with the Office of Degree Audit, that this process is too cumbersome for Faculty, Admissions Staff Members, and Military Students.

There is a need to recognize various military training and experiences as legitimate transfer credit that can be applied to the degree, as well as bringing a level of standardization to the process of equating military training across the academic spectrum. One particular conversation is illustrative of this need. A student with senior status was in the Navy and served on a nuclear submarine. During his tour of service he supervised five seamen and was in charge of the reactor aboard the submarine for two years. Upon entering YSU as undergraduate majoring in Physics, none of his experience in the navy was applied towards his major.

Because of this example and many others like it, the Office of Veteran Affairs formed an Academic Planning Committee with the intent of reviewing the process of how and when military credit is awarded and applied. The committee is currently made up of Associate Dean of BCH&HS, Dr. Tammy King; Assistant Professor of Geology, Dr. Shane Smith; Chair of Psychology and Professor, Dr. Vern Haynes; Chair and Associate Professor of Communication, Dr. Cary Horvath; and the Coordinator of Veteran Affairs, Jim Olive. If the proposal is accepted, it would affect approximately nine percent (9%) of YSU's incoming first year students. This program would be useful as a recruitment tool for current and former military personnel and could also aid with the retention of those students. This program is cutting edge and would serve as a model for others in the state or nation to follow. Finally, YSU has been designated a "military friendly" institution. The acceptance of this proposal would continue to emphasize our commitment to the higher education of our military personnel.

The committee in consultation with the Department of Degree Audit proposes the following:

##### **Proposed Credit to Award**

Because training among the various military branches often has common themes, goals, and objectives, it was determined that in order to simplify the admissions process at YSU, and to maintain YSU's "Military Friendly" status, that a block of credit would be awarded to military personnel who meet varying levels of qualifications.

After detailed discussions and long debates, it was determined that if YSU was going to help all military personnel uniformly, then the awarding of general-education credit was the best option. General education credit is applicable to all disciplines and the nature of military training and life experiences meet many, if not all, the learning outcomes and the purpose of general education on this campus (the rationale for awarding general education credit is discussed later in this document). However, four categories of YSU's general education program are most clearly met through military training, regardless of the branch of service; Personal and Social Responsibility, Societies and Institutions, Selected Topics, and Communication 1545. It is therefore proposed by Veteran Affairs - Academic Planning Committee that qualified military personnel be awarded up to 18 semester hours of general education credit depending on military service record:

**Six (6) sh credit - Personal and Social Responsibility (P) 15xx P - 6 s.h.**

**Six (6) sh credit - Societies and Institutions (I) 15xx I - 6 s.h.**

**Three (3) sh credit - Selected Topics (T) 15xx T - 3 s.h.**

**Three (3) sh credit for CMST 1545 - Communication Foundations CMST 1545 - 3 s.h.**

In addition to the semester hours of credits awarded to qualified military personnel, an individual may apply for additional academic credit based on advanced training or college course work completed. In order to obtain this additional academic credit, military personnel must meet with Admissions Personnel or Department Chairperson in which they are seeking the additional course credit. This credit is awarded on an individual basis.

### How Credit Will be Evaluated

The Coordinator of Veteran Affairs will review all veterans' *Certificate of Release or Discharge from Active Duty* forms and any transcripts for any military courses completed. The Coordinator will then complete the attached form, *Credit Awarded for Military Experience (To Accompany DD214)*. That form would then be forwarded to the Office of Degree Audit. The credit would be awarded in the following fashion:

1. Reservists who completed basic training but have **not** completed two or more years of service will receive 6 s.h. of credit. Those hours would be recorded as follows: ELCT 15xxP (3 s.h.) and ELCT 15xxP (3 s.h.). The P stands for Personal and Social Responsibility credit.
2. Reservists who completed basic training and have completed two or more years of service and/or have been deployed for a minimum of six months will receive 12 s.h. of credit. Those hours would be recorded as follows: ELCT 15xxP (3 s.h.), ELCT 15xxP (3 s.h.), ELCT 15xxI (3 s.h.), and ELCT 15xxI (3 s.h.). The P stands for Personal and Social Responsibility and the I stands for Societies and Institutions.
3. If an individual has completed basic training and has been enlisted for three or more years of active duty or regular enlistment, he/she would receive the 12 s.h. listed above plus the following: ELCT 15xxT (3 s.h.) and CMST 1545 (3 s.h.). This would give the Enlisted (current and veteran) a total of 18 s.h. of general education credit.

### Overall General-Education Goals/Objectives and Learning Outcomes

As stated earlier, the nature of military training and life experiences meet many, if not all, the learning outcomes and the purpose of general education on this campus. The following is offered as support.

The purpose of the general-education requirements is to foster:

- *Qualities such as curiosity, intellectual honesty, fairness, civility, and an openness to ideas and the sharing of knowledge.* All branches of the military foster civility, honesty and fairness.
- *Thinking that is critical, independent, and objective.* Training in the military teaches critical-thinking techniques. Military personnel must be able to make decisions that impact lives. This requires not only critical thinking skills, but the ability to think independently and objectively.
- *Integration of knowledge across disciplines.* Military life involves each person being multi-skilled in areas such as interpersonal and group communication, personal, physical and mental well-being, and operational knowledge of equipment and technology relevant to the military occupational skill.
- *The ability to function effectively in a technological society.* Today's military is very dependent on technology and technological advancements, from the maintenance and operation of a wide variety of equipment and technologies relevant to the military occupational skill.
- *Understanding of the importance of studying the past and present.* Military personnel are very aware of the need to understand past behaviors and current political conditions in the world. When deployed in various areas of the United States and around the world, they are expected to understand the past and present culture of their new environment, as well as the history of the United States of America.
- *Recognition of the importance of acting as informed, responsible, democratically-minded citizens and members of the global community.* This purpose is the "goal" of military life and training. The military, although not a democratic organization, exists for many reasons, one being to preserve the United States' democracy. Individuals in the military are taught their role in the global community and their importance as peace keepers. All military members are taught they are ambassadors of the nation by wearing the uniform of the United States of America.
- *And an attitude that learning is a personal and a collaborative process exercised over a lifetime.* Training and education occur constantly in the military and are necessary for promotion and certification.

### Relevant GER Learning Outcomes

Although military personnel are trained continually and extensively in areas that touch on all of YSU's learning outcomes, below are those that most closely relate to this proposal with a brief explanation why those are the focus of the proposed block:

1. *Write and speak effectively.* Verbal and written skills are taught to members of the military.
4. *The importance of ethical reflection and moral reasoning.* Military personnel, although trained to follow orders, are also taught to reflect on the ethical foundation of those orders. Individual must determine the legality and ethics of individual behaviors. Each member is taught the *Military Code of Conduct*, Geneva Convention, and the *Uniform Military Code of Justice*.
7. *The interrelationships among science, technology, and society.* This is paramount in military operations and is taught on many levels to its members.

9. *The relationships between physical, mental, and emotional well-being and the quality of life of the individual, the family, and the community.* This is paramount in military operations and is taught on many levels to its members.
10. *The development of cultures and organizations of human societies throughout the world and their changing interrelationships with Western Society.* This is paramount in military operations and is taught on many levels to its members. Further, military personnel deployed overseas live multiculturalism and learn to work with allies from around the world.
11. *The organization of and theories behind legal, governmental, and social systems as well as economic markets.* Military members are cognizant of village, city, and regional cultural and economic expressions of their tour of duty stations.
12. *Diversity in America in all of its forms.* Military personnel are taught to respect others and to appreciate their differences, and work for the most diverse organization on the globe.

### General Education Goals/Objectives and Domains

#### Proposed for Transfer Credit

Although military training affords skills and knowledge in all of the areas outlined above, PS, SI, ST, and CMST 1545 are most clearly and reliably fulfilled.

Specifically, in the Domain **Society and Institutions**, military service meets the three learning outcomes:

*Outcome 10: The development of cultures and organizations of human societies throughout the world and their changing interrelationships with Western Society.*

Military personnel must constantly be aware of cultural and governmental changes in the world. This knowledge is obtained for various reasons. First, military personnel are expected to have an appreciation and understanding of human society and how it is organized. Second, military personnel must be aware of cultural and governmental changes impact human rights and safety. Many times the military takes on the role of “peace keeper” in different communities. They must have an understanding of the culture and its organizational structure in order to perform their role adequately and efficiently. Finally, military personnel must understand the historical development of these cultures/governments.

*Outcome 11: The organization of and theories behind legal, governmental, and social systems as well as economic markets.*

As stated above, there are many reasons why military personnel must be aware of culture and governmental changes. The United States is impacted by changes in other countries. Their social systems and economic markets impact us directly. A clear understanding of the theories is commonplace in the military. An understanding of the legal system of various cultures is also taught and evaluated by military personnel. They must know the Uniform Code of Military Justice and when they are assigned to various locations, they must learn that region’s laws and customs.

*Outcome 12: Diversity in America in all of its forms.*

As stated above, military personnel are taught to respect others and to appreciate their differences, and work for the most diverse organization on the globe. Members of the military live and work with a diverse population. They are vastly more experienced with various cultures when compared with traditional college students.

Specifically, in the Domain **Personal and Social Responsibility**, military service meets the learning outcomes (For PS credit, a course must meet EITHER goal 4 or goal 9):

Criteria for Goal 4

- present different reasoning strategies that aim to resolve matters of personal and social importance and engage the student in reflection and analysis that results in decision making.
- relate theories of ethics to issues of practical concern. Issues addressed may include past/current and potential future social concerns (e.g. civil disobedience, the environment, capital punishment, free speech, war and peace, bio-ethical issues, technology, population, world hunger, immigration, distribution of wealth and opportunities, professional conduct, responsibilities associated with citizenship, and professional client relationships) and/or the making of individual moral decisions (e.g. sexuality, procreation, truthfulness), etc.
- give students a firm foundation on the diversity of values and principles that come to bear upon matters of personal and social concern: e.g., autonomy, beneficence, justice, harm.

Officers receive a great deal of training with regard to situational reasoning, decision-making, and action. Technology is integrated into the fabric of the military experience, and topics such as war and peace, citizenship, and professional conduct are explicit components.

The ultimate purpose of military training is to protect societies from harm, to protect freedom and autonomy, justice, and beneficence.

Criteria for Goal 9

- address common problems related to physical, mental, and/or emotional well being and how they impact on individuals, families, and communities.
- use different theoretical approaches, research methodologies and empirical literature to examine the relationships among physical, mental and emotional well-being.
- focus on the development and strategic maintenance of physical, mental, and emotional well being. create opportunities in the classroom to examine current, past and/or future issues concerning individual and social well being, and to formulate potential solutions to these problems. Strategies used could include films, role-plays, field-placement, labs, case scenarios, etc.
- help students to understand the role that diversity (race, social and economic class, religion, gender, ethnicity, age, disability, lifestyle, and political identity) plays on individual and social well being.

The business of any military unit is to respond to common problems experienced by individuals, families, and communities. Officers are trained in military theories, heavily researched and studied for millennia. Interest in diverse others, and in the social well-being of societies at home and abroad is the higher purpose of training, which often includes methods such as role play, field placement, case scenarios, etc.

**Selected Topics and Communication Foundations** are included for transfer credit only for enlisted military who have completed at least three years of active duty or regular enlistment. Selected Topics credit is appropriate for this group, who by this time, have received varied and extensive training. Credit

for Communication 1545 is also fitting, as these officers have received training in team-building and leadership, interpersonal relationships, as well as oral communication.

If you have any questions or concerns, please do not hesitate to contact any member of the Veteran Affairs - Academic Planning Committee: Jim Olive, Vern Haynes, Cary Horvath, Tammy King, or Shane Smith.





Student Name \_\_\_\_\_ SS # \_\_\_\_\_

**CREDIT AWARDED FOR MILITARY EXPERIENCE  
(TO ACCOMPANY DD214)**

**CHECK IF  
COMPLETED**

**COURSE WORK  
AWARDED**

<input type="checkbox"/>	<b>Completed Basic Training:</b>	<b>ENTER LIFE EXP1</b>	<b>6 HOURS</b>
		ELCT 15XXP	3 HOURS
		ELCT 15XXP	3 HOURS

<input type="checkbox"/>	<b>Compl. Basic Training and/or Reservist Deployed (2+ years of service or deployed 6+ months)</b>	<b>ENTER LIFE EXP2</b>	<b>12 HOURS</b>
		ELCT 15XXP	3 HOURS
		ELCT 15XXP	3 HOURS
		ELCT 15XXI	3 HOURS
		ELCT 15XXI	3 HOURS

<input type="checkbox"/>	<b>Completed Basic Training and Enlisted (3+ years of active duty or regular enlistment)</b>	<b>ENTER LIFE EXP3</b>	<b>18 HOURS</b>
		ELCT 15XXP	3 HOURS
		ELCT 15XXP	3 HOURS
		ELCT 15XXI	3 HOURS
		ELCT 15XXI	3 HOURS
		ELCT 15XXT	3 HOURS
		CMST 1545	3 HOURS

---

Office of Veterans Affairs (signature)

Date

# YSU ACADEMIC SENATE ATTENDANCE ROSTER – March 3, 2010

## BUSINESS ADMINISTRATION

### At Large

\_\_\_\_ Birsen Karpak, Management  
 \_\_\_\_ Patrick Bateman, Management  
Ram Ram Kasuganti, Management  
 \_\_\_\_ Gang Peng, Management  
RX Ray Shaffer, Acctg & Finance  
 \_\_\_\_ Michael Villano, Acct. & Finance

### Departmental (2009-2011)

\_\_\_\_ Ying Wang, Marketing

### Departmental (2008-2010)

\_\_\_\_ J. Rajendran Pandian, Management  
 \_\_\_\_ Dave Law, Acctg. & Finance

## EDUCATION

### At Large

Delac Regina Rees, Teacher Ed.  
RCA Richard Baringer, EFRTL  
 \_\_\_\_ Leah Gongola, Couns/Sp Ed

### At Large continued

\_\_\_\_ Jake Protivnak, Couns/Sp Ed  
gps Gail Saunders-Smith, Teacher Ed.

### Departmental (2008-2010)

\_\_\_\_ Victoria Kress, Couns/Sp Ed  
 \_\_\_\_ Susan DeBlois, EFRTL  
 \_\_\_\_ Lauren Cummins, Teacher Ed.

## FINE & PERFORMING ARTS

### Departmental (2009-2011)

JM John Murphy, Theater/Dance

### Departmental (2008-2010)

\_\_\_\_ Dragana Crnjak, Art  
 \_\_\_\_ Adam Earnhardt, Communication  
 \_\_\_\_ Hae-Jong Lee, Music

### At Large

\_\_\_\_ Darla Funk, Music  
AGC Amy Crawford, Communication  
 \_\_\_\_ Francois Fowler, Music  
 \_\_\_\_ Brian Kiser, Music  
 \_\_\_\_ Nancy Wolfgang, Thtr & Dance  
ARM Allan Mosher, Music

## HEALTH & HUMAN SERVICES

### Departmental (2009-2011)

PPA Patricia Wagner, Criminal Justice  
 \_\_\_\_ Michael Murphy, Social Work  
 ✓ Weiqing Ge, Physical Therapy  
 \_\_\_\_ Susan Lisko, Nursing

### Departmental (2008-2010)

\_\_\_\_ Teresa Volsko, Health Professions  
PPA Jennifer Pintar, HPES  
PPA Virginia Draa, Human Ecology

### At Large

\_\_\_\_ Kathylynn Feld, Health Prof  
KL Ken Learman, Physical Therapy  
DKR Diane Kandray, Health Professions  
MM Michele McCarroll, HPES  
 (vacant)

## Liberal Arts & Social Sciences (CLASS)

### Departmental (2009-2011)

JMG Julia Gergits, English  
AT Alan Tomhave, Phil/Rel.  
 \_\_\_\_ Keith Lepak, Political Science  
MEG Matt O'Mansky, Sociol & Anthr,

### Departmental (2008-2010)

✓ Tomi Ovaska, Economics  
 \_\_\_\_ Ndinzi Masagara, For. Language  
PPA Lashale Pugh, Geography  
PPA Galadriel Mehera Gherardo, Hist.  
 \_\_\_\_ Julie Boron, Psychology

### At Large

\_\_\_\_ Denise Narcisse, Sociol & Anthro.  
 \_\_\_\_ Cynthia Vigliotti, English  
LWN Loren Lease, Sociol & Anthro.  
RS Rick Shale, English  
C Mark Vopat, Phil/Rel.  
 \_\_\_\_ L.J. (Tess) Tessier, Phil/Rel.

## Science, Technology, Engineering, & Mathematics (STEM)

### Departmental (2009-2011)

AT Jamal Tartir, Math & Stats  
AT Jeff Dick, Geol & Env. Sci.  
AT Abdurrahman Arslanyilmaz, CSIS  
AT Chet Cooper, Biology  
BOL Brian Leskiw, Chemistry

### Departmental (2008-2010)

PPA Darrell Wallace, MECH & ISEGR  
PPA Patrick Durrell, Physics & Astron.  
PPA Frank X. Li, ECEGR  
PPA Kim Moy, ENTC  
 \_\_\_\_ Shakir Husain, CEEGR & CHEGR

### At Large

\_\_\_\_ Annette M. Burden, STEM  
PPA Elvin Shields, MECH & ISEGR  
PPA Hazel Marie, CEEGR & CHEGR  
 \_\_\_\_ Jeanette Garr, STEM  
 \_\_\_\_ Daryl Mincey, Chemistry  
BH Bob Hogue, CSIS

## ADMINISTRATORS (15)

MM Michael Crist  
PPA Bryan DePoy  
ST Shearle Furnish  
 \_\_\_\_ Philip Ginnetti  
BGA Peter Kasvinsky

### Departmental (2008-2010)

IC Ikram Khawaja  
 \_\_\_\_ Paul Kobulnicky  
 \_\_\_\_ Betty Jo Licata  
 \_\_\_\_ Thomas Maraffa  
 \_\_\_\_ Joseph Mosca

### At-Large

\_\_\_\_ Ray Michaels  
 \_\_\_\_ Jeanette Iskander  
 \_\_\_\_ Domonique Price  
 \_\_\_\_ Bethany Matthews  
 \_\_\_\_ Louis Irizarry

## STUDENTS (15)

### College

\_\_\_\_ Gary Davenport, CLASS  
MD Megan Derthick, STEM  
 \_\_\_\_ Nicole Burlock, Education  
 \_\_\_\_ Sean Baran, FPA  
AC Ashlee Chmura, HHS  
 \_\_\_\_ Jamie Petrus, WCBA  
 \_\_\_\_ Sarah Lowry, Graduate Studies

### Student Government

PPA Zach Brown  
PPA Abbie Twyford  
 \_\_\_\_ Joni Koneval, Acad. Affairs