

# Course Material Submission Form

## OAN Match Definition Form

**Today's Date:** November 13, 2007

<b>Use this table to specify institutional data</b>	
<b>College/University:</b>	Youngstown State University
Name and title of individual submitting on behalf of the college/university	
<b>Name:</b>	Bruce N. Waller
<b>Title:</b>	Professor
<b>Address:</b>	Philosophy & Religious Studies, YSU, Youngstown, OH 44555
<b>Email:</b>	bnwaller@ysu.edu
<b>Phone:</b>	330-941-3448
<b>Fax:</b>	330-941-1600

**Indicate the reason for this submission:**

New Course Match

Course Renumbering Only (do not use for calendar changes)

Revised Materials - Faculty review panel requested clarification

Revised Materials - Institution submitting additional information

Revised Materials - Course content revised by institution, including situations of both content and credit hour change

Revised Materials - Other

**Describe specific revisions being made for "Revised Materials" submissions:**

**Institutional Notes to Faculty Panel (the institution is encouraged to add any additional clarifications for this submission):**

**Table 1 - Use this table to describe the course match for which materials are being submitted for the first time or revised.**

Proposed effective year and term of match (Final effective date will depend on actual approval of match by faculty panel. Effective Year and Term is the first term in which students taking the course will receive matching credit.)

Semester institutions complete this row:  
 2008 Academic Year       Summer    Autumn    Spring

Quarter institutions complete this row:  
 20      Academic Year    Summer    Autumn    Winter    Spring

<b>Ohio Articulation Number (OAN)</b> (Use a separate form for each OAN.):	<b>OAH046</b>
---	---------------

<b>Number of courses in the match:</b>	1 (up to 10)	
<b>Current status of match:</b>	<input checked="" type="checkbox"/> First time submission <input type="checkbox"/> Approved <input type="checkbox"/> Submitted <input type="checkbox"/> Disapproved <input type="checkbox"/> Error <input type="checkbox"/> Resubmitted <input type="checkbox"/> Pending <input type="checkbox"/> Error with enrollment <input type="checkbox"/> Not submitted	
<b>Course or Courses being matched to or currently matched to the OAN listed above.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	<b>Course Number</b>	
	1.	PHIL3711
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	

**Table 2 - Use this table to submit course materials for the first time or to revise previously submitted course materials. You must submit each course in a separate form, repeating the match definition information in Table 1 above for each form submitted.**

<b>Course Number.</b> (Course Numbers must be exactly what will appear on a student's transcript.):	PHIL3711	<b>Course Title:</b>	General Ethics
<b>Hours (be sure that the hours for this course matches the hours in the OAN.)</b>			
<b>3 Semester Hours</b>		<input type="checkbox"/> <b>Quarter Hours</b>	
<b>Total Credit Hours</b>	3	<b>Lecture Hours</b>	3
		<b>Laboratory Hours (if applicable)</b>	
<b>Course Placement in Major:</b>		<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Major Elective <input type="checkbox"/> Major Not Offered <input type="checkbox"/> Other	
<b>Pre-Requisite Course work (if applicable)</b> (Be sure this is consistent with the OAN definition): None			
<b>Catalog/Course Description: Examination and evaluation of the major ethical theories in classical, dialectic, pragmatic, naturalistic, analytic and positivist, and existentialist thought.</b>			
<b>Texts/Outside Readings/Ancillary Materials</b> (Be sure that the text meets performance expectations): <b>Waller/Consider Ethics: Theory, Readings, and Contemporary Issues, 2<sup>nd</sup> Ed., Pearson Longman</b>			
<b>Course Objectives and/or Plan of Work:</b> (Provide a clear indication of how the course objectives align with the matched OAN's learning outcomes. This will facilitate the faculty panel course review process.) OAN1: This course requires careful textual examination of writings from a variety of major figures in the history of philosophy, ranging from Plato and Aristotle, through Hobbes, Hume, Kant, and Bentham, and including such contemporary writers as Richard Rorty, Annette Baier, Michael Smity, and Susan Wolf; as well as analysis of competing arguments on a contemporary issues (such as active euthanasia) by contemporary philosophers.			

2. Students are required to write on a specific contemporary ethical problem through examining competing perspectives on that problem; and they are also required to examine in even greater depth (through their major papers) a major issue in ethical theory (e.g., the feminist critique of social contract ethics).
3. The coverage of these major areas should be obvious in the course outline.
4. This is done throughout the course through the text as well as reading of primary sources; it is done in greater depth through the papers.
5. This is demonstrated particularly through the examination of a contemporary issue from competing perspectives, in the preparation for and writing of the shorter paper.
6. The text gives particular attention to the larger philosophical and social contexts in which both ethical problems and ethical theories emerge, and relates various theoretical approaches to one another, while also drawing distinctions and connections within general approaches (such as within utilitarian ethics; or within Kantian ethics, as developed by Regan in discussion of animal rights).
7. The longer research paper requires students to become very familiar with a particular problem/debate within a specific philosophical problem/historical context.
8. Both exams and papers require that students present rigorous written reports and analysis of both historical and contemporary writing, as well as critically present and reflectively evaluate various views on issues in both theoretical and applied ethics.
9. All exams are essay; in-class exercises require reflective analytic writing; and the two papers require a high level of developed reflective writing, including revisions of work to improve rigor, style, and analysis.

**Description of Assessment and/or Evaluation of Student Learning** (The assessment plan needs to be appropriate for the expected rigor of the course) :

**PLEASE SEE ASSESSMENT DOCUMENTS BELOW**

**Master Syllabi and Working Syllabi (if both are used):**

**PLEASE SEE SYLLABUS BELOW**

**Additional Documentation:**

## **ASSESSMENT:**

GENERAL EDUCATION  
ASSESSMENT PLAN  
FALL SEMESTER 2005  
DEPARTMENT OF PHILOSOPHY & RELIGIOUS STUDIES  
DR. THOMAS SHIPKA, CHAIR

COURSE	S T U D E N T  S U R V E Y	C T  P O R T F O L I O S	E M B E D D E D  T E S T  Q U E S T I O N S
PHIL 3711: General Ethics			
Term First Used/ Frequency	F05/ All	F06/ All	F07/ All
LO 1		X	X
LO 2	X		X
LO 3	X		X
LO 4		X	X

**Learning Outcome 1:**  
Students will understand and competently critique competing views concerning the nature and structure of ethics and morality. (Goal 4)

**Learning Outcome 2:**  
Students will understand and competently discuss competing views regarding the origin of ethics. (Goal 4)

**Learning Outcome 3:**  
Students will understand and competently compare and critique justifications for basic ethical claims and theories. (Goals 3 and 4)

**Learning Outcome 4:**  
Students will understand and competently compare the view of major traditional Western ethical theorists. (Goals 3 and 4)

## **ASSESSMENT TOOLS:**

### **Assessment Tool 1**

**Student Survey:** All students will be given entry and exit surveys by the professor, asking

them to consider a specific ethical issue, describe competing positions on how that issue might be examined and resolved, and demonstrating the process they would follow in reaching a conclusion concerning the problem. The entry survey at the start of the term is used to distill criteria for identifying knowledge of competing views concerning the nature and structure of ethics and morality, and to ascertain the initial effectiveness with which students can competently compare and critique justifications for basic ethical claims and theories, as required for Learning Outcomes 01 and 03. The exit survey at the end of the term will require that students examine and critique a new issue in ethics, describe competing positions on how that issue might be examined and resolved, and demonstrate the process they would follow in reaching a conclusion concerning the problem. The differences in content between these surveys will be considered a measure of students' increased awareness of competing theories concerning the nature and structure of ethics and morality as well as a measure of their resulting competence in comparing and critiquing justifications for basic ethical claims and theories. Using a common rubric, data will be collected by those instructing the course. This data will be used to anonymously compare this section with other sections. In addition, this data will be used to make recommendations to the faculty at large.(Fall 05; L01, L03)

### **Assessment Tool 2**

**Embedded Test Questions:** Questions requiring identifications and evaluations of ethical theories and writers are embedded in every test given by the professor in the course, as required to measure Learning Outcomes 02 and 04. These questions are drawn jointly from a pool created by all professors instructing the course and include, at the professor's discretion, true/false, multiple choice, short answer, or essay questions that are of increasing sophistication as the term proceeds. Comparison of the results on these specific questions with the results of students in previous sections of the course will be used by the professor to assess students' performance. Results shall also be anonymously compared with those of other instructors of the same course, as a basis for feedback and discussion. (S07; L02 and L04)

### **Assessment Tool 3**

**Compilation of Critical Thinking Tasks (CT Portfolios):** Periodic assigned tasks teach

students course concepts and argument construction based on the developing models of moral reasoning and codified justification within

ethical contexts, as required to measure Learning Outcome 04. These critical thinking tasks may involve construction of crucial case studies, responses to presented case studies, or methods of assistance in helping others to understand and analyze cases. Other such tasks may involve enactments of ethical issues concerning global issues, workplace conflict, or significant issues in social or personal ethics, as required to measure Learning Outcomes 01 and 03. Completed tasks will then be compiled by the professor in a CT Portfolio and used to provide each new class with a research archive for further critical thinking tasks. Each new section's ability to critique tasks of preceding sections of the course will then be taken as a measure of class performance and improvement. A sample of all sections of these CT Portfolios will be graded with a rubric and an aggregation of the data will be used as the basis for a report to the faculty. (F07; L01, L03)

### **FEEDBACK LOOP**

All faculty instructing sections of this course will be directed by the Department Chairperson to meet at least once per year. They shall discuss issues of using the Assessment Tools to measure the stated Learning Outcomes, as described here, and will summarize ongoing progress in a brief report to the department. The department will collect these reports and use them as a basis for suggestions and policies related to Department Program Outcome Assessment efforts for all courses. None of the surveys or their results, or any other part of this Assessment Plan, will be employed by anyone for any form of faculty evaluation.

### **Syllabus:**

**Philosophy 3711      General Ethics      Course Code 2430 Fall'07      Bruce Waller**

**Class meets** in DeBartolo 262, 9:30-10-45 TTh

**Attendance Policy:** Attendance is not required; however, there will be almost daily in-class exercises (see below) that will count 1/12 of your final grade.

**Office:** DeBartolo Hall, 4th Floor, Department of Philosophy & Religious Studies

**Office phone:** 330-941-3447; or call 330-941-3448 to reach the departmental secretary

**Home phone:** 726-2502

**E-mail:** [bnwaller@ysu.edu](mailto:bnwaller@ysu.edu)

**Office hours:** Monday, Wednesday, and Friday, 9-11; Tuesday and Thursday, 11-12; and typically I am in the office from approximately 1-5 from Monday to Friday; would be happy to see you anytime I'm there, no appointment required.

**Required text:** Consider Ethics, **first** edition (The second edition came out this summer, but the first edition should be MUCH cheaper; if you order it online, you should be able to get it at a very low price; it's listed on Amazon for \$25 plus shipping.)

**General Ethics:** Examination and evaluation of the major ethical theories in classical, dialectic, pragmatic and naturalistic, analytic and positivistic, and existentialist thought. Prerequisite: PHIL 2600. 3 semester hours.

**Course requirements:** Three exams (the 3rd exam is the final exam); one position paper; and numerous in-class projects.

**Grading:** You will receive three different grades on each exam; each grade counts equally. The exams will consist of three essay questions, with each question counting 1/3 of your total grade for that exam. You will receive a list of possible essay questions one week prior to the exam; the exam will consist of three of those questions, chosen by the instructor. Each exam counts 1/6 of your final grade. 1/3 of your grade will be based on the position paper, 1/12 on the shorter paper on an applied topic, and 1/12 of your final grade will be based on the brief in-class written assignments.

There will be a number of in-class exercises: brief written work, sometimes done individually and sometimes in groups. Your cumulative score on these assignments will count 1/12 of your total grade. If you do ALL the in-class assignments, and receive the maximum score on each, you will have a total score of approximately 110. It is doubtful that anyone will receive the full 110 points; however, it is not difficult for one who attends regularly and does all assigned work to receive a score in excess of 100. Since these are assignments tied closely to current class work and discussion, they must be done in-class; if you cannot attend class when an in-class assignment is given, you may submit the written material NO MORE THAN one class late.

**Key Dates:**

Classes begin Monday, August 27, 2007; the first class meeting for this class is Tuesday, August 28.

Monday, Sept. 3: Labor Day, no classes.

Last day for withdrawing with a grade of "W": Thursday, November 1.

Monday, November 12: Veteran's Day, no classes

Thursday, November 22 and Friday, November 23: Thanksgiving day and Columbus day, no classes  
Final Exam for Ethics: Thursday, December 13, 8 a.m.

The shorter applied paper is closer to a reflective position paper than a research paper, requiring approximately 6-8 typed pages. Select one of the topics in Chapter 15 of the text, take a position on that issue. You must not only argue *cogently* for the position you favor, but also understand and *answer* some of the major critiques of your favored view. If you wish to work on a topic not included on the list, you must submit your proposal in writing by Thursday, **October 18**; the proposed topic **must** be approved by the instructor. No later than Thursday, **October 25**, you must submit *in writing* a topic and thesis statement for your position paper. The finished paper is due on Thursday, **November 15**;

it is **ABSOLUTELY** due *in or before class* on **November 29** (after October 29, penalties will accrue).

Your research paper will examine in some depth a topic in ethics. The topic could be historically oriented (for example, an examination of some critical assumptions influencing Hobbes' social contract), or contemporary theory (such as a critique of Susan Wolf's "Asymmetrical Freedom"), some combination of the two (such as a critical comparison of Hobbes and Gauthier), an extension of some aspect of ethical theory to a contemporary issue (for example, what are the implications of Rawls' "justice as fairness" account for the contemporary practice of plea-bargaining), or a critical informed examination of some contemporary ethical debate (Is "terrorism" ever morally justified? Is preventive detention ever legitimate?) The paper should be at least 10 double-spaced typed pages (12-15 would be better), it must follow a standard format (I recommend the APA, but the MLA and the Chicago are also acceptable), and it **must** be a critical examination of an issue, a critical examination that is well-informed by your study of ethical theory: it **cannot** be merely a report of what someone has written, nor even a compilation of several views on a subject; that is, it must take account of the relevant literature on a topic, and **then** proceed to your own careful critical analysis and conclusion. On **every Thursday** from October 11 forward, you must bring **to class** your current research, including references for any sources you are using, notes on your project, and a rough draft and/or outline of what you are currently doing. I will spot check your research during the class, and anyone who is having trouble or making inadequate progress will be asked to meet with me during the following week. You must show continuing progress on your paper over the course of the semester; and you **must** have a fairly substantial **rough draft** ready by Thursday, November 8. **Prior** to submitting your research paper proposal, you must schedule a meeting to discuss your topic; also, you must schedule **at least** one meeting with me after submitting your rough draft to review and revise your paper, and prepare for developing it in final form. If my office hours do not fit your schedule, I will gladly work out another time. Please schedule your appointment well before the deadline.

This course examines ethical theory, and the competing claims concerning the foundations of ethics. It will also examine some applications, but primarily in order to explore the implications of different ethical theories and positions. It is not a course in applied ethics, but rather a course focusing on questions concerning the nature of ethics, the origin of ethics, how ethical claims and theories justified, and the major competing views concerning the nature of ethics. Although major traditional Western positions will be examined (including Plato, Aristotle, David Hume on moral affections, Kant on moral reasoning, Mill and Bentham on utilitarianism, Ayer on noncognitivism) special attention will be devoted to contemporary ethical theory and to recent developments in feminist ethics, non Western approaches to ethics, and the biological and psychological study of ethical origins and development. You will probably not agree with every view we examine; in fact, it would be impossible to do so. Indeed, some views you may find strongly objectionable. That's fine. However, you must demonstrate that you *understand* those views (*especially* those you dislike) and understand not only the major criticisms of those views but also the major arguments in their favor. In addition, it is

important that you understand the views in the context of the culture and larger conceptual issues in which they were championed.

General Ethics qualifies for general education credit under the **Personal and Social Responsibility** Category; in fulfilling the goals of that category, the course aids students in developing and refining reasoning strategies that aim to resolve matters of personal and social importance, and engages the student in reflection and analysis that results in decision making. In doing so, the course offers students the opportunity to examine both specific ethical issues (including questions such as animal rights, environmental obligations, obligations to persons both inside and outside our community and nation, intergenerational justice, ethics of just deserts) and larger questions of ethical theory (objectivism and nonobjectivism, virtue vs. duty ethics, care vs. rationalist ethics, consequentialism vs. deontological models). These are issues that raise questions of general theory as well as questions of intensely personal concern. In addition, the course addresses common problems related to physical, mental, and emotional well-being and their impact on individuals, families and communities. Key components of the course examine relations between individual and community welfare (issues of egoism and of communitarian vs. individualistic ethics); the nature of the virtues and their relation to the well-being of the larger community; obligations to individuals compared to obligations to community and universal obligations; the implications of autonomy/moral responsibility as well as of various ethical perspectives for physical, mental, and emotional well-being.

General Ethics is a **Critical Thinking Intensive** course under the general education program; it aids in developing students' capacities for effective writing and speaking, through extensive written assignments of various lengths, and through use of small group discussion and report for critically examining issues in both applied and theoretical ethics. In addition, students are encouraged to use appropriate technologies to acquire and process information on contemporary developments in ethics, much of which is primarily available through online resources. Since many of the issues critically examined - both at the theoretical and applied levels - are subjects of controversy, students spend much of the semester critically examining opposing perspectives and competing arguments, and must learn to critically assess the comparative quality of those arguments and detect argument flaws and deceptions. As an ethics course that examines a variety of basic theoretical positions, as well as a number of disputed contemporary ethical issues, the course pushes students to constantly and carefully consider both the personal and social significance of ethical reflection and moral reasoning.

**Disabilities:** Anyone requiring special adaptations or accommodations should inform the instructor as soon as possible. In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the Office of Disability Services (phone: 330-941-1372) in the Center for Student Progress at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services.

**Center for Student Progress:** The Center for Student Progress is a resource on campus established to help students successfully complete their university experience. The Center provides tutors and individualized assistance with college academic and social concerns. The Center is located in Kilcawley West under the bookstore. You may phone or visit the center to request help in your courses. The phone number of the Center is 330-941-3538.

**Academic Honesty:** Academic honesty is essential to the educational process and serves to protect the integrity of the University community. As an active research community, we regard academic honesty as a cornerstone of the research process, of the collecting and dissemination of research results, and the publication of research findings. Therefore, all members of the University community - both faculty and students - have a responsibility of maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. When writing your paper, if you have *any questions* concerning what constitutes plagiarism, you should check with the instructor *before* submitting your work.

Cases of academic dishonesty will be dealt with on an individual basis, with sanctions based on both the severity and purposefulness of the dishonesty. Possible penalties include: warnings; a grade of "F" on the relevant paper or exam; a grade of "F" for the course; submission of the case to the Student Academic Grievance Subcommittee for further review and possible action, which may include suspension from the university.

**Class schedule** (subject to change):

Week one, August 27-31: Chapter One, Thinking About Ethics, Religion and Ethics  
Plato: Euthyphro

Week two, September 4-7: Chapter Two, Ethics and Reason  
Kant: Selections from Foundations of the Metaphysics of Morals and from Critique of Practical Reason

Week three, September 10-14: Chapter Three, Ethics and Emotions  
Hume: from A Treatise of Human Nature

Week four, September 17-21: Chapter Four, Utilitarian Ethics  
Bentham: Introduction to the Principles of Morals and Legislation

Week five, September 24-28: Chapter Five, Social Contract Ethics  
Hobbes: From Leviathan

Week six, October 1-5: Chapter Six, Egoism, Relativism, and Pragmatism  
Rorty: From Philosophy and Social Hope

Week seven, October 8-12: Review, catch up; **Exam One on October 11**

Week eight, October 15-19: Chapter Seven, Virtue Ethics  
Aristotle: From Nicomachean Ethics

Week nine, October 22-26: Chapter Eight, Care Ethics  
Annette Baier: The Need for More than Justice

Week ten, October 29-November 2: Chapter Nine, the Scope of Morality  
Darwin: From The Descent of Man

Week eleven, November 5-9: Chapter Ten, Ethical Nonobjectivism  
Ayer: From Language, Truth, and Logic

Week twelve, November 13-16: Chapter Eleven, Ethical Realism, Review; **Nov. 15, Papers Due**

Michael Smith: Realism

Week thirteen, November 19-21 (Thanksgiving): **Exam Two on November 20**

Week fourteen, November 26-30: Chapter Thirteen, Free Will

**November 29, Papers Absolutely Due**

Susan Wolf: Asymmetrical Freedom

Week fifteen, December 3-7: Chapter Fourteen, Freedom and Moral Responsibility

Thomas Nagel: Moral Luck

Week sixteen, December 10-15: Final exam week; **Final Exam** for Ethics: Thursday, December 13, 8 a.m.

**OBR Use**

<b>Approved-Effective Date</b>	
<b>Pending (i.e. Additional Information Requested)</b>	
<b>Disapproved</b>	
<b>Today's Date</b>	

# Course Material Submission Form

## Instructions and notes

1. Submit completed forms to [atpanels@regents.state.oh.us](mailto:atpanels@regents.state.oh.us).
2. Use this form to define course matches and to submit new or revised course materials for faculty panel review. Please do not submit a form for multiple OANs or Courses.
3. For course renumbering and credit hour revision, remember to withdraw the old match.
4. For course renumbering and credit hour revision, you may want to include information about how the new numbers relate to the old in the Institutional Notes to the Faculty Panel.
5. Click check boxes to check the item. Text fields will expand as you enter information. Press tab to move forward through form. Press Shift-tab to move backward. Note that these tables are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form. It is possible to paste tables as nested tables. Use the Edit Menu "Paste as Nested Tables" selection.
6. Once you are done entering your information, save the data file. Under the File menu, choose "Save as" and then enter the name (no spaces!) of the file using the following naming conventions:
  - a. For course material submissions: **Institution-OAN-Course Number-Sequence-Version. Institution** is the 4 character HEI institution designation. **OAN** is the Ohio Articulation Number whose match is being defined or revised. **Course Number** is the **transcript** course number. **Sequence** is an indication of which course of a multi-course match is addressed in this form. The sequence is of the form (n of m) for an m-course match. For example, 1 of 1 for a single course match or 1 of 2 and 2 of 2 for a 2 course match. **Version** is a number indicating the revision number of this submission. Start with "Ver1" for the first time submission and include the "Ver".

### Example:

If you are submitting course materials for Rhodes Community College MATH110 for OMT005 the name of the file would be LMTC-OMT005-MATH110-(1 of 1)-Ver1.

If you are submitting course materials for Rhodes Community College MATH111 and MATH112 for OMT006 the name of the files would be LMTC-OMT006-MATH111-(1 of 2)-Ver1 and LMTC-OMT006-MATH112-(2 of 2)-Ver1.

7. Course materials must be submitted according to timelines below:

Considering the submissions of **new** courses for TAG matches, our goal is to work toward a timeline as follows:

Submit Course Material:	Start of Term 1
Faculty Panels Review Submitted Courses:	During Term 1
Approved course is effective:	Start of Term 2
Approved course is matched for transcript processing:	Term 3

A new match will have to be approved according to the timeframes below:

Course Approval Sample Timelines

#### Quarter Institutions

	Summer	Autumn	Winter	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1	By 3/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 2/28	By 5/31

#### Semester Institutions

	Summer	Autumn	Spring
Course Material Submitted for Review	By 6/1	By 8/15	By 1/1
Faculty Panel Reviews Completed	By 8/1	By 12/31	By 5/31

8. If you want to submit supplementary supporting documentation, you may do that. Simply send the file along with this form and name the supplementary file **Institution-OAN-Course Number-Supplement. Institution, OAN, and Course Number** are as described in Number 6 above. Include the word **"Supplement"**. Just be sure to reference the supplement from the appropriate spot in this document.
9. Remember that all institutions are required to have at least one course match for each OAN in all TAGs for which they have corresponding programs.
10. This form should be used for all submissions or resubmissions starting immediately.
11. If you encounter problems or have questions, please contact any of the individuals listed below:

Jim Ginzer (614) 752-9486 [jginzer@regents.state.oh.us](mailto:jginzer@regents.state.oh.us)  
 Sam Stoddard (614) 752-9532 [sstoddard@regents.state.oh.us](mailto:sstoddard@regents.state.oh.us)  
 Candice Grant (614) 644-0642 [cgrant@regents.state.oh.us](mailto:cgrant@regents.state.oh.us)