



61 pages

SENATE ACTIONS

- Passed a motion from the Curriculum Review Committee to approve the list of curriculum changes. 9
- Debated a motion from the University Council Exploratory Committee to approve the bylaws for the proposed University Council. 10
- Postponed the vote on the motion to approve the bylaws for the proposed University Council to a special meeting of the Faculty Senate on April 16, 2009 at 4 pm. 19
- Approved the list of spring graduates subject to their completion of all requirements..... 19
- Approved a motion to reconsider action at the March meeting on Senate representation for the new colleges of Health Sciences and Human Services and “Creative and Professional Arts”. 19
- Approve a motion “[t]hat the two colleges created from the College of Fine and Applied Arts be authorized to elect the appropriate number of Faculty senators de novo.” 22
- Had the first reading of a motion to adopt four amendments to the Faculty Senate bylaws. These will be considered at the May meeting.
..... 22-23

Any comments concerning the contents in *The University of Akron Chronicle* may be directed to the Secretary, Richard Stratton (x7440).

facultysenate@uakron.edu

TABLE OF CONTENTS

Minutes of Faculty Senate Meeting held April 2, 2009 3

Appendices to Minutes of Faculty Senate Meeting of April 2, 2009

- A. Report of the Senior Vice President and Provost 25
- B. Resolutions from the Curriculum Review Committee 28
- C. Recommendations from the Curriculum Review Committee 33
- D. Report from the Athletics Committee 57
- E. NCAA documents from Athletics Committee 59

Minutes of the Faculty Senate Meeting of April 2, 2009

The regular meeting of the Faculty Senate took place Thursday, April 2, 2009 in Room 201 of the Buckingham Center for Continuing Education (BCCE). Senate Chair Harvey Sterns called the meeting to order at 3:08 p.m.

Of the current roster of fifty-three Senators, 33 were present for this meeting. Senators Arter, Carroll, Gerber, Green, Gurnak, Halter, Hamed, Hansen, Kelly, Li, Licata, Migid-Hamzza, Miller, Tabatcher and Vierheller were absent with notice. Senators Clark, Gamble, Kruse, McCarthy and Yi were absent without notice.

I. Chairman's Remarks & Special Announcements – Chair Sterns began with his opening remarks, allowing additional time for senators to arrive to meet the necessary quorum (30 senators) to conduct business. “First let me say that as you know one of the major pieces of business today is going to be the bylaws of the University Council. All senators received this electronically with an appropriate cover letter; however it was my idea that we also should have hard copies that would be circulated to senators via our printing department. The fact that they chose to shuffle the pages so that they came out in a slightly different order making them intellectually challenging. [For that] you have our apologies. It was sent to the printing department correctly and we just want to say that if you wondered why you were getting a cover sheet that said August 28th, 2008 that was not to be the first page. However, we know from work in psychology that even if you give paragraphs in random order people can come up with meaning from them so... I know that many of you by looking at this could see that there is a background document which is called the New Version of the University Council document. There are also historical responses to earlier deliberations by the Faculty Senate and then the bias de resistance is right in the middle here with Final Version for Approval/Non Approval. So I just want to point that out, I don't know how many of you found that confusing or problematic I'm sure when we get to the discussion today we can decide whether or not we need more time for its consideration. I will look for your collective guidance on that.

Let me start by saying to help our Secretary, we are asking that you have your nametags in front of you and that you point them towards the Secretary. I believe you know what your name is, if you have trouble we can arrange for a two-sided nameplate. We also can use a number of therapeutic interventions for memory if you have a major problem. Please identify yourself because we have found that four or five of us can not always reassemble who spoke when, we had that challenge last month.

I'm going to add under New Business the reconsideration of the senators for the new colleges. Further information has emerged and we feel that should be reconsidered, I'd like to add that the agenda under New Business. And also we are going to have a number of proposed bylaws to bring the Faculty Senate bylaws up to date which will be introduced again under New Business.

We have created at our earlier meeting two committees, one of the committees is an ad hoc committee on the Office of Accessibility and academics and we still would like volunteers from this Senate to serve on that committee looking at Office of Accessibility and related polices. There is another committee also that

we would like volunteers for which is the ad hoc committee on part-time faculty. So this is a call to all senators and or other faculty, if you can think of people who would be appropriate to serve on those committees.

Another thing that I'd like to mention is that we all had a chance on March 27th in the Perspectives from the Provost to see the report by Holly Harris-Banes on expanding our excellence in engagement. I would just like to say that the section that dealt with the second pathway, "we have assembled a team that will help our colleges function more entrepreneurially as they develop and deliver existing and emerging programs to new audiences this team with expertise in marketing, admissions, information technology, policies and procedures, enrollment and student services and other areas will help our faculty take the curriculum they have developed to new markets." And I am requesting on behalf of the Executive Committee that we could make sure that some formal Senate representation in that effort, if you would not mind. We think that's appropriate there. We're just trying to stay in the loop."

Senator Gerlach reported that he had read of the death to two John Telesca and Wilma Blankenship, I think she was secretary to the Dean of Libraries. He asked the chairman to investigate these that the Senate might recognize them appropriately at a later date.

II. Approval of the Agenda – Chair Sterns asked that two new items be added to the agenda under new business: the reconsideration of the senators for the new colleges and revisions to the bylaws. After the quorum was attained, Senator Rich (Senator Lillie provided the second) made the motion to accept the agenda with the amendments. **The amended agenda was approved.**

Chair Sterns asked for the report of the Executive Committee.

IV. Reports –

a. Executive Committee - Senator Stratton – "The Executive Committee met on March 26th to prepare for the meeting with the President and the Provost and also to set a draft agenda for today. Chair Sterns at that meeting reported that he had talked informally with Vice President George Newkome about the Graduate Faculty's proposal to change the process by which ad hoc faculty standing is awarded. We agreed to discuss the issue with the President. I will report later on our efforts to resolve the issue. We also discussed the agenda with the President and I'll talk about that meeting in just a few minutes. Senators Lillie and Erickson also brought us up to date on the University Council proposal, we discussed a cover letter that you received with that packet, talked about how it might be distributed and what might want to be said. On the agenda as well, Senator Rich reported that he will discuss the Code of Student Conduct with the Rules Committee at their April meeting. We briefly discussed the two ad hoc committees that established at the March meeting: the ad hoc committee on accessibility and the ad hoc committee on part time faculty issues.

Senator Lillie reminded the Executive committee that we will need to consider the code of conduct for Student Athletes which is now in interim status once the Board acts on the Code of Student Conduct because they are related. We want to make sure that that stays on our radar screen.

In our meeting with the President later on March 26th, the Provost was kind enough to provide the number of faculty members in our two new colleges so we could determine how many senators are entitled and notify the interim deans of those two colleges about the elections that are going on this spring. Dr. Sterns also communicated with the President and the Provost that he had been unable to attend the Strategic Planning Steering Committee meeting because of prior commitments and asked how he could keep abreast of those activities. The Provost indicated that there is a website for members and that he should check that. She said that she had missed the meeting as well and that's how she was going to try to keep up with the information. The President then summarized the budget process, its current standing, where we are at the university. Tried to give us an understanding of when we might expect some information on that budget process and gave us some very good information I thought positive information about how the university stands relative to others in the state but we're still in a precarious position.

We discussed with the Provost the scheduling policy of the Deans, she indicated that she thought that had been taken care of by referring to the APC committee; the Executive Committee agreed but asked that she keep us informed about communications and her responses to the uneven distribution of the policy to date. Chair Sterns then reported his conversation with Vice President Newkome to the President and we discussed how we might proceed. We decided it would be best for Vice President Newkome to be invited to a meeting of the Executive Committee to discuss that issue and to see if we can resolve it. That's my report for today. Are there any questions? Thank you."

Chair Sterns observed that we now have a quorum and that the graduation document is circulating. The list was sent to all senators electronically but we need to approve this graduation list as a body. He then invited Dr. Proenza to make his remarks.

b. Remarks from the President - President Proenza "Thank you Mr. Chairman and good afternoon colleagues. Senator Gerlach's comments about our recently deceased colleagues reminded me of the publication that many of you know called *The Economist*. It publishes wonderfully written singular obituaries on a weekly basis and they recently published a book which is entitled something like '199 People and One Parrot' because they had one of the most touching and really informative obituaries about Alex, the African grey parrot that Irene Pepperberg worked on for so many years and tried to understand language acquisition in other species and so there is a good place for memorializing all those who are departed including African Grey Parrots who add to the stock of scientific knowledge.

Well Senator Stratton has adequately, better than adequately referred to my comments to your Executive Committee and as I was coming in I wondered how I might broach the subject with you. I was going back to my days in the 60's and thanks to two good colleagues here Senator Hallett and Senator Lillie we quickly remembered that I was trying to remember the words from a song by Bob Dylan in which Tim remembered most of the words, I was just trying to remember the phrase that went "the times they are a changing". I think that is a fitting introduction to the few comments that I will share with you, because to be with colleagues I think despite the economic turmoil that continues to rage around us, there are some bright signs appearing here and there even though the fourth estate is yet to report much of them. And your university, our university has enjoyed considerable success over the past several years which as again very well reported by Senator Stratton places us certainly in a much better position than most universities but that regrettably doesn't mean that we will be unscathed in the process of dealing with economic challenges.

As you may have heard me say before, opportunity does favor the prepared mind and we are in the midst of trying to prepare ourselves as a university to address this in the very best way that we can. I think all of you should be aware and I asked Senator Stratton to provide you with additional information if you like but we've certainly asked our Deans and Department Heads to work with you to project a very conservative budget and plan for a variety of shortfall contingencies as may actually wind up fully revealing themselves once we know more clearly aspects about enrollment, aspects about what the legislature is going to do, etcetera. But with particular sensitivity in these budget projections to our faculty, to our staff, to contract professionals indeed to our entire campus community but most particularly with regard to students that are attending our university and many of which find themselves with some degree of difficulty. I believe therefore it is obvious that we should plan to spend less, due to these kinds of economic situations and the fact that quite simply the times they are a changing. And we had better begin to examine how it is that the changing nature of the global economy whether you are addressing what everybody is come to understand as a knowledge economy or you're projecting yourself forward a little into what some are already calling a conceptual economy, there are many different needs that we have for ensuring that we understand what is happening and try to adapt with these changes in a way that will ensure our continued success. I think this means that we have to adjust some of our practices that we might have to make some other adjustments to how we relate to one another such as we did with the College of Health Sciences and Human Services in the College of Fine and Applied Arts and whatever opportunities we may see as we prepare our minds to deal with these issues.

So as you know colleagues we have begun also a strategic planning process. In which we've appointed a steering committee, they've started to meet, we've retained a facilitator which has been very helpful, we've been circulating some materials there's a website. I held two forums to describe where I think we have come to and what I think some of opportunities are but there's a lot more work to be done and so I invite you to become involved in whatever way that you can formally and informally. This past week I sent out a note that refers you to a website where we're asking a few questions and want your input we'll ask other questions as we go along and begin to collect information and ideas about how we do in fact move the university forward. So please become involved in this serious discussion at a time when our collective wisdom is necessary because the times they are a changing. Thank you both for being sure that I knew whereof I spoke." The sixties were a long way ago for some of us.

I'm pleased to advise you that Chancellor Fingerhut will be on our campus tomorrow. He will meet first with the Strategic Planning / Strategic Thinking Steering Committee then with a group of Deans and Vice Presidents and then will join a smaller group consisting of trustees and others including your Senate Chair for lunch. I think that is important for several reasons, first the fact that he is willing to take virtually a full day, half day, he's actually going to stay on the campus for another two hours after that to meet with the public university presidents for Northeast Ohio so he's going to be virtually the whole day on our campus but engaged with us from 9 to 1 discussing strategic planning and matters. I've asked him to share with us how his own strategic plan has changed since the release of that plan now about year ago. How his thinking about our own plans because we have kept him informed of our thinking all along. He knew us well as the legislator, he heard very early on about our strategic differentiation ideas which were exemplified in the original Charting the Course and which of course are emerging as we speak now.

Let me turn briefly to a couple of bit of news. You undoubtedly heard that the Trustees approved some measures at its last meeting including a simplified tuition structure that eliminates the two-tiered arrangement that had been in effect for some students since 2002 and also the change in the plateau to enable our students, for the same tuition, take between 12 and 16 credits and I'm pleased that that has been very very well received by our students. That was a move that we recommended knowing full well that it would have a modest but significant [impact on revenues], when we talk about 1.4 million dollars potentially dropping off your bottom line that's not a decision you take lightly but it's a decision that I think has favored our students and they are responding in kind.

I trust that none of us in the faculty missed the fact that our basketball team won the mid-American Conference and went to Portland to play Gonzaga but got zagged by the zags. The Zips got zagged anyway I think next year will be a different year. You may not have noticed but if you were paying attention you would have also seen that Jenna Compton brought home a national championship in air rifle competition and senior Stevi Large placed second in weight throw at the NCAA indoor track and field competition. I hope that you saw the news about our technology transfer productivity statistics. We are first in productivity in relationship to licensing revenues. We're seventh overall irrespective of productivity among institutions without a medical school and that is a nice place to be. Our residence halls programs have been honored once again. Residence Life and Housing received a 2009 student leadership development award by the Association for the Promotion of Campus Activities. This continues a tradition of significant recognition for our Residence Hall Programming Board that is quite frankly nothing short of spectacular. You also may know just on the eve of this year's university's Black Male Summit, last year's program was chosen as an outstanding men's program by the American College Personnel Administrators which represents over 1500 private and public institutions and that is a great testament to our Office of Multicultural Development and the role that Lee Gill is playing in the development of this year's program. I think that's basically all that I had in mind. I invite any questions if you'd allow that Mr. Chairman."

Chair Sterns Pointed out that there is an opportunity on the website to see the video of the presentation made by the President in the two opening planning sessions.

President Proenza: "And you've just reminded me, as part of the strategic planning exercise we are inviting some significant people that many of us have talked about over the years to be with us over the next several months. We'll let you know the full schedule but for those of you in Economics or who know certainly Ronald Ehrenberg who wrote the book "Tuition Rising" and to my great pleasure and surprise he has written three other books relevant to higher education since that very book will be with us on June the 3rd. Ron has retired now but was the Chief Financial Officer at Cornell University for many years, distinguished among his peers nationally and of course those of you in Economics know him as a distinguished labor economist. So I'll let you know about others but some exciting programs that should help us get our own times they are a changing act together. Thank you very much."

Chair Sterns: "I'll now call on Provost Stroble to make her remarks."

c. Remarks from the Provost - Provost Stroble: “Well what seems to be a constant in the month of April is celebration. So I’ve really just given you a short summary of some of the celebrations that I’m aware of that have either transpired recently this semester or are underway imminently. And what I really highlighted in this handout are the celebrations that cut across units in The University of Akron so they tend to not be specific to a department. They’re the kind of events that pull us together as a community. I think that’s very much in the spirit of what makes The University of Akron special. So Revisiting Race week, I asked Helen Quammar and those who had organized that a bit to give us a count on the participants. I think in the second year that fact that 3,850 people participated, and particularly 2300 students, is phenomenal. Because it’s largely the events themselves sort of sit or float on top of our curriculum and our classes. Faculty make assignment typically within courses that connect to those events but the fact that we have students really voluntarily engaging in topics about rethinking race, black white and beyond is really a tribute their hunger to learn more about other cultures and what it means in their own lives. And then secondly I understand this was the largest conference ever on undergraduate and graduate research, huge turnout and I think that what’s really remarkable I gave you the names of those who were awardees is that it’s from a range of disciplines. I think sometimes conferences on undergraduate and graduate research can understandably focus on STEMM disciplines but you can see that in this case there really were humanities individuals that received recognition in a variety of disciplines here and the participation by our students again was really terrific. On the second page the President highlighted the fact that we are now on the eve of the second Black Male Summit, registration is closed by the way. I had planned to tell you how you could show up at the door at the last moment but they have six hundred registrants and they said that’s as many as they can handle; so again a really exemplary effort. This will be the last time, at least for the foreseeable future, that the summit will be hosted in house right here on The University of Akron because it will now start to rotate around the state. We started it; I think that’s a great thing. And then Eight Annual Celebration of Excellence in Learning and Teaching, the notice just came out this past week to register for the luncheon and sessions and I just cut and pasted it in it’s totality here really encourage you to be there. I know that the committee that makes awards for teacher scholar, part-time teacher, graduate teaching assistants and outstanding teacher and mentor of first year students has done their work and the celebration is under way. And then finally exactly what the President spoke about, strategic planning, a number of campus conversations coming up and I know soon I would anticipate tomorrow a notice will go out about the one on April 20th so if you want to participate in that particular conversation it’s limited to 250 or so people I think because the presenters have a format that’s designed to be maxed out at about 250 people. I’d really like to see a lot of faculty senators there, because I think that that’s the leadership that’s needed in strategic planning so as soon as this becomes available I will certainly let Chair Sterns know so that he can signal that to you, but it should appear on this website and this is the link to the website there is a Springboard discussion set up right there right now and I know many people have already started to weigh in about the various aspects of the presentations that have been made and the communiqués are about the strategic plan and again really not only invite but urge your participation because the academic leadership voice exercised by Faculty Senate is critical to go forth. Those are my remarks for today.”

d. Committee reports - Chair Sterns thanked you the Provost and asked for questions. There being none, the Provost excused herself. Chair Sterns noted the Graduation list was circulating and he would call for it for a formal vote under Unfinished Business. He then turned to the report of the Academic Policies Committee and Curriculum Review Committee.

Assoc Provost Ramsier: “Thank you Chair Sterns. The Academic Policies Committee has no formal report but I will give you an update based on the minutes from our last meeting. We are discussing proposed rule changes with respect to graduation with honors, with a second degree at both associate and bachelor’s degree level. You may remember we modified the language last year about the credit hours required and the rollover of credits for the second degree. We need to address now the issue of graduation with honors with a second degree so that’s what we’re talking about now. We’ve also of course begun to address the charge from the Executive Committee concerning the class scheduling issue and we’re in the middle of those discussions. We also are continuing our discussion of the impact of our withdrawal policy on student success and degree attainment as well as potential impact of that policy or lack thereof on our future state subsidy. The state funding formula will soon be modified to include course completion and degree completion instead of just enrollment. So eventually we are going to be held accountable through the subsidy for students completing courses; a withdrawal does not constitute a completion. So the policy with respect to withdrawals and add/drops needs to be looked at. That’s my informal report from Academic Policies Committee I entertain any questions, if there are any?”

There being none, **Assoc Provost Ramsier continued:** “Next to the Curriculum Review Committee. We’ve provided a formal report, a resolution and a recommendation to the Faculty Senate to approve the very big list of courses that you see on the documents that were handed out. I will try to answer any questions if there are any about specific proposals but you understand I don’t have them all memorized, There are a lot of them but that’s the motion from the committee is to approve this list of new curriculum courses.”

Chair Sterns recognized the motion from the committee to approve the two documents that have been presented with the various resolutions and curriculum changes presented. There were no questions or discussion and the **motion passed.**

Next he recognized the written report from the Athletics Committee and asked if Senator Lillie would you like to make a few remarks.

Senator Lillie: “Yes, thank you, I have one or two quick remarks. We do have the written report of the Athletic Committee and much of that focused on academic issues. There were some handouts that are available here that were also sent out electronically for you. So please review those when you get the opportunity. Two other things; one that was addressed earlier is the Student Athlete Code of Conduct is in some ways dependent on the regular Student Code of Conduct and we will be dealing with that in the next few months. So that will be coming back to this body at some point for formal approval. The other thing I wanted to point out is that we have been asked by Megan Gossins, the director of the Z Fund and she’s supported by Eric and Jesse who are here today, if we would review and endorse a program called ‘Adopt A Zip’. This is a voluntary program by which members of The University of Akron and greater Akron community donate to the Z Fund, which supports scholarships, and in exchange receive some

benefits including a connection to a student athlete. This is not a direct connection, but a connection to a student athlete to more closely personalize the experience between The University of Akron employees and the student athletes. I do have a few copies of the flyers here if you're interested. The committee decided unanimously to endorse this proposal. However I want to make sure that it is clear that the Athletic Committee is not responsible for the program; it is the responsibility of the Department of Intercollegiate Athletics. Nor is anyone required or expected to take part in this except voluntarily. We want to make sure that part is clear, but we did endorse the program. Thank you Chair Sterns."

Chair Sterns asked if there were questions.

Senator Stratton: "Senator Lillie, in your report were you making a motion to bring forward from the committee to endorse the Adopt A Zip program?"

Senator Lillie: "No. We didn't see the need for a formal support from the entire Faculty Senate."

Chair Sterns thanked Senator Lillie for the report and promised to circulate and support it. He then invited Associate Provost Ramsier to discuss the report of the University Council Exploratory Committee.

Assoc Provost Ramsier: "The recommendation of the University Council Exploratory Committee is for the Faculty Senate to endorse the University Council bylaws as presented. We have recommended that the eight campus groups affected consider this document in totality as a whole. I'd like to point out, because I know it's a very sensitive issue for at least several of the represented groups, that the University Council and the establishment thereof will not remove any current authority of any of the groups including the Faculty Senate. We believe as a committee that the language in the bylaws is robust in that respect. Faculty Senate will maintain its current authority that's based in the University Rule. With that qualifier I would ask on behalf of the committee that the Faculty Senate approve this document."

Chair Sterns: "We now have a motion from the committee that does not need a second. I think we'll start with the two representatives from the Faculty Senate who have served on this committee over three years; Senator Erickson, are you going to go first?"

Senator Erickson: "I'm going to go first just to help people with their materials. As the person who organized this for e-mailing at the end of last week and then saw what happened when we got it hard copy let me at least make sure everybody knows what was sent out and the order and how it works, because it helps with reviewing the document. In the cover letter we said that the first thing that you want to have is to make sure that you have the actual version for approval and non-approval which as our Chair said is about half way through the printed document. It was sent electronically as a separate document. That is the document you are being asked to approve. The rest of the material was there only for background. The cover letter noted this is background material; it is not all the background material by any means. It's just the past year's background material on this effort. We have been reporting to the Senate via Senator Lillie and Associate Provost all the way through the year, but now it's a case about reminding us all of what we've done this year. At the August meeting [of the senate] we provided you with a statement of principles document that we had been working on since the previous spring. Its cover letter is dated August the 28th.

We started it with what had been said in the previous November as what [the senate] said was needed to be in the document. So we had that document that contained all of the items which the Senate representatives had brought to the University Council Exploratory Committee.

From comments from all constituent groups the committee drafted a principles document, which we gave to you. There were two meetings on September the 11th and 18th for feedback because this was a document for feedback. Out of that came our recommendation. We summarized comments from your second meeting, which was the last document you got there and are pages taken from the Chronicle at the time. We now bring you the bylaws.

First thing is you wanted the bylaws before a vote and rightly so. Here are the bylaws, which was one of the requirements. The second is that we've discussed the need for staff support. You can't do this kind of work where you're going to have serious committee doing serious work if the chairs of those committees do not have staff support and in the document on page 4 you'll see there is a whole section on that. Then third was clarification of the jurisdictional boundaries between the University Council and the Faculty Senate, specifically academic issues. The document back in July had all sorts of places where academic was used, including right at the beginning long run academic planning. The Senate said "whoa, what was that academic part?" So that went back to the committee who said they quite agreed that it was not appropriate and it was removed. It wasn't just that, as part of every discussion was the notion that the legislative authority of the Faculty Senate over academic matters as stated in the bylaws are to be maintained. So that part was always there. That's why no indeed, the academic did not belong there [in the University Council bylaws]. We also came up with a definition of "academic", not for us, not for the UCEC, but one that exists already in the bylaws. That is expressed in the document that you have, in the actual bylaws in the part that Rex mentioned that is on the first page on the end of the first paragraph. It says "those reporting lines that are already in place will not be removed nor will any of the authorities that are represented groups be supplanted by University Council." That is the statement that exists in the document.

Fourth is the level of representation. Just to summarize that discussion the fact that the Senate wanted a larger faculty role than was in that principles document. This was taken back and discussed at length by the group. That was the one [issue] that we were not able to get changed. However, people all agreed, as I'm saying again that you can see how important it is, that the Faculty Senate would have the right to legislate on all academic matters. I've just given you a quote on how that was stated. And as you know this year under Chair Sterns we've been practicing this in the Senate and we've seen that there are all sorts of issues that we need to remind ourselves to have academic aspects to them and that we've needed to have a look at, and I think it's given us a good practice at just the process that came up within that notion what we mean made a difference. If that means on occasion items might end up going to both University Council and to Faculty Senate because we cannot make it total non overlap then so be it. And I think that the group felt that the maintenance of that role for the Senate makes up for the fact that in other ways we had the same kind of representation as [some other groups]. We'll talk about the representation that we have.

And I think the only other thing that I wanted to say is that all of this came out of a process started by the Senate in 2002, that's a long time ago. The Senate at that point was concerned with issues of communica-

tion and issues of lack of effective institutional structure and planning. As a result we set up a committee and all the committees that existed over campus all the ad hoc this and that's that seem not to communicate with each other and there didn't seem to be any kind of real structure. Certainly not one that included people that were elected. And then later in 2003 what we added into our discussion our lack of input into planning, budgeting and facilities planning. I'm not going to go into the background of that, you all know it. So what is set up here is a system and I think that's one of the most important things, it's a system for planning for all sorts of issues around campus, ones that go across constituencies and are not just faculty. And lines of communication and that is based on the elective, not appointed members of faculty staff, contract professionals and student as well as VPs and Deans and Department Chairs. As Tim is going to explain to you, there are these committees that we have in this structure for long range planning that then integrate with and we have a part of the short run day to day or at least year to year within year planning as well, so you want to look at that part as well. And hopefully we'll have something that does not, as many of you who've been on ad hoc committees [have experienced], disappeared into a black hole and you have no way of knowing what happens. What we've come up with here is a system.

The final thing I'd like to say is a document that we brought wasn't me but I chaired it, of the ad hoc committee for decision making that started this particular process in April of 2006 where we were looking at how do we get effective shared governance? And we looked at all the literature on this kind of thing and what it said is there is no one that worked, it all depended on the culture of the campus, one particular institution, but what was important was the function. And an influential Senate or shared governance, participated in and had significant influence in decision making in areas such as long range planning and physical facilities decisions, budgeting, etc not just the purely academic issues of the university into an influential Senate strive issues and help bring about effective policy change. They are concerned with the overall welfare of the university and try to incorporate all significant tasks in maintaining and increasing that welfare, there is trust and mutual respect between administrators and faculty and effective two-way communication. And I hope that what we've got now with University Council is a start down the road that can lead us to have truly influential shared governance on this campus. Thank you."

Senator Oswald: "You were going to research [the experience of other similar institutions]."

Senator Erickson: "The question that was asked is the one that relates to the materials that you got that says to look to see what other universities with similar structures had done. In one sense I've answered that because it's function not structure that matters, but we did try to chase down structure. Now Rudy Fenwick is our representative [to Ohio Faculty Council] went around the campuses in Ohio and there is no campus in Ohio that has the structure that is the same kind of thing that we're talking about. One of the ones that we were able to follow up on and Harvey contacted was Virginia Commonwealth University which had a structure that is quite similar to this. In fact a number of our committees, the committee structure that we set up, we sort of looked at theirs and said okay these may be sort of important committees. But what we found was that it was working pretty well, it was a working structure. There was still quite a bit of interaction between that and the Faculty Senate which was a like you said was a separate structure in theirs as in ours as this suggested one. And the Faculty Senate would vote on a number of the same matters that went to the University Council. One of the reasons that the Faculty Senate Chair said that was the case is that the members of the University Council that represent the faculty, and of course it was a multiple one like we have, were elected separately, you were elected to that to university Council or

you were elected to Faculty Senate, so there was no overlap and it made it much harder to communicate. And it was a sense that was one of the reasons that he said that felt if I'm not mistaken Harvey told me as to why they had as much overlap as they did."

Senator Lillie: "Senator Erickson has told you a bit of the history and you've had the opportunity to hear a lot of it. What I'm going to talk about is primarily the structure and to try to give you an idea of the flavor of the process to date and to let you know what we have come up with through the University Council Exploratory Committee. As you know I served for two and a half years as one of the co-chairs of the committee and in that role I felt it was important for me to maintain as much as possible a role as a facilitator who would listen to and who would encourage the listening to the concerns and issues that were raised by each of the eight constituent bodies that were asked to be part of this particular university committee. We did that. We had a large number of meetings in which very often there seemed to be disproportionate time devoted to discussing issues that maybe to many of us didn't seem important but did seem important to one of the constituencies or to another constituency. We spent a lot of time trying to hammer out, to understand and to see if we could figure out a way to take this jigsaw puzzle and put it together. So I want you to be aware of the fact that this is not simply the work of the Faculty Senate or a Faculty Senate group. It is the work of eight constituent bodies and therefore as you're reading this, or have read this, you may be aware of seams showing. And I want you to be aware that the reason those seams are there is usually not because we missed them but because that's the way to get eight separate bodies to agree, we felt it had to be phrased. Though there may be some seams that we missed. So I want you to be aware of that part of the history. I also wanted to point out that when we got to the bylaws section we used as our first model the bylaws of the Faculty Senate. If you compare the two you will find considerable modification but we did start with that as a template. So there again there are some of the elements of the University Council such as "all of the recommendations be forwarded to the President of the university" are also showing up in this particular set of bylaws. There are a couple of things that I think ought to be pointed out: one is Section D, membership and function. The membership is composed of representatives from eight campus groups and there are a total of twenty-two representatives. I believe it would there would include in those twenty-two representatives the Senate, the Contract Professional Advisory Committee, the Staff Employee Advisory Committee, shall each have four seats. Deans, Vice Presidents, Department Chairs, Graduate Student Government and Associated Student Government shall each have two membership seats on University Council. Senator Erickson referred to election, there is no process for election to this proposed University Council, there is something called selection. That was something that was determined after quite a bit of discussion to leave to the each campus constituency group concerned as to how they would select people to be part of this body. The issue of support is one also that Senator Erickson raised, I think it's also important to point out that officers of the council would receive assigned time or stipend in order to be able to fulfill these roles. I see that as a serious and substantive commitment to actually wanting to have a body that would have officers that would have the opportunity, the time and the support to do some of things that are outlined here. There also is provision for other kinds of material support.

There are a number of committees; the Executive Committee, the Strategic Planning Committee, University Benefits and Wellbeing Committee, Finance and Budget Committee, Student Success Committee, Information Technology Committee, Campus Facilities and Safety Committee, Communications Committee. All those would have in essence two forms; the first and main form and standing form would be to

review and to write and to eventually propose to the University Council strategic and long range plans. The intent is that such strategic and long range plans if approved by University Council would then be submitted to the President and the President would then submit them to the Board of Trustees who in turn would approve them at which point they would become official approved policy of The University of Akron. Now that's a process that's in place now, but that would be the notion behind this particular set of standing committees. The issue arose as to how the University Council could if it approved a particular long range plan also be in the loop be aware of what was happening as that long range plan was being implemented and so there are there's also a mechanism in this particular set of bylaws for what are called "operations teams" that those operations teams are structured as you see and the intent of those operations teams is to provide direct input from the University Council in a way that will represent the concerns of the University Council as the long range plans are being implemented over a period of time. I think I've covered the main points of this structure, and are there any questions? Thank you."

Chair Sterns asked for questions.

Senator Gerlach: "Mr. Chairman I have only begun to read this and re read it, but I have a few comments to make and a couple of trivial ones to begin with and then something more substantive. On the page 2, item B-6 I am absolutely mystified as to the meaning of that sentence. "All representatives will be selected by each campus group without input or influence from other campus groups or individuals." The word input always annoys me but without influence from other campus groups, influence, interference, participation what's meant here please?"

Chair Sterns: "I think rather than try to answer this as Chair I will refer to our Chair of the UC Exploratory Committee to explain that. But I'd be happy to join with my interpretation."

Assoc Provost Ramsier: "I'll do my best to explain that language. I think the best way to describe it is there are some constituency groups that were concerned that certain other groups, i.e. administrative groups, would in some appoint people from groups to serve on the Council, rather than allowing the group themselves to select their membership. That phrase, although very awkward, is to basically saying that no one can be appointed to the Council; representation will be selected by the group itself ..."

Senator Gerlach: "Mr. Chairman I suggest the sentence be entirely revised to state that, then there could be no mistaking of it whatsoever, but at any rate thanks for the answering that question."

Assoc Provost Ramsier: "The language is built on having eight groups needing to agree to the wording. But the intent and that will be reflected in the principles document that will be updated to reflect the now standing bylaws is that people will be selected by their own group, not appointed by someone else."

Senator Gerlach: "Well that's what should be said, most simply and avoids this other persiflage. I missed mentioning D-3, there's just a small thing I believe your missing a word in that line. It says "members who are no longer members of the campus groups in which they were selected are unable to discharge the duties of office their seats in Council automatically vacant." That makes no sense, I think it means or should mean "members who are no longer members of the campus group from which they were selected and are unable to discharge the duties of the office their seats become automatically vacant", something

like that. Alright that's a small matter, editorializing and so on. I want to point out that before we give any approval to this document we have to have some alterations made or further explanations. The first thing that's substantive is on the last page, following H rules incidentally on the Senate this bylaws only refer to Robert's Rules you don't need the most recent edition cause it's like a law book that it's unnecessarily complicated, but you can decide that on your own. There are no provisions for amendments of this document, so your exploratory committee has to go back and work out a provision for how you amend the bylaws of the Council alright does that sound reasonable?"

Assoc Provost Ramsier: "Do Robert's Rules of Order in their present form have a mechanism for amendments?"

Chair Sterns: "The answer is that they do."

Senator Gerlach: "Then why do we have a provision in the Senate bylaws for amendments? I think you ought to make it clear in here and not just fall back on Robert's Rules whether or not it indeed covers the matter."

Chair Sterns: "Well I'm not trying to defend the document as Chair, but I would point out that the observation that there is not a specific section on change is an important one and I think we have that accommodated by asking that be considered by the committee."

Senator Gerlach: "And put in there, I would suggest it would make it clearer so that people would not have to go to Robert's Rules, they've got it right in front of them. My final comment today is on the section describing the numbers of representatives to the Council. Faculty Senate, Contract Professionals Advisory Committee and Staff each of those three are supposed to have 4 members. What's puzzling to me to an extent is that the Contract Professionals and Staff Employees are already members of the Senate. It seems to me that it would be better to say that the Faculty Senate including these groups shall have twelve members, either that or we need to get rid of the Contract Professionals and the Staff Employees in the Senate. That may be possible down the line because I think if this Council thing goes forward you do not need to have a place on this Senate for those two groups. I also think that the weight of the membership is little bit too heavy when it comes to the Graduate Student Government and the Associated Student Government. I mean those two students groups are to have 4 members. Well that's all that Faculty Senate gets. I think that's disproportionate."

Assoc Provost Ramsier: "In what respect?"

Senator Gerlach: "It just ain't fittin. The students may outnumber the faculty in the university community but they are not as important as the faculty when it comes to governance, those are my observations and..."

Assoc Provost Ramsier: "I think I'll defer to the senator from ASG to speak to that."

Senator Gerlach: "Well that's great. I would not vote approval of this document as it presently stands and I think it's still subject to amendment."

Senator Hajjafar: “I also have a few comments. First of all I appreciate the Associate Provost’s and his comment about in no way the actions of the University Council will weaken the Faculty Senate, however on page 10 the number D-(2)(1) Strategic Planning Committee, in it’s standing committee charges number 2, it says “to participate in and advise on the development and annual admitting of the university’s strategy and academic plan.””

Senator Erickson asked where that language is found in the document. After some confusion it was determined that Senator Hajjafar was referencing the older document, not the present version for consideration.

Senator Lillie: “This is something that the Chair was trying to elucidate a little earlier, in this particular yellow version that came out there were two versions that were not clearly described. The one that says “new version of Council document” is the one you’re referring to. The one that’s before this body at this point is later on where it says here on this page “final version for approval/non-approval”. And so I would encourage you to look at the Strategic Planning Committee in that one is on page 8.”

Senator Hajjafar: “My other comment is that the members of the Faculty Senate are elected for a three year term. So that means that we have to elect newer members, because we are elected for three terms. Now if somebody’s in the second year cannot be elected to this university council? So I think it should be up to three years.”

Chair Sterns: “These kinds of implementation issues will need to be addressed as well.”

Assoc Provost Ramsier: “Can I try to make some remarks to try to help Senator Gerlach understand the contextual piece about the two issues that he raised at least? One, the premise of the University Council and committees intent is that University Council will not only not remove any authority from any body that currently exists and certainly not tell those bodies how to do their business, which means we’re not going to tell you you have to elect in a certain way. You the Senate will elect their membership to the University Council so if you were to decide to elect membership from the Senate to the Council only allowing faculty to be nominated, University Council doesn’t care. I would also suggest that in my own humble opinion, I think it would be not necessarily be a good idea to remove contract professionals, students and staff from the Faculty Senate. They really are involved in the academic mission and I certainly think that we’ve heard, since I’ve attended these meetings, some really good input from the non-faculty members of Faculty Senate on academic issues. So there might be a way to fix the problem you’ve mentioned without modifying the Senate itself. Of course it’s completely up to this body to decide, it’s not our intent to force any of the groups; i.e. we can’t force the VPs to write bylaws, they’re not a legislative body. That’s why the awkward language, because all of the groups don’t function the way the Senate does. Thank you.”

Senator Hajjafar: “I want to make sure that this part is also not in the final version; “vice presidents will provide an annual report to University Council standing committee on behalf of the representative implementation team.” Now is that report should be approved by the implementation team? Is that right, or just they write a report? It’s not there? What’s so then what has been said last was not clear really, this is really the minutes of the sessions that I attended and I didn’t have to read them.”

Senator Lillie: “If I could just state that I did not and I don’t want to push off blame on anybody else but I did not send this out. And I would encourage whoever did to make sure that they are clearly explaining what this is. What my understanding is is that the part of the yellow piece you have that say final version for approval/non-approval, those twelve pages are what has just placed on the floor of the Senate for action. Now if you have questions about that now I’ll answer them, I’m sure Senator Erickson will, I’m sure Associate Provost Ramsier will, but other than that I’m gonna have to defer to other people.”

Senator Hajjafar: “I think this has been confusing, because I did not have time to read it the last part.”

Senator Erickson: “Could I just say as the person who did send it out, I sent it out by e-mail last Friday. And it came out with two separate attachments, two separate attachments. The first attachment was this, the bylaws the final version for approval/non-approval. And if you look at the cover letter that’s exactly what it says. It says attached are the proposed bylaws. I went on and said what I said before when I went through the documents. The second essentially said that we’d been doing stuff over the past year and the second attachment was titled “background documents for 2008-2009.” It was titled that and it was stated that way. It says the second attachment provides background material. What happened then Harvey can talk about. Chair Sterns mentioned that it would be good if every body didn’t have to run it off for themselves or have numerous copies here. So on Monday Heather sent the materials in the order that I had gone over them with you to the University Printing office who then proceeded to mess it up.”

Senator Hajjafar: “I wasn’t aware of the e-mails, when I received a hard copy...there was no reason to go to the e-mail.”

Senator Erickson: “Unfortunately there was and then there was an e-mail from Heather saying that the cover letter had been left off which it had, so I’m awfully sorry about that but that’s why were concerned and I ...”

Senator Hajjafar: “My question is is it possible to postpone the voting on this document until next time so that we have time to look at it?”

Chair Sterns: “I think the Chair would be willing to entertain a motion to perhaps call a special meeting like a week from now to continue the discussion.”

Senator Lillie: “May I just rise to a point of parliamentary inquiry. Is it correct that the Chair has the authority to call a special meeting of the Senate? If so is it necessary to vote on it? Perhaps the Chair can simply announce it.”

Chair Sterns: “I think that the Chair would prefer to have a motion. Would you like to make a motion that we continue discussion a week from today at 3 o’clock?”

After some discussion the motion was amended to: The Senate will postpone consideration of the motion on adoption of the University Council bylaws until Thursday, the 16th of April at 4 o’clock. This motion was made by Senator Hajjafar and seconded by Senator Gerlach.

Senator Lillie: “May I ask for a clarification? The intent of the motion I am assuming is that we would continue discussion on the motion that’s on the floor to approve this document. Is that correct or is there going to be further information we don’t know about? Okay, so that’s what we’re going to do in two weeks. We’re going to do something different that’s what we’re going to do in two weeks?”

Chair Sterns: “Point of clarification, we already pointed out a couple of things that could be corrected by the UCEC committee is if it still meeting the committee. Could for instance the issue of the mechanism to change the bylaws be introduced at that time?”

Assoc Provost Ramsier indicated that as the motion stands there would be further discussion on the current document. The Senate could send the document back to committee, but until then the committee can’t do anything to modify it, in his opinion.

Chair Sterns: “Yes well we’ve been trying to come up with the right solution here. So there is a motion on the floor and I suppose if we want to make a referral back to the committee then we should defeat the motion on the floor.”

Senator Gerlach: “Yes because the one has precedence over the other.”

Senator Rich: “I don’t think that if we vote to postpone this until the special meeting I don’t think that precludes the UCEC from going back and proposing a provision concerning bylaw amendments. This body could certainly amend what it is passing to include whatever provision the UCEC would chose to add. I would strongly encourage the UCEC to proceed along those lines. Under Roberts Rules, which by the way state quite explicitly this is Robert’s Rules of Order newly revised that bylaws should include a provision for amending the bylaws, but if they don’t the default under Robert’s Rules is troubling to me. That is a simple majority can amend the bylaws at a regular meeting with proper notice. And I’m especially concerned in light of the fact that faculty only make up 18 percent of this body that there be a supermajority requirement in the bylaws, which could of course potentially change the membership of the University Council, that’s how you would do it if you did under the bylaws. So for my own purposes it would be essential that the UCEC come up with a suitable proposal one that would require a supermajority for bylaw amendments.”

Senator Gerlach: “Senator Lillie I think wanted to know whether this special meeting on the 16th will be limited to the subject of the bylaws or would it be possible if we had time to cover this business of reconsideration of senatorial members of the colleges and the new bylaw proposals. I think what he means to ask, are we going to stick to this subject only or are we going to permit unfinished business to be added?”

Senator Lillie: “I’m sure that’s what I meant to ask. I was simply asking whether or not the motion that was on the floor that seems to be moving in a number of different directions independently was going to propose that there be a special meeting of the Senate for the purpose of continuing consideration of this document on April 16th at 4 o’clock, that’s really all I was asking. And I would be in favor of that at this point, now there have been other comments that have been made that perhaps the committee and others could take under consideration for what they’re worth I would be in favor of that type of motion.”

Assoc Provost Ramsier: “Can I ask a question? If the motion is to consider this document which are the bylaws presented today how can the committee modify them before the meeting?”

Senator Gerlach: “The committee can bring proposals for amendments. And one of us would be glad to make the motion to amend. And then it’ll be done. It seems to me no difficulty there. I think we must move carefully and directly on this, expeditiously but not too hastily here let’s get this as right as we can. Actually I’d like to know just in passing how many of the other seven constituencies have approved or not approved this document. I begin to wonder all things considered, Mr. Chairman, whether this body would be wise to simply to wait until all the other seven constituencies have acted so we know what we’re facing. Why should we jump in on this before we know what these others are going to do or have done. We don’t need to push this thing along that way at any rate.”

Chair Sterns called for further discussion on the motion, but there was none. **The motion to meet on the 16th on this topic at 4 o’clock was passed.**

Senator Lillie: “I move approval of the graduation list as circulated today.” (second by Senator Gandee)

Senator Gerlach: “That is Mr. Chairman, subject to their completion of all requirements. That always has to be stated.”

Senator Lillie: “Once again Senator Gerlach knew what I intended to say.”

There being no further discussion, **the motion passed.**

e. New Business - Chair Sterns turned to the issue of the reconsideration of the discussion of the representation from the two new colleges. Interim Dean Lynn basically argued that because the College of Fine and Applied Arts no longer exists and these are two new colleges, that they should be afforded the opportunity in their own bylaws to figure out how they’re going to elect their representatives and to elect new representatives if they so desired.

Senator Gerlach: “Well Mr. Chairman I don’t see anything objectionable to that but is there any difference in terms of the numbers involved? Has one college got more faculty than the other and therefore will have more members than the other?”

Chair Sterns: “The provision at the last Senate meeting was the existed elected senators would be continued and they would fall to colleges where their constituencies resided. The feeling was from Dean Lynn was that that was not appropriate that people should have a chance to run again and revote since these are new colleges.”

Senator Vollmer: “So does that mean my term as senator ends with this spring being the representative from FAA?”

Chair Sterns: “What would happen is that you hopefully would run again. Yes that is what it means. We would encourage that of course. Further discussion. We don’t really have a motion.”

Senator Gerlach: “Wasn’t it sort of left up into the hands of the Executive Committee to sort out? No? They were to determine the numbers I think.”

Chair Sterns: “The Executive Committee did deliberate and we made a recommendation which was supported by the Senate at its last meeting however new information makes us want to reconsider.”

Senator Lillie: “I was just going to say that that the reason it’s being asked for reconsideration is that the Senate last month approved this particular method of doing things and so we needed to come back and say that needs to be reconsidered, do you want to do this this other way or do you want to continue on so that’s why we were left suggesting that. So I guess the motion would be to reconsider the motion it had passed at the previous at the March meeting of the Senate regarding the terms of the senators from the two new colleges. Since I voted in favor of that I make the motion to reconsider.” (Gerlach seconded)

Senator Rich: “It’s not a motion to reconsider. What we’re going to do is partially rescind the previous resolution. The motion to rescind doesn’t need to be made by someone who voted in the majority.”

Senator Lillie: “I’ve made the motion...”

Chair Sterns called for the vote on the motion to reconsider. **The motion passed.**

Senator Gerlach: “Now then Mr. Chairman I’ll move that in accordance with what the Executive Committee has reported to us today that that proposal from the meeting of the respective college be accepted and the Senate approve the new election of senators from the two new colleges.” (Second by Lillie)

Senator Huff: “Could you repeat exactly Dean Lynn had said?”

Chair Sterns: “On March 29th we received an e-mail from Dr. Jim Lynn the acting Dean of the new College of Health Sciences and Human Services. In that message he stated that he feels that the faculty in the two colleges have the right to decide if the existing senators continue in their terms or if they elect new members. The Executive Committee on e-mail discussion a point made by Senator Rich if I remember correctly was it is the Senate who determines how senators are elected not individual colleges.”

Senator Stratton: “I can quote the e-mail; this is in response to the letter that I sent, the e-mail that I sent to Dr. Lynn and Dr. Dudley Turner who are the acting deans of the new colleges in which I indicated that the number of new representations that they had. I quote: “Actually Dick, I believe the faculty members to the two new colleges have the right to determine whether the existing senators continue in their terms or if they elect new members. This right being tied to the creation of new bylaws by both colleges.”

Chair Sterns: “As a member of both colleges involved would you like to make a comment?”

Senator Huff: “I wasn’t going to because I am involved but the reason I asked the question was I wasn’t sure if this was going to mandate new elections or whether it was simply going to say that the college was to chose how they wanted to proceed. But the other issue that comes out of what was just said and the

actual quote is that it refers to the new bylaws and I know that the new college that I'm in we haven't approved those new bylaws which means the elections going to be delayed I guess until those bylaws have been approved and this could kind of complicate things. They haven't been approved, no."

Senator Lenavitt: "Didn't we just receive the memo for nominations? It stated who was eligible and to make nominations to the senate. That was last week."

Senator Lillie: "I think this important information but I think that it is accurate to say that the body that determines how senators are elected is this body with the valued input of Dean Lynn and others but it's this body that makes those decisions and that's what I understood to be the motion that is on the floor that we were going ahead with propose the elections of senators based on the fact that each of these new colleges is entitled to a certain number now there are rules for the election of senators and I thought that's what we were, were putting on the floor to do."

Senator Lenavitt: "I guess the only thing that I would need to know was what was the protocol for proportioning because in the original contact how it operated with that eclectic group of people was fairly large mass of senators, now when it divides down the weight is going to change considerably and I'm not sure how that's going to work and I would like to know how that proportioning works with what the numbers are."

Chair Sterns: "What we had done previously is bring forward in time the existing senators to where they were residing in the new colleges. That's what we had proposed to do."

Senator Lenavitt: "I would like to know what the differences are now."

Senator Stratton: "According to Human Resources, the new College of Health Sciences and Human Services had 38 full-time faculty members. For every 15 faculty members or part thereof they're entitled to one senator, so the new College of HSHS is entitled to 3 senators. The new college of Creative and Professional Art has 80 or 81 faculty members, little discrepancy there, but in any event that means they're entitled to 6 senators. The old College of Fine and Applied Arts combined were only allotted 8 senators. So the two colleges by splitting will have one additional senator."

Chair Sterns: "At least we've provided the information that was requested, a step in the right direction. Okay, further discussion? To adopt the new well would you mind restating the motion for me?"

Senator Gerlach: "Just that having moved to reconsider this we now asking the Executive Committee to exceed to the request of the one Dean and that the Senate approves his proposal that each of the two new colleges proceed to elect new senators this spring forthwith. With the numbers presented, 3 for the one and you said 6 for the other."

Senator Erickson: "I'm a little bit confused now because I thought that the Dean wanted the faculty in those colleges to decide whether or not they wanted the old ones or the new ones. If we have a motion as Senator Gerlach suggested we're going beyond that we're saying go on and elect new ones."

Chair Sterns: “The reason that the motion was made in that way was that I understand it as Chair was because how this is done is in the prevue of the Senate, it does not reside with the colleges.”

Senator Gerlach: “And Mr. Chairman I daresay any presently seated senators from those colleges will be eligible to be elected. All they need is to have their constituency elect them de novo. Right Mr. Rich?”

Senator Rich: “There was in fact a discrepancy between the motion that you stated the first time and the second one. The first one was to adopt the Dean’s proposal. His proposal was to let the faculty of those colleges decide whether to elect an entirely new slate of senators, the second time you stated it it doesn’t give a choice so it seems we should at least get permission of the secondary one if not unanimous consent.”

Senator Lillie: “If I could have the motion restated, please.”

After an extended discussion of what the motion should state, Senator Gerlach provided this wording.

Senator Gerlach: “That the two colleges created from College of Fine and Applied Arts be authorized to elect the appropriate number of Faculty senators de novo. How’s that, will that do it?” (Second by Senator Lillie)

There being no further discussion **Chair Sterns** called for a vote and the **motion passed**. He then called on Senator Rich to for his motion to amend the Faculty Senate bylaws.

Senator Rich: “For consideration at the May meeting, because these need to lay over for a month.

I move adoption of the following amendments to the Faculty Senate’s bylaws; to insert the following sentence after the first sentence of C-5; “members of the Executive Committee shall serve for two years.” To insert after C-5 F, G “when necessary act on behalf of the Senate in the period between the end of the spring semester and the beginning of the fall semester.” In the first sentence of H-1 substitute the words “members of the regular faculty” substitute for the words “members of the regular faculty” the words “full-time distinguished professors, professors, associate professors, assistant professors and instructors.” And in H-4-A substitute for the words “regular faculty” the words “full-time distinguished professors, professors, associate professors, assistant professors and instructors”. (Second by Senator Moritz)

Senator Rich then briefly explained the purpose and meaning of the amendments. “In order, what these amendments would do is to set the terms of the members of the Executive Committee. We have always acted as if they were two year terms, but they were never provided for in the bylaws. The second one I propose would authorize on behalf of the Senate during the summer months when the Faculty Senate is unable to meet. The third one would allow full-time instructors to serve as members of the Faculty Senate and the fourth one would allow full-time instructors to vote in the election of Faculty Senators. These last two are a response to some concerns the Executive had reported on a previous occasion. For those of you who received and read the emails I sent you may have noticed that I have omitted one of the five amendments I said I was going to propose. That is the first one was unnecessary. I had conducted a word search for “two years” in the bylaws and had failed to consider the possibility that the word could have been biennium. And it was already taken care of.”

Senator Gerlach stated that this was supposed to have been done by the Reference Committee, he had never heard about this. If the Executive Committee is to be authorized to act on behalf of the Senate during the summer months then the words “subject to review by the Senate in the fall” need to be added.

There was a short discussion of this issue, in which both Senator Rich and Chair Sterns agreed that such an amendment would be beneficial. However, the actual discussion and vote of the motion needed to wait for the May meeting.

Senator Rich moved to postpone consideration of the amendments until the May meeting.

Motion passed without dissent.

V. Adjournment - Motion for adjournment by Senator Gerlach.

The meeting adjourned at 5:02 pm

Verbatim transcript prepared by Heather Loughney

Transcript edited by Richard Stratton,
Secretary of the Senate

APPENDICES TO MINUTES

FACULTY SENATE MEETING OF APRIL 2, 2009

APPENDIX A

REPORT OF THE SENIOR VICE PRESIDENT AND PROVOST FACULTY SENATE

April 2, 2009

CONGRATULATIONS ON SUCCESSFUL COLLABORATIONS AMONG MEMBERS OF THE UA COMMUNITY

- Revisiting Race Week: Black, White, and Beyond
<http://www2.uakron.edu/race/>

Organizers want our community to be able to:

- appreciate and respect diversity among people;
- identify and analyze contemporary issues;
- relate the contributions of groups and people to the history of ideas and belief systems; and
- critically analyze one's own culture.

3850 participants, including 2300 students in 2009

- Conference on Undergraduate and Graduate Research
<http://www.uakron.edu/gradsch/cugsr/index.php>

Illuminating New Worlds of Opportunity Through Research
ADVANCING KNOWLEDGE THROUGH STRONG STUDENT AND FACULTY
COLLABORATION

The Conference on Undergraduate and Graduate Student Research invites the submission of research papers and scholarly projects from all academic disciplines. Students interested in participating in this conference must submit a proposal or abstract for an oral or poster presentation.

There were 295 registrants, 216 presenters, 149 graduate presenters, and 67 undergraduate presenters. 113 students presented posters. The Cleveland Clinic Lerner Research Institute attended to recruit for post-doc fellows.

TJ Boisseau was chosen as mentor-of the year by a student panel.

Outstanding Student Research Awards

Undergraduate Awardees:

Daniel Coffield, nominated by Dr. Mark Soppeland and Julia Wise, nominated by Dr. Hillary Nunn

Graduate Awardees:

Neelakandan ChandraSekaran, nominated by Dr. Thein Kyu and Sunny Sethi, nominated by Dr. Ali Dhinojwala

UPCOMING

- Award-Winning Black Male Summit: Hosted by the Office of Multicultural Development
April 3-4
<http://www.uakron.edu/multculdev/bms/index.php>
- Celebration of Excellence in Teaching and Learning: Hosted by the Institute on Teaching and Learning
8th Annual Celebration of Excellence in Learning and Teaching (CELT)
Monday, April 13, 2009
10:00 am to 3:15 pm
Student Union, 3rd Floor

TEACHING AND LEARNING INFORMATION HALL

10:00 am to 11:45 am and 1:30 pm to 3:15 pm

SU Ballroom B

The goal for this 8th annual Celebration is to create a conversational atmosphere. This year we are planning a highly interactive discussion format where you will have the opportunity to mingle and talk with colleagues as we showcase best practices in teaching, learning and technology. Plan on stopping in when you are not in class to chat with colleagues, share excellent ideas, learn about new innovations and be a part of CELT. We can't have a celebration without you!

STUDENT POSTER SESSION

10:00 am to 11:45 am

Student Union 335

All members of the campus community including undergraduate and graduate students are encouraged to participate in the poster session. Encourage your students to submit a poster title and be sure to drop by to see the excellent work displayed by talented students.

AWARDS LUNCHEON

12:00 noon to 1:15 pm

SU Ballroom A

Stay for the luncheon banquet where we will present the award winners in four categories.

- Outstanding Teacher-Scholar
- Outstanding Part-Time Teacher
- Outstanding Graduate Teaching Assistants – Master's and Doctoral candidates
- Outstanding Teacher/Mentor of First-Year Students

Reservations are required. RSVP your attendance through [ITL's On-Line Registration](#). Please bring your confirmation email with you as your lunch ticket.

HAVE AN EXCELLENT IDEA TO SHARE OR A TOPIC FOR CONVERSATION?

We are inviting individuals who have a teaching success story, developed a new teaching or learning strategy, experience with technology in or out of the classroom, or simply want to talk about future plans or educational initiatives to fill out our Call for Exemplars so we can organize our Celebration event. Please submit by 5:00 pm on April 6, 2009 by campus mail to Zip +6236 or email to itl@uakron.edu.

- **Strategic Planning Campus Conversation: Innovation and Creativity**
As part of our strategic planning, on April 20 from 8 am to noon, we will be holding a campus conversation around innovation and creativity. The goal of this first community conversation, the first in a series of conversations in support of our strategic planning, is to help us dream about our future in a way that builds upon our own tradition of innovation. Details about how to register your attendance on the Strategic Planning website should be available soon.

<http://www.uakron.edu/strategic-plan/>

APPENDIX B**THE UNIVERSITY OF AKRON****RESOLUTION 04- - 09**

Pertaining to the Approval of the Following Curricular Changes

BE IT RESOLVED, that the recommendation presented by the Curriculum Review Committee concerning the curriculum proposal approvals listed below, be approved.

<u>AS 09-053</u>	New History Course: 3400: 509, Imperial Spain, 1469-1700
<u>AS-009-022</u>	Chinese Minor Program
<u>AS-09-027</u>	Move Center for Environmental Studies and its certificate program into the Department of Geology and Environmental Science
<u>AS-09—058</u>	Change pre-requisite on 3850:421 Racial and Ethnic Relations
<u>AS-09-001</u>	Blanket DL course proposal - A&S
<u>AS-09-002</u>	Blanket course deletion proposal - A&S
<u>AS-09-003</u>	Course number change for 3010:401 and 3010:201/Geology and Environmental Science
<u>AS-09-004</u>	Delete 3010:490/Geology and Environmental Science
<u>AS-09-005</u>	Delete course number 3010:590 Workshop in Environmental Studies
<u>AS-09-006</u>	Change course names /Geology and Environmental Science
<u>AS-09-008</u>	Change course numbers / Geology and Environmental Science
<u>AS-09-009</u>	Change course numbers /Geology and Environmental Science
<u>AS-09-010</u>	BS/BA Statistics
<u>AS-09-011</u>	Add 3370:552 Geology and Environmental Science Service Learning
<u>AS-09-016</u>	Arabic Subject Area Number Change / Mod Lang
<u>AS-09-019</u>	Name change 3370:590 and 3370:591/Geology and Environmental Science
<u>AS-09-026</u>	BS Biology
<u>AS-09-027</u>	Move Center for Environmental Studies and its certificate program into the Department of Geology and Environmental Science
<u>AS-09-028</u>	BS Natural Sciences - Polymer Chemistry/MS Polymer Sciences
<u>AS-09-030</u>	BS Biology
<u>AS-09-034</u>	Social Sciences Division PSP Track Degree / Philosophy
<u>AS-09-035</u>	Histology 3100:365/Biology
<u>AS-09-036</u>	3100:665 Histology, Cell Biology, and Introductory Pathology
<u>AS-09-037</u>	MS Biology/Biology
<u>AS-09-038</u>	3100:616 Graduate Evolutionary Biology
<u>AS-09-051</u>	Law, Courts, Politics Track Changes/Political Science
<u>AS-09-052</u>	New History Course: 3400:409 Imperial Spain, 1469-1700/History
<u>AS-09-054</u>	Proposal for Minor in Arabic/Mod Lang
<u>AS-09-055</u>	Chinese Subject Area Number Change /Mod Lang
<u>AS-09-056</u>	3370:465 Geomicrobiology/Geology and Environmental Science
<u>AS-09-057</u>	3370:565 Geomicrobiology/Geology and Environmental Science
<u>AS-09-063</u>	Formalize MA Economics Program Prerequisites
<u>AS-09-064</u>	Graduate Internship in Economics

<u>AS-09-066</u>	Latin American Studies Certificate revision / History
<u>AS-09-067</u>	Residency requirement for Spanish major / Mod Lang
<u>AS-09-068</u>	Add Prerequisites to ALL 400-level courses / English
<u>AS-09-069</u>	Delete Minor in English Literature/English
<u>AS-09-070</u>	Delete Minor in American Literature / English
<u>AS-09-071</u>	Add requirements to the English major
<u>AS-09-075</u>	New Course: Historical Archaeology/CSAA
<u>AS-09-076</u>	Delete Egyptology I 3200:401/CSAA
<u>AS-09-079</u>	change credits for Special Topics in Archaeology 3240:472/CSAA
<u>AS-09-080</u>	Change credits for Special Topics in Archaeology (3240:572)/CSAA
<u>AS-09-081</u>	Create new course Senior Honors Project in Archaeology (3240:499)/CSAA
<u>AS-09-082</u>	Change credits for Archaeological Field School (3240:450)/CSAA
<u>AS-09-083</u>	Change credits for Archaeological Field School (3240:550)/CSAA
<u>AS-09-085</u>	Proposed curriculum changes to M.S.C.S. program
<u>AS-09-086</u>	Add course Egyptology 3240:345/CSAA
<u>AS-09-088</u>	Proposal for 3460:598 Research Methodology course/Comp Science
<u>AS-09-090</u>	Change in A&S College Baccalaureate Degree requirement
<u>AS-09-091</u>	5 Year BS/MS Applied Mathematics/Polymer Engineering
<u>AS-09-096</u>	3450:135 Excursions in Mathematics
<u>AS-09-097</u>	3450:140 Name and Prerequisite Change/Theoretical and Applied Mathematics
<u>AS-09-098</u>	3450:260 to 3450:240 and name change/Theoretical and Applied Mathematics
<u>AS-09-101</u>	3450:209 Discrete Mathematics for Educators
<u>AS-09-105</u>	Add undergraduate course: 3350:443 Urban Applications in GIS
<u>AS-09-106</u>	Add graduate course: 3350:543 Urban Applications in GIS
<u>AS-09-107</u>	Add undergraduate course = 3350:460 Political Geography
<u>AS-09-108</u>	Add graduate course = 3350:560 Political Geography
<u>AS-09-120</u>	Prerequisite correction for Calculus with Analytic Geometry I
<u>AS-09-121</u>	Spanish Study Abroad/Mod Lang
<u>AS-09-122</u>	Move Center for Environmental Studies and its certificate program into the Department of Geology and Environmental Science
<u>AS-09-123</u>	Change Independent Study from Credit-Noncredit to Letter Grade/Statistics
<u>AS-09-124</u>	Add new course - 3300:189/English
<u>AS-09-125</u>	Change Pre-requisites for 3250:230/Economics
<u>AS-09-126</u>	Change prerequisite of 3400:492, Honors Project/History
<u>AS-09-127</u>	Change course number/Geology and Environmental Science
<u>AS-09-128</u>	Change course number/Geology and Environmental Science
<u>AS-09-129</u>	Course title change: Human Cultures (3230:150)/CSAA
<u>AS-09-132</u>	Elimination of prerequisites Reading Seminar in Latin American History
<u>AS-09-135</u>	New courses: Arabic and Chinese Culture through Film/Mod Lang
<u>AS-09-136</u>	CLEP CREDIT/Mod Lang
<u>AS-09-21</u>	Seminar in Environmental Studies/Geology and Environmental Science
<u>AS09039</u>	Addition of elective to BS in Biochemistry/Chemistry
<u>BA-09-12</u>	6200:322 Intermediate Acct. 2 – prerequisite change/Accounting
<u>BA-09-13</u>	6200:430 Taxation I - Prerequisite change/Accounting
<u>BA-09-14</u>	6200:431 – Taxation II - Prerequisite change/Accounting
<u>BA-09-15</u>	6200:454 – Information Systems Security - Prerequisite change/Accounting
<u>BA-09-18</u>	Delete Minor in Management
<u>BA-09-19</u>	Human Resource Management Minor/Management
<u>BA-09-20</u>	Management Information Systems Minor

<u>BA-09-21</u>	Supply Chain/Operations Management Minor/Management
<u>BA-09-22</u>	Change options listed under Management to Majors/Management
<u>BA-09-30</u>	6400:402 - Prerequisite change/Finance
<u>BA-09-31</u>	6400:403-Prerequisite change/Finance
<u>BA-09-32</u>	6400:414 - Prerequisite change/Finance
<u>BA-09-33</u>	6400:415-Prerequisite change/Finance
<u>BA-09-34</u>	6400:416-Prerequisite change/Finance
<u>BA-09-35</u>	6400:417-Prerequisite change/Finance
<u>BA-09-36</u>	6400:424-Prerequisite change/Finance
<u>BA-09-37</u>	6400:432-Prerequisite change/Finance
<u>BA-09-38</u>	6400:436-Prerequisite change/Finance
<u>BA-09-39</u>	6400:438-Prerequisite change/Finance
<u>BA-09-40</u>	6400:447-Prerequisite change/Finance
<u>BA-09-41</u>	6400:473-Prerequisite change/Finance
<u>BA-09-42</u>	6400:481-Prerequisite change/Finance
<u>BA-09-43</u>	6400:485-Prerequisite change/Finance
<u>BA-09-44</u>	6400:490-Prerequisite change/Finance
<u>BA-09-45</u>	Change name of degree to Bachelors in Business Administration
<u>ED-08-03</u>	Stress Management Course Delivery Change
<u>ED-09-05</u>	Bulletin description change for 5550:194 (Sports Officiating)/Phys & HE
<u>ED-09-07</u>	Program Change for UG Physical Education/Phys & HE
<u>ED-09-08</u>	Athletic Training Program Changes/Phys & HE
<u>ED-09-15</u>	Change of Mode of Delivery for 5100:624/Ed Foun & L
<u>ED-09-16</u>	Add OPI requirement to Graduate French Programs/Curric & IS
<u>ED-09-17</u>	Add OPI requirement to Graduate Spanish Programs/Curric & IS
<u>ED-09-22</u>	Change course number of 5550:346, Instructional Techniques in Sec PE
<u>ED-09-23</u>	Change course number of 5550:345 Instructional Technqiues for Children in PE
<u>ED-09-24</u>	Change title of 5550:452 Foundations of Physical Education/Phys & HE
<u>ED-09-26</u>	Add OPI requirement to Undergraduate Spanish Programs/Curric & IS
<u>ED-09-27</u>	Add OPI requirement to Undergraduate French Programs/Curric & IS
<u>ED-09-28</u>	5500:600 - Concepts of C&I — Change Bulletin Description/Curric & IS
<u>ED-09-29</u>	Change Psychology Course in Educational Foundations for Master of Arts in Special Education for Practicing Teachers/Curric & IS
<u>ED-09-30</u>	5610:605 - Inclusion Models and Strategies-Change Bulletin Description
<u>ED-09-32</u>	MA Secondary Education Course Clarification/Curric & IS
<u>ED-09-33</u>	MA Elementary Education Course Clarification/Curric & IS
<u>ED-09-34</u>	AYA Int SS Graduate Program Change/Curric & IS
<u>ED-09-35</u>	AYA Int SS Undergraduate Program Change/Curric & IS
<u>ED-09-36</u>	Special Education-Moderate/Intensive Std Teach-Cr hr change/Curric & IS
<u>ED-09-37</u>	Early Childhood Student Teaching—Credit hour change /Curric & IS
<u>ED-09-38</u>	Middle Level Student Teaching — Credit hour change/Curric & IS
<u>ED-09-40</u>	Special Education-Mild/Moderate Student Teaching-Credit hr change/Curric & IS
<u>ED-09-43</u>	Special Education Graduate Student Teaching—Credit hour change/Curric & IS
<u>ED-09-46</u>	Student Teaching PE & Health Education/Phys & HE
<u>ED-09-47</u>	Physical Education Program Change/Phys & HE
<u>EN-08-103</u>	Object Oriented Design and Management
<u>EN-08-104</u>	Freshman Internship
<u>FAA-09-001</u>	Blanket DL Course Proposal

<u>FAA-09-002</u>	Blanket course deletion proposal
<u>FAA-09-006</u>	Change 7700:235 to a 300 level course/SLPA
<u>FAA-09-007</u>	Change 7700:240 to a 300 level course, and change the name/SLPA
<u>FAA-09-008</u>	Change 7700:265 to a 300 level course/SLPA
<u>FAA-09-009</u>	Change 7700:266 to a 300 level course/SLPA
<u>FAA-09-010</u>	Change 7700:322 to a 400 level course/SLPA
<u>FAA-09-011</u>	Change course name and co-reqs for 7700:731/SLPA
<u>FAA-09-012</u>	Update admission requirements for BA in Art Education/Art
<u>FAA-09-013</u>	Update BFA in Printmaking/Art
<u>FAA-09-014</u>	Add 7100:419 Special Topics in Print/Art
<u>FAA-09-015</u>	Update Minor in Printmaking/Art
<u>FAA-09-016</u>	Add 7100:519 Special Topics in Print/Art
<u>FAA-09-017</u>	Change title for 7100:317/Art
<u>FAA-09-018</u>	Delete 7100:215 - Introduction to Relief Printing/Art
<u>FAA-09-019</u>	Change title for 7100:214 Introduction to Screen Printing/Art
<u>FAA-09-020</u>	Change title for 7100:216 Introduction to Intaglio/Art
<u>FAA-09-021</u>	Change title for 7100:213 Introduction to Lithography/Art
<u>FAA-09-022</u>	Change title for 7100:418 Advanced Printmaking/Art
<u>FAA-09-023</u>	Change title for 7100:518 Advanced Printmaking/Art
<u>FAA-09-024</u>	Update admission requirements for BA in FCS Education
<u>FAA-09-028</u>	7400:525 Course Title Change/FCS
<u>FAA-09-030</u>	Remove 7600:225 Listening for Interpersonal and Public Communication major
<u>FAA-09-031</u>	Update BFA in Ceramics to reflect addition and deletion of courses/Art
<u>FAA-09-032</u>	Add 7100:453 Advanced Throwing to BFA in Ceramics/Art
<u>FAA-09-033</u>	Add 7100:353 Throwing to BFA in Ceramics
<u>FAA-09-034</u>	Delete 7100:354 - Ceramics II from Art Department offerings
<u>FAA-09-035</u>	Update BA in Art Education
<u>FAA-09-038</u>	7400:310 Food Systems Management I Credit Change/FCS
<u>FAA-09-039</u>	Food and Consumer Sciences Program Change/FCS
<u>FAA-09-042</u>	Program change to BA in Theatre
<u>FAA-09-043</u>	Allow direct admission to BA in Theatre Arts TAG
<u>FAA-09-044</u>	Create 7800:495 Senior Honors Project in Theatre 1-3
<u>FAA-09-045</u>	Add 7800:555 Creating Performance 3/Theatre
<u>FAA-09-046</u>	Add 7800:455 Creating Performance 3/Theatre
<u>FAA-09-047</u>	Add 7800:345 - The Audition Process 3/Theatre
<u>FAA-09-048</u>	Change prerequisite for 7920:321 - Rhythmic Analysis for Dance
<u>FAA-09-049</u>	Add co-requisite and change prerequisite for 7920:141 Pointe I/Dance
<u>FAA-09-051</u>	Reformat BFA in Dance in Undergraduate
<u>FAA-09-052</u>	Program change to BA in Dance Studies with a Business Cognate
<u>FAA-09-053</u>	Change prerequisite for 7920:317 Choreography II
<u>FAA-09-054</u>	Change prerequisite for 7920:416 Choreography III
<u>FAA-09-055</u>	Change prerequisite for 7920:417 Choreography IV
<u>FAA-09-060</u>	Change pre-req for 7700:540 Augmentative Communication/SLPA
<u>FAA-09-061</u>	Drop 7700:440 - Augmentative Communication /SLPA
<u>FAA-09-062</u>	Discontinue the Step-Up Option in Dietetics/FCS
<u>FAA-09-063</u>	B.S. in Dietetics Didactic Program Option Change/FCS
<u>FAA-09-064</u>	B.S. in Dietetics Coordinated Program Option Change/FCS
<u>FAA-09-065</u>	Change prerequisite for 7920:433 Dance History: 20th Century

<u>FAA-09-066</u>	Change prerequisite for 7920:432 History of Ballet
<u>FAA-09-067</u>	Change prerequisite for 7920:361 Learning Theory for Dance
<u>NU-08-01</u>	Master of Public Health Degree Program
<u>PS-09-01</u>	5-Year BA/MS Program with BA Physics/Chemical Physics at College of Wooster and MS Polymer Engineering at UA
<u>PS-09-02</u>	5 YEAR BS/MS Applied Mathematics/Polymer Engineering
<u>PS-09-03</u>	BS Natural Sciences - Polymer Chemistry/MS Polymer Science
<u>PS-09-04</u>	Course Addition: Honors Project in Polymer Science
<u>SC-09-03</u>	Program change for CIS Baccalaureate Degree, Networking Option/Bus Tech
<u>SC-09-05</u>	Deactivate Office Administration, Medical Secretarial Option/Bus Tech
<u>SC-09-06</u>	Computer Information Systems course changes/Bus Tech
<u>SC-09-13</u>	Medical Assisting Technology/All Health
<u>SC-09-14</u>	Community Services Technology - Social Work Option/Publ Svc Tech
<u>SC-09-15</u>	Radiologic Technology clinical course/All Health
<u>SC-09-16</u>	Course changes for Hospitality Management/Bus Tech
<u>SC-09-21</u>	Computer Information Systems, Microcomputer Specialist/Bus Tech
<u>SC-09-22</u>	Community Services Technology/Publ Svc Tech
<u>SC-09-23</u>	Community Services Technology - General Option/Publ Svc Tech
<u>SC-09-32</u>	Deactivate Health Information Technology Associate Degree Program/All Health
<u>SC-09-33</u>	Deactivate Associate of Individual Studies Degree/Assc Studies
<u>UC-09-01</u>	Update course description for Career Planning/Univ Coll
<u>UC-09-03</u>	Change course number from 1600:305 to 1100:205/Univ Coll
<u>UC-09-04</u>	Update Military Science minor to reflect course change
<u>UC-09-05</u>	Update course title of 1600:100/Military
<u>UC-09-06</u>	Update course title for 1600:101/Military
<u>UC-09-07</u>	Update Course Title-1600:200 /Military
<u>UC-09-08</u>	Update Course Title-1600:201/Military
<u>UC-09-09</u>	Update course title of 1600:300/Military
<u>UC-09-10</u>	Updated course title of 1600:301/Military
<u>UC-09-11</u>	Update course title of 1600:400/Military
<u>UC-09-12</u>	Update course title of 1600:401/Military
<u>WC-09-02</u>	Blanket course deletion proposal/Wayne
<u>WC-09-04</u>	Health Care Office Management/Wayne
<u>WC-09-05</u>	Health Care Office Management/Wayne
<u>WC-09-06</u>	Office Technology - Health Care Administrative Assistant Option/Wayne
<u>WC-09-07</u>	Medical Transcription Certificate/Wayne
<u>WC-09-08</u>	Office Technology department name change/Wayne
<u>WC-09-11</u>	Office Technology - Information Specialist Certificate/Wayne
<u>WC-09-12</u>	CNET course additions, changes and deletions/Wayne
<u>WC-09-13</u>	Office Technology - Computer Support Option/Wayne
<u>WC-09-14</u>	Office Technology - Networking Support Option/Wayne

APPENDIX C

March 19, 2009

MEMORANDUM

TO: Faculty Senate

FROM: Curriculum Review Committee

RE: Approval Recommendations

Recommendations

AS-09-001 Blanket DL course proposal - A&S

This proposal is to ensure that course listings accurately reflect how courses are taught, with respect to distance learning (Board of Trustees rule 3359-20-05.2). This mode of delivery proposal applies to courses that have been offered in one of the DL classrooms or otherwise transmitted to another site off campus between Fall 2001 through September 2008.

AS-09-002 Blanket course deletion proposal - A&S

This proposal is to ensure that course listings accurately reflect our current course offerings by deleting courses that have not been offered in the past five years where departments have no plans of offering them in the future.

AS-09-003 Course number change for 3010:401 and 3010:201/Geology and Environmental Science

This proposal is to change course numbers to reflect merging of Center for Environmental Studies into Department of Geology and Environmental Studies.

AS-09-004 Delete 3010:490/Geology and Environmental Science

Geology and Environmental Science workshop 3370:490 will be used to avoid duplication.

AS-09-005 Delete course number 3010:590 Workshop in Environmental Studies

Geology and Environmental Science workshop 3370:590 will be used to avoid duplication.

AS-09-006 Change course names / Geology and Environmental Science

Name changes to conform to Department's new name.

AS-09-008 Change course numbers / Geology and Environmental Science

This course is being assigned a new number to avoid the assumption by the administration that all courses in the _90 series are independent studies.

AS-09-009 Change course numbers /Geology and Environmental Science

This course is being assigned a new number to avoid the assumption by the administration that all courses in the _90 series are independent studies.

AS-09-010 BS/BA Statistics

Computer literacy is essential to students being able to conduct themselves in today's data-driven world. Many students need basic computer instruction in order to have the skills necessary to be successful in learning statistical software. Additionally, specified 3 credit Statistics elective will give students additional Statistics literacy.

AS-09-011 Add 3370:552 Geology and Environmental Science Service Learning

A new course titled “Geology and Environmental Science Service Learning” is proposed. This is a parallel graduate-level course to 3370:452(AS-09-008); combined enrollment necessary. The course structure will simulate a consulting firm with students working collaboratively as research teams on a service learning project. This course is intended for GES graduate students. Service learning links community service to the college curriculum in order to achieve the dual goals of helping students become more responsible citizens and reinforcing the students’ learning by demonstrating the societal relevance of a particular academic discipline. While addressing issues of concern to the community, service learning demonstrates the utility of disciplinary knowledge. The students will benefit by gaining a research experience while working on a problem that is relevant to their community, and the parks will benefit by having research conducted that normally would not get done due to limited funding.

AS-09-016 Arabic Subject Area Number Change / Mod Lang

This proposal is for the relocation of all Arabic courses taught by the Department of Modern Languages under the new subject area number of 3501. Arabic currently is being offered under the “Modern Languages” subject number 3500. (Not a major). Additionally, the Department of Modern Languages is working in conjunction with CSU, KSU and YSU to offer jointly courses in Arabic. In the future, therefore, all of the courses in this proposal may be offered in the distance learning classroom.

AS-09-019 Name change 3370:590 and 3370:591/Geology and Environmental Science

The proposed name change is to conform to Department’s new name.

AS-009-022 Chinese Minor Program

One year ago, a new certificate program in Asian Studies was established. This coincided with the establishment of the Chinese program which is housed at the Department of Modern Languages. The minor also will serve the curricular needs of students studying Chinese in a collaborative course and program sharing agreement among several southeast Ohio colleges and universities and various regional high schools. The minor provides the foundation for an eventual collaborative inter-university major in Chinese. It also is essential to the building of a collaborative teaching licensure program in Chinese.

AS-09-026 BS Biology

3450:147 Trigonometry and Advanced Algebra is deleted because it is no longer taught. 3470:261/2 Introductory Statistics I,II are being added as core requirements because a rudimentary knowledge of statistics is required for Biology majors and virtually all scientific writing contains statistical analysis. 3460:125 Descriptive Computer Science is being deleted from recommended courses since most Biology majors have a good working knowledge of computers.

AS-09-027 Move Center for Environmental Studies and its certificate program into the Department of Geology and Environmental Science

The Department of Geology changed its name to the Department of Geology and Environmental Science in 2006. This change more truly reflects the modern application of geology to environmental problems. The Department recently added an Environmental Science track to its BA in Geology degree. Because of its new name, it seems fitting that the certificate program be housed in the Department of Geology and Environmental Science. This merger would benefit students by providing a logical centralized location for information about the certificate program and the BA in Geology – Environmental Science degree also. More importantly, students would become aware of the linkage of geology to environmental problems.

AS-09-028 BS Natural Sciences - Polymer Chemistry/MS Polymer Sciences

The Department of Polymer Science believes there is pool of talented high school students in northeast Ohio who would like the opportunity to study polymer science at one of the premier departments in the world. They believe there is a barrier to this since their department is a graduate program only. By packaging existing courses in a degree format that will allow students to obtain a quality undergraduate science degree that can be completed in three years, the barrier to attracting this talented pool of high school students will disappear. Since chemistry/polymer is one of the major industrial sectors in northeast Ohio, this program will greatly benefit the economy.

AS-09-030 BS Biology

Many courses and a variety of courses have to be offered to meet the requirements of the Specializations. Most of the courses end up with marginal enrollments. The number of students selecting Specializations is small relative to the number that chooses the general BS Biology. It is in the best interest of the Department to drop all specializations so that faculty can offer more attractive courses in the degree program.

AS-09-034 Social Sciences Division PSP Track Degree / Philosophy

The PSP track provides a balanced blend of classes in all three fields (philosophy, sociology, psychology). It is intended for students who want to engage in theoretical analysis as well as experimentation in order to develop a deeper understanding of the problems relating to the mind and consciousness. Students who wish to pursue a graduate degree in any of the three fields, philosophy, sociology, or psychology, will be more successful in their endeavor since they would have developed an enhanced educational foundation to continue their inquiry. These students may be more likely to collaborate with members of the other fields and to make progress in solving the problems relating to the study of mind and consciousness. As potential future educators, they will be better aware of areas of significant overlap between these disciplines. The PSP track is thus not only a way to produce better-equipped students, but also a way to facilitate progress in the studies of mind and consciousness.

AS-09-035 Histology 3100:365/Biology

This proposal makes changes in the course to reflect it is no longer required that students take Cell and Molecular Biology.

AS-09-036 3100:665 Histology, Cell Biology, and Introductory Pathology, includes Laboratory

This course is needed for students in the Masters Program and Integrated Bioscience PhD Program who may not have a strong Biology background to quickly learn subjects in advanced Biology. Laboratory is part of the course for hands-on experience.

AS-09-037 MS Biology/Biology

Current guidelines have no required curriculum. Requiring 2 of the 6 courses will allow the curriculum to be more efficient and eliminate cancellation of small enrollment courses. Biological Problems are being removed as an elective because it is an independent research study course which overlaps thesis research credits.

AS-09-038 3100:616 Graduate Evolutionary Biology

This course will emphasize the integration of disciplines within evolutionary biology and highlight potential links to other fields. It will be a course available to PhD students in the new Integrated Bioscience Program. Additionally this is one of the new course options for the required courses for MS in Biology.

AS-09-051 Law, Courts, Politics Track Changes/Political Science

Due to changes in faculty personnel required course 3700:355 Lawyers, Lawsuits, and the Practice of Justice will no longer be offered.

AS-09-052 New History Course: 3400:409 Imperial Spain, 1469-1700/History

This course has been taught as a "special topics" course, and the department would like to make it a permanent 400/500 level course.

[AS-09-053](#) New History Course: 3400: 509, Imperial Spain, 1469-1700

This is a course that has been taught successfully as a special topics course, and the department would like to make it permanent.

[AS-09-054](#) Proposal for Minor in Arabic/Mod Lang

The proposed Arabic minor is modeled on other language programs that subscribe to the concept of developing proficiency in the four language skills in addition to studying literature and culture of the Arab World. It is worth emphasizing that the proposed Arabic minor will be different from the Certificate Program in Asian and Middle Eastern Studies. While the Arabic minor is, on the whole, a language program (language, literature and culture), Middle Eastern Studies is an interdisciplinary program. The Arabic minor will complement, but not duplicate, the curriculum of the Middle Eastern Studies program. It will add electives to the curriculum, although only 16 credits of Arabic language will be allowed to count toward both programs, ARABIC 101,102, 201 and 202. The level of proficiency developed in the Arabic minor is superior to that required by the Certificate in Middle Eastern Studies programs.

[AS-09-055](#) Chinese Subject Area Number Change /Mod Lang

This proposal is for the relocation of all Chinese courses taught by the Department of Modern Languages under the new subject area number of 3502. Chinese currently is being offered under the “Modern Languages” subject number 3500. (NOT A MAJOR). Additionally, the Department of Modern Languages is working in conjunction with CSU, KSU and YSU to offer jointly courses in Chinese.

[AS-09-056](#) 3370:465 Geomicrobiology/Geology and Environmental Science

Microorganisms play vital roles in the cycling and transformation of material in the biosphere and remediation of contaminated systems. This course will address the physiology, ecology, and activities of organisms that mediate important biogeochemical processes and the variety of approaches geomicrobiologists use to study such organisms and processes. Given the multidisciplinary nature of geomicrobiology, such a course will be valuable to students working in the fields of geology, biological sciences, and environmental sciences and engineering. Since a portion of this course will be in a journal club format, this course will also provide students with experience in critically evaluating primary scientific literature and enhance scientific presentation skills.

[AS-09-057](#) 3370:565 Geomicrobiology/Geology and Environmental Science

Given the interdisciplinary nature of geomicrobiology, this course will be valuable to graduate students from several departments at UA, including Geology and Environmental Science, Biology, and Chemical and Biomolecular Engineering, Civil and Environmental Engineering. Such a course will also augment the Integrated Bioscience program at The University of Akron, a goal of which is to train scientists who can work in an interdisciplinary setting.

[AS-09-058](#) Change pre-requisite on 3850:421 Racial and Ethnic Relations

Students need the background knowledge from the Social Inequalities course (320) in order to fully comprehend the aspects of the Racial and Ethnic Relations course (421).

[AS-09-063](#) Formalize MA Economics Program Prerequisites

The proposed admission requirements formalize rules that the department has informally followed in the past. Background in undergraduate economic theory is required prior to undertaking graduate-level coursework in economics.

[AS-09-064](#) Graduate Internship in Economics

Offering graduate students a meaningful internship in their chosen discipline is a university priority. It offers students an opportunity to use the analytical skills and tools learned in the curriculum in a workplace setting. It provides networking opportunities and a bridge to professional employment upon graduation. Finally, it provides the department with feedback on their curriculum.

AS-09-066 Latin American Studies Certificate revision / History

This proposal provides for revisions in the description of the Latin American Studies certificate program owing to the transfer of oversight from the Department of Geography to the Department of History, together with a new listing of the elective courses offered in History and in Modern Languages, and changes in the program requirements for the number of elective credits required and for foreign language study.

AS-09-067 Residency requirement for Spanish major / Mod Lang

The vote regarding the residency requirement makes certain that each major take at least one upper division literature or culture course. This requirement ensures that students will receive broad culture training and improve their proficiency in Spanish. Upper division courses that students take either at another university or abroad do not usually have this dual approach.

AS-09-068 Add Prerequisites to ALL 400-level courses / English

The advanced courses in the department require that the student have some grounding in literature study. This prerequisite will guide students to the 300 level courses before they enroll in 400 level courses.

AS-09-069 Delete Minor in English Literature/English

Minor in English Literature no longer needed because the general English minor allows for concentration in either American or British literatures.

AS-09-070 Delete Minor in American Literature / English

Delete Minor in American Literature because the general English minor allows for concentration in either American or British literatures.

AS-09-071 Add requirements to the English major

Delete Minor in American Literature because the general English minor allows for concentration in either American or British literatures.

AS-09-075 New Course: Historical Archaeology/CSAA

This proposal adds a new permanent course in historical archaeology to the advanced courses offered by the department. This topic has been successfully taught as a “special topics” course in previous semesters.

AS-09-076 Delete Egyptology I 3200:401/CSAA

This proposal deletes the course Egyptology I (3200:401) as it is no longer taught. A significantly revised course with a similar title and different bulletin description is added to the Archaeology courses (3240) under a separate proposal (AS-09-086).

AS-09-079 change credits for Special Topics in Archaeology 3240:472/CSAA

Changing the number of credits from 3 to 1-6 will allow faculty and students greater flexibility in meeting student needs with regards to topics and number of credits required. The course can involve fieldwork or extensive laboratory work which may, in cases, justify senior students receiving up to six credits for one course.

AS-09-080 Change credits for Special Topics in Archaeology (3240:572)/CSAA

Changing the number of credits from 3 to 1-6 will allow faculty and students greater flexibility in meeting student needs with regards to topics and number of credits required. The course can involve fieldwork or extensive laboratory work which may, in cases, justify senior students receiving up to six credits for one course.

AS-09-081 Create new course Senior Honors Project in Archaeology (3240:499)/CSAA

This course will provide a means for Honors students wishing to pursue an Honors degree with a specialization in archaeology to enroll the required courses. There is currently no way for students to do this.

AS-09-082 Change credits for Archaeological Field School (3240:450)/CSAA

This proposal creates greater instructional flexibility by allowing faculty to create smaller-scale field projects for student credit at 1 or 2 CH. Such projects would involve small-scale surface survey, excavation, or geophysical prospection courses that are now common in professional archaeological applications (e.g. Cultural Resource Management). This proposal does not change the existing variable credits of 3-6 CH.

AS-09-083 Change credits for Archaeological Field School (3240:550)/CSAA

This proposal creates greater instructional flexibility by allowing faculty to create smaller-scale field projects for student credit at 1 or 2 CH. Such projects would involve small-scale surface survey, excavation, or geophysical prospection courses that are now common in professional archaeological applications (e.g. Cultural Resource Management). This proposal does not change the existing variable credits of 3-6 CH.

AS-09-085 Proposed curriculum changes to M.S.C.S. program

The change that affects both options is to require a new course called Research Methodology. This course will help students acquire necessary skills in performing research and presenting results. It will also provide opportunities for our students to become familiar with current research advances in computer science. The removal of the project and comprehensive exam from the non-thesis option is balanced by an increase in the number of elective courses that are required and the additional requirement of the new Research Methodology course. By retaining a minimal core, and increasing the number of electives for the non-thesis option, we create an extremely flexible option that can be used to expand the breadth of topics covered, or support an in-depth study of a particular area. With the increased coursework component, the comprehensive exam becomes redundant and is therefore eliminated.

AS-09-086 Add course Egyptology 3240:345/CSAA

This proposal adds a new course entitled Egyptology to the archaeology curriculum in CSAA. It replaces an earlier course with revised title, bulletin description, and content. The removal of the outdated course is covered in AS-09-076.

AS-09-088 Proposal for 3460:598 Research Methodology course/Comp Science

The skills of conducting research are essential to Computer Science graduate students. For graduate students in the M.S.C.S. thesis option, skills on reviewing literatures, collecting and processing data, writing and presenting a research report are indispensable. For all graduate students, such skills are important for them to be successful in the fast changing computer industry, where computer science professionals have to constantly perform research to improve their products to gain a competitive edge. A course of systematic training on the research skills will benefit our graduate students for life.

AS-09-090 Change in A&S College Baccalaureate Degree requirement

This proposal is for the rewording of one of the A&S College Baccalaureate Degree requirement to: "Attaining a minimum grade-point average of 2.00 for all courses in the major department at The University of Akron, unless otherwise stated in the Programs of Instruction." This request is due to three areas of confusion in interpreting the college degree requirement.

AS-09-091 5 Year BS/MS Applied Mathematics/Polymer Engineering

This is an accelerated five-year BS/MS program. After successfully completing this program, a student will receive a bachelor's degree in applied mathematics as well as a master's degree in polymer engineering. Under the supervision of faculty advisors in applied mathematics and polymer engineering, a student in the program will finish the core course requirements and most of the electives for the bachelor's degree in the first three years. During the third year of the baccalaureate degree a student will formally apply to the program through the Graduate School. Upon acceptance a student will be cleared to complete the remaining electives of the bachelor's degree and 30 credits of graduate work for the master's degree in the last two years. A student will be eligible for a graduate assistantship only in these last two years and must be registered for at least nine graduate credits in each of those semesters.

AS-09-096 3450:135 Excursions in Mathematics

The pre-requisite for this course is being changed to bring us in line with many of the other University System of Ohio schools (Kent, OSU, etc). Note that many of these other schools use the same text, cover the same topics, and have the equivalent of Basic Math II (2010:052) as the pre-requisite. Excursions is not an algebra intensive course, and so does not have the same need for algebraic sophistication that is required by such courses (like College Algebra). Therefore, Intermediate Algebra is being removed as a pre-requisite (replacing it with Basic Math II, 2010:052), while everything else about the course is remaining the same.

AS-09-097 3450:140 Name and Prerequisite Change/Theoretical and Applied Mathematics

The name of the course is being changed to better reflect the content in the course. The prerequisite is being changed to make the already approved “for education majors only” enforceable.

AS-09-098 3450:260 to 3450:240 and name change/Theoretical and Applied Mathematics

The name of the course is being changed to better reflect the content and intent of the course.

AS-09-101 3450:209 Discrete Mathematics for Educators/Theoretical and Applied Mathematics

Currently, the discrete mathematics course (3450:208) serves two major groups of students: education majors in the middle-level learner tract and computer science majors. Both of these diverse constituencies require topics from discrete mathematics as the progress through their programs of study. The issue that arises is that each of these groups requires an emphasis on different topics. The creation of this course will also allow us to shift the focus of math 3450:208 to the needs of our computer science students, improving the depth and quality of the knowledge base for both groups as a result.

AS-09-105 Add undergraduate course: 3350:443 Urban Applications in GIS

This course gives students with an interest in urban issues specific guidance in exploring how Geographic Information Systems (GIS) methods can be used to analyze issues of interest to both geographers and planners. The methods discussed are distinct from those addressed in other departmental GIS courses.

AS-09-106 Add graduate course: 3350:543 Urban Applications in GIS

This course gives students with an interest in urban issues specific guidance in exploring how Geographic Information Systems (GIS) methods can be used to analyze issues of interest to both geographers and planners. The methods discussed are distinct from those addressed in other departmental GIS courses.

AS-09-107 Add undergraduate course = 3350:460 Political Geography

Political geography is a necessary component for a complete selection of core subfields in Human Geography. It also provides the geographic component for students in related fields such as political science and public administration. The course allows for in-depth learning of specific political geographies through case studies of contemporary patterns, networks, and conflicts.

AS-09-108 Add graduate course = 3350:560 Political Geography

Political geography is a necessary component for a complete selection of core subfields in Human Geography. It also provides the geographic component for students in related fields such as political science and public administration. The course allows for in-depth learning of specific political geographies through case studies of contemporary patterns, networks, and conflicts.

AS-09-120 Prerequisite correction for Calculus with Analytic Geometry I

The prerequisite was 149 or 145 and 147. When 147 was deleted from the course offerings by a previous curriculum proposal, the prerequisite was incorrectly changed to 149 or 145. The prerequisite should be 149.

AS-09-121 Spanish Study Abroad/Mod Lang

The expansion of the credits to 1-6 make it possible for students to be enrolled in this course either independently or through a department-sponsored summer study abroad program for the equivalent of regular Spanish courses offered by the Department of Modern Languages. The current limitation of 1-2 credits precludes establishing course equivalencies—through tagging—for any regular Spanish course, all of which are offered for either 3 or 4 credits. The repeatable clause will make it possible for a student to participate in a departmental summer study abroad twice in different locations with different content, such as once in Mexico and once in Spain.

AS-09-122 Move Center for Environmental Studies and its certificate program into the Department Of Geology and Environmental Science

The Department of Geology changed its name to the Department of Geology and Environmental Science in 2006. This change more truly reflects the modern application of geology to environmental problems. Additionally, many graduates were being employed by environmental consulting firms at that time and also currently. The Department recently added an Environmental Science track to its BA in Geology degree. Because of its new name, it seems fitting that the certificate program be housed in the Department of Geology and Environmental Science. This merger would benefit students by providing a logical centralized location for information about the certificate program and the MS in Geology – Environmental Science degree also. More importantly, students would become aware of the linkage of geology to environmental problems.

AS-09-123 Change Independent Study from Credit-Noncredit to Letter Grade/Statistics

The Master of Public Health program is a consortium program which includes courses from The University of Akron, Cleveland State, Kent State, Youngstown State, and Ohio University and is based at The Northeastern Ohio Universities College of Medicine. This proposal to change the grading format from credit/noncredit to a letter grade for the 8300:695 Independent Study course simply brings UA's grading format in line with the other consortium schools. This was discussed and agreed upon during the monthly consortium conference call.

AS-09-124 Add new course - 3300:189/English

This course offers enhanced instruction and support to a group of students who may potentially struggle in Composition I, allowing the Composition Program to be responsive to the needs of incoming students while maintaining high standards for academic achievement. Instruction will emphasize collaboration, small group work, and applied skills. The Writing Workshop was designed in response to an OBR mandate that set state-wide minimal benchmarks for placement into Composition I.

AS-09-125 Change Pre-requisites for 3250:230/Economics

This course offers enhanced instruction and support to a group of students who may potentially struggle in Composition I, allowing the Composition Program to be responsive to the needs of incoming students while maintaining high standards for academic achievement. Instruction will emphasize collaboration, small group work, and applied skills. The Writing Workshop was designed in response to an OBR mandate that set state-wide minimal benchmarks for placement into Composition I.

AS-09-126 Change prerequisite of 3400:492, Honors Project/History

This proposal is designed to encourage honors students to start their projects earlier so that they will have sufficient time to do the research project leading to a quality undergraduate thesis.

AS-09-127 Change course number/Geology and Environmental Science

This course is being assigned a new number upon moving the Center for Environmental Studies into the Department of Geology and Environmental Science.

AS-09-128 Change course number/Geology and Environmental Science

This course is being assigned a new number upon moving the Center for Environmental Studies into the Department of Geology and Environmental Science.

AS-09-129 Course title change: Human Cultures (3230:150)/CSAA

This change brings the title of this course (now Human Cultures) into alignment with our other introductory courses: Human Diversity and Human Evolution. The revised bulletin description, which is now over a decade old and out dated, is more descriptive of the content of the course.

AS-09-132 Elimination of prerequisites Reading Seminar in Latin American History

This proposal is to request the elimination of the existing prerequisites for this course, which consist of “2 courses in Latin American Studies or permission of instructor,” in order to facilitate enrollment of larger numbers of graduate students, and to foster the graduate study of Latin American History, as the University continues its efforts to globalize the curriculum. The course will provide enough guidance and background information for graduate students who might have little experience with Latin American history to be able to take advantage of it.

AS-09-135 New courses: Arabic and Chinese Culture through Film/Mod Lang

The proposed courses in Arabic and in Chinese culture through film will serve as an additional access to the cultural perspectives in the contemporary Middle East and in China. Through exposing students to authentic regional films, it will allow students to view these cultures from a native internal perspective. Furthermore, these courses are designed to meet the objectives of the Area Studies and Cultural Diversity core requirement, and thus their inclusion in the General Education Program is appropriate. The courses also will be an elective for students pursuing the certificate in Middle Eastern Studies or in Asian Studies.

AS-09-136 CLEP CREDIT/Mod Lang

The CLEP test is generally used by Ohio colleges and universities to grant credit in various modern languages. This proposal provides guidelines for the awarding of CLEP credit in French, German and Spanish.

AS-09-21 Seminar in Environmental Studies/Geology and Environmental Science

This proposal is to transfer the environmental studies course to the Department of Geology and Environmental Science.

AS09039 Addition of elective to BS in Biochemistry/Chemistry

When originally developed the proposal for the creation of the BS in Biochemistry intended to include 399 as an elective. However, in the final proposal this elective course was left out due to oversight. This proposal is to reinstate 399 as an elective in accord with the original intent.

BA-09-12 6200:322 Intermediate Acct. 2 – prerequisite change/Accounting

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. Adding the prerequisite that students be admitted to the CBA prior to taking Intermediate Accounting II will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours.

BA-09-13 6200:430 Taxation I - Prerequisite change/Accounting

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. Adding the prerequisite that students be admitted to the CBA prior to taking Taxation I will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours.

BA-09-14 6200:431 – Taxation II - Prerequisite change/Accounting

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. Adding the prerequisite that students be admitted to the CBA prior to taking Taxation II will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours.

BA-09-15 6200:454 – Information Systems Security - Prerequisite change/Accounting

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. Adding the prerequisite that students be admitted to the CBA prior to taking Information Systems Security will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours.

BA-09-18 Delete Minor in Management

The purpose is to create separate minors in HR, SCM and MIS instead of having them as options under Management.

BA-09-19 Human Resource Management Minor/Management

This program will provide non-HR majors with a basic understanding of Human Resource Management functions

BA-09-20 Management Information Systems Minor

Change the name to Management Information Systems Minor. This program will provide non-MIS majors with a basic understanding of business systems analysis and design.

BA-09-21 Supply Chain/Operations Management Minor/Management

This program will provide non Supply Chain/Operations Management majors with a basic understanding of Supply Chain Management components and functions.

BA-09-22 Change options listed under Management to Majors/Management

It is extremely confusing for Undergraduate Advising to explain the College of Business Administration Majors to prospective and incoming students. The change in verbiage from option to major should help eliminate this confusion and standardize terminology throughout the college.

BA-09-30 6400:402 - Prerequisite change/Finance

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to also have majors from other colleges enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

BA-09-31 6400:403-Prerequisite change/Finance

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

BA-09-32 6400:414 - Prerequisite change/Finance

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-33](#) [6400:415-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-34](#) [6400:416-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-35](#) [6400:417-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-36](#) [6400:424-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-37](#) [6400:432-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-38](#) [6400:436-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-39](#) [6400:438-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-40](#) [6400:447-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-41](#) [6400:473-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-42](#) [6400:481-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-43](#) [6400:485-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

[BA-09-44](#) [6400:490-Prerequisite change/Finance](#)

College of Business Administration students are required to earn at least 15 credits in the CBA prior to graduation. But for the 400-level Finance courses it isn't unusual to have majors from other colleges also enrolled in these classes. Therefore adding the prerequisite that students must have a declared major in any four year baccalaureate prior to taking any 400-level Finance course will minimize any legal liability the CBA may have concerning students completing enough courses and hours to graduate with a degree from CBA but not being formally admitted to the CBA for their last 15 hours. At the same time it will not require instructors to give special permission to those students from other colleges to enroll in the course.

BA-09-45 Change name of degree to Bachelors in Business Administration

It is extremely confusing for undergraduate advising to explain the College of Business Administration's degrees to perspective and incoming students. Making this name change to the program to reflect it as a Bachelor in Business Administration should make it easier for perspective and current students to understand the structure of the CBA degree.

ED-08-03 Stress Management Course Delivery Change

The main theme in this course is to teach students how to manage their stress and the stress of others. Online teaching was chosen as a mode of delivery for several reasons to prepare students for the increasing digital world environment.

ED-09-05 Bulletin description change for 5550:194 (Sports Officiating)/Phys & HE

This proposal is to change the bulletin description of the course to accurately reflect the course.

ED-09-07 Program Change for UG Physical Education/Phys & HE

This proposal reflects the course number changes in the revised Undergraduate Physical Education program

ED-09-08 Athletic Training Program Changes/Phys & HE

This change will delete and add courses which will meet Commission on Accreditation of Athletic Training (CAATE) standards. The changes will also provide clarity and uniformity within the program courses and program sequence.

ED-09-15 Change of Mode of Delivery for 5100:624/Ed Foun & L

This is a request to change the mode of delivery to completely on-line. This does not preclude our also offering this course as an FtF, web enhanced or web-based course also.

ED-09-16 Add OPI requirement to Graduate French Programs/Curric & IS

This proposal will properly indicate the condition that candidates achieve the minimum level of Advanced Low on OPI (Oral Proficiency Interview) prior to student teaching is required by the accrediting bodies, ACTFL (American Council for the Teaching of Foreign Languages) and NCATE.

ED-09-17 Add OPI requirement to Graduate Spanish Programs/Curric & IS

This proposal will properly indicate the condition that candidates achieve the minimum level of Advanced Low on OPI (Oral Proficiency Interview) prior to student teaching is required by the accrediting bodies, ACTFL (American Council for the Teaching of Foreign Languages) and NCATE.

ED-09-22 Change course number of 5550:346, Instructional Techniques in Sec Physical Education

The proposal changes the course number to coincide with the "slash" course that is being created at the master's level.

ED-09-23 Change course number of 5550:345 Instructional Techniques for Children in PE

This course coincides with the graduate level "slash" course at the with the course number 5550:547.

ED-09-24 Change title of 5550:452 Foundations of Physical Education/Phys & HE

This proposal changes the course name to more accurately describe the course content.

ED-09-26 Add OPI requirement to Undergraduate Spanish Programs/Curric & IS

This proposal will properly indicate the condition that candidates achieve the minimum level of Advanced Low on OPI (Oral Proficiency Interview) prior to student teaching is required by ACTFL (American Council for the Teaching of Foreign Languages).

ED-09-27 Add OPI requirement to Undergraduate French Programs/Curric & IS

This proposal will properly indicate the condition that candidates achieve the minimum level of Advanced Low on OPI (Oral Proficiency Interview) prior to student teaching is required by ACTFL (American Council for the Teaching of Foreign Languages).

ED-09-28 5500:600 - Concepts of C&I — Change Bulletin Description/Curric & IS

This course has 3 clock hours of field experience associated with it, however the field hour requirements were never described in the general bulletin. This proposal will change the general bulletin description to reflect field hour requirements.

ED-09-29 Change Psychology Course in Educational Foundations for Master of Arts in Special Education for Practicing Teachers/Curric & IS

This proposal will change Education Psychology course to better ensure students are taking appropriate coursework in Educational Foundations in the MA in Special Education for practicing teachers.

ED-09-30 5610:605 - Inclusion Models and Strategies-Change Bulletin Description/Curric & IS

This course has 3 clock hours of field experience associated with it; however, the field hour requirements were never described in the general bulletin. This course proposal will change the general bulletin description to reflect field hour requirements.

ED-09-32 MA Secondary Education Course Clarification/Curric & IS

This proposal will remove the ‘or’ within program course listing to better clarify coursework students are to take for the MA in Secondary Education.

ED-09-33 MA Elementary Education Course Clarification/Curric & IS

This proposal will remove the ‘or’ within program course listing to better clarify coursework students are to take for the MA in Elementary Education.

ED-09-34 AYA Int SS Graduate Program Change/Curric & IS

These proposed changes in “teaching field” requirements are outcomes of the analysis conducted for accreditation renewal. While evaluating the program, it was discovered that the required coursework does not align completely with all of the standards of the National Council for the Social Studies. It was also discovered that the required coursework does not align completely with the content knowledge demands of the Ohio State Standards for the secondary-level social studies curriculum. Furthermore, analysis of program completers’ performance on the content knowledge test required for licensure (Praxis II, Social Studies Content) was weak in particular areas. The proposed changes to the “teaching field” requirements address these deficiencies in the existing program.

ED-09-35 AYA Int SS Undergraduate Program Change/Curric & IS

These proposed changes in “teaching field” requirements are outcomes of the analysis conducted for accreditation renewal. While evaluating the program, it was discovered that the required coursework does not align completely with all of the standards of the National Council for the Social Studies. It was also discovered that the required coursework does not align completely with the content knowledge demands of the Ohio State Standards for the secondary-level social studies curriculum. Furthermore, analysis of program completers’ performance on the content knowledge test required for licensure (Praxis II, Social Studies Content) was weak in particular areas. The proposed changes to the “teaching field” requirements address these deficiencies in the existing program.

ED-09-36 Special Education-Moderate/Intensive Std Teach-Cr hr change/Curric & IS

This proposal will increase the credit hours from 8 credit hours to 11 credit hours for student teaching experience in Intervention Specialist Moderate/Intensive Educational Needs program to better reflect ratio of credit hours to weeks across college.

ED-09-37 Early Childhood Student Teaching—Credit hour change /Curric & IS

To establish consistency among programs between number of credit/load hours and student teaching experience weeks, this proposal requests a reduction in credit hours (1 hour less) for student teaching experience in Early Childhood programs to better reflect ratio of credit hours to weeks across college.

ED-09-38 Middle Level Student Teaching — Credit hour change/Curric & IS

To establish consistency among programs between number of credit/load hours and student teaching experience weeks, this proposal requests a reduction in credit hours (1 hour less) for student teaching experience in Middle Level programs to better reflect ratio of credit hours to weeks across college.

ED-09-40 Special Education-Mild/Moderate Student Teaching—Credit hour change/Curric & IS

This proposal will increase in credit hours by 3 hours more for student teaching experience in Intervention Specialist Mild/Moderate Educational Needs program to better reflect ratio of credit hours to weeks across college.

ED-09-43 Special Education Graduate Student Teaching—Credit hour change/Curric & IS

This proposal will Increase in credit hours by 3 hours more for student teaching experience in graduate-level Intervention Specialist programs to better reflect ratio of credit hours to weeks across college.

ED-09-46 Student Teaching PE & Health Education/Phys & HE

In order to make the credit hours consistent across the programs in the College of Education, the 10 credit hour Student Teaching requirement is being changed to 11 credit hours.

ED-09-47 Physical Education Program Change/Phys & HE

In order to make the credit hours consistent across the programs in the College of Education, the 10 credit hour Student Teaching requirement is being changed to 11 credit hours. This change will affect the total program credit hours, changing the number from 130 to 131 requirement credits.

EN-08-103 Object Oriented Design and Management

The course provides the most advanced portion of the systems component of the Aerospace Systems Engineering program. It provides a baseline for engineering practice following the co-op experience.

EN-08-104 Freshman Internship

The proposed Aerospace Systems Engineering Program will require an internship following the first year of study in order to start the practical experience in the systems area.

FAA-09-001 Blanket DL Course Proposal

This proposal is to ensure that course listings accurately reflect how courses are taught, with respect to distance learning (Board of Trustees rule 3359-20-05.2). This mode of delivery proposal applies to courses that have been offered in one of the DL classrooms or otherwise transmitted to another site off campus between Fall 2001 through September 2008.

FAA-09-002 Blanket course deletion proposal

This proposal is to ensure that course listings accurately reflect our current course offerings by deleting courses that have not been offered in the past five years where schools have no plans of offering them in the future.

FAA-09-006 Change 7700:235 to a 300 level course/SLPA

Historically, this course was originally a 200 level course with a 100 level pre-requisite. The faculty has determined that the course content is more applicable to a 300 level course with a 200 level pre-requisite. The pre-requisite is already changed to the 200 level.

FAA-09-007 Change 7700:240 to a 300 level course, and change the name/SLPA

Historically, this course was originally a 200 level course with a 100 level pre-requisite. The faculty has determined that the course content is more applicable to a 300 level course with a 200 level pre-requisite. The pre-requisite is already changed to the 200 level. The proposed name change reflects current terminology in the profession.

FAA-09-008 Change 7700:265 to a 300 level course/SLPA

The School of Speech Language Pathology and Audiology has determined that 7700:265 as currently taught warrants changing the level from the 200 level to the 300 level. Accordingly, current prerequisite is a 200 level course.

FAA-09-009 Change 7700:266 to a 300 level course/SLPA

The School of Speech Language Pathology and Audiology has determined that 7700:266 as currently taught warrants changing the level from the 200 level to the 300 level. Accordingly, the laboratory for this course, 7700:266, should also be changed to a 300 level course.

FAA-09-010 Change 7700:322 to a 400 level course/SLPA

The faculty has determined the rigor of this course warrants a 400 level designation; it is similar in rigor to our current 400 level course 7700:445 Multicultural Considerations.

FAA-09-011 Change course name and co-reqs for 7700:731/SLPA

This proposal is to correct sequencing error.

FAA-09-012 Update admission requirements for BA in Art Education/Art

This course proposal will update admission requirements to College of Education program of study and bulletin description for BA in Art Education majors.

FAA-09-013 Update BFA in Printmaking/Art

The current printmaking major is out of date in its structure and philosophy. This new printmaking curriculum reflects title and content changes that will transform our printmaking program into a progressive model for the instruction of this media. It will deliver the necessary content more efficiently and effectively in a more dynamic and engaging manner. This new curriculum offers us the opportunity to build our base of majors and graduate printmakers who will be better prepared for life as printmakers after graduation.

FAA-09-014 Add 7100:419 Special Topics in Print/Art

This elective will give printmaking majors and other interested students the opportunity to take classes in specialized printmaking media that may either be offered on an infrequent basis, offered in relation to a special school event (i.e. trip or residency), or offered during the summer. Topics will include classes like Photogravure, Digital Printing, and Book Arts.

FAA-09-015 Update Minor in Printmaking/Art

The current printmaking minor is out of date in its structure and philosophy. This new printmaking curriculum reflects title and content changes that will transform our printmaking program into a progressive model for the instruction of this media. It will deliver the necessary content more efficiently and effectively in a more dynamic and engaging manner. This new curriculum offers us the opportunity to build our base of majors and graduate printmakers who will be better prepared for life as printmakers after graduation.

FAA-09-016 Add 7100:519 Special Topics in Print/Art

This elective will give printmaking majors and other interested students the opportunity to take classes in specialized printmaking media that may be offered on an infrequent basis, offered in relation to a special school event (i.e. trip or residency) or offered during the summer.

FAA-09-017 Change title for 7100:317/Art

This intermediate level class will require students to apply their knowledge of printmaking processes to specific printmaking applications and will build upon the skills and knowledge gained in the prerequisite introductory and core level printmaking classes. This is a title change only to better reflect the content of this course in a contemporary print program. Prerequisites are also updated to reflect additional title changes in the print program.

FAA-09-018 Delete 7100:215 Introduction to Relief Printing/Art

Course is no longer needed. The content of this class is adequately covered in 7100:213 Introduction to Printmaking 3.

FAA-09-019 Change title for 7100:214 Introduction to Screen Printing/Art

This core level class will build upon the basic processes introduced in the prerequisite 7100:213 Introduction to Printmaking 3 class. 7100:214 Relief/Screenprint3 will give students the opportunity to focus directly on two related printmaking processes (Relief Printmaking and Screen printing) in both individual and mixed-media contexts.

FAA-09-020 Change title for 7100:216 Introduction to Intaglio/Art

This core level class will build upon the basic processes introduced in the prerequisite 7100:213 Introduction to Printmaking 3 class. 7100:216 Intaglio/Lithography will give students the opportunity to focus directly on two related printmaking processes (Intaglio Printmaking and Lithography) in both individual and mixed-media contexts.

FAA-09-021 Change title for 7100:213 Introduction to Lithography/Art

Introduction to Printmaking will introduce students to all the basic printmaking processes giving them a broader, truer introduction to the range of processes that printmaking encompasses. The former introductory course was too narrow to successfully introduce students to the breadth of printmaking. This course revision will transform our introductory level printmaking class into a more appropriate holistic introduction to printmaking.

FAA-09-022 Change title for 7100:418 Advanced Printmaking/Art

This advanced level class will require students to apply their knowledge of art-making processes to the production of multiples. This is a title change only to better reflect the content of this course in a contemporary print program and to appeal to a broader base of studio majors.

FAA-09-023 Change title for 7100:518 Advanced Printmaking/Art

This advanced level class will require students to apply their knowledge of art-making processes to the production of multiples. This is a title change only to better reflect the content of this course in a contemporary print program and to appeal to a broader base of studio majors.

FAA-09-024 Update admission requirements for BA in Family and Consumer Sciences Education

This proposal is to update admission requirements to College of Education in the program of study and bulletin description for BA in Family and Consumer Sciences Education major.

FAA-09-028 7400:525 Course Title Change/FCS

This proposal for a course title change better reflects course content.

FAA-09-030 Remove 7600:225 Listening for Interpersonal and Public Communication major

This course has not been taught in years. It is being deleted from the course catalog and also needs to be removed from this major.

FAA-09-031 Update BFA in Ceramics to reflect addition and deletion of courses/Art

This course proposal will delete 354 which is no longer needed, adds Throwing 353 which students do need, and will add Advanced Throwing 453 as an elective option.

FAA-09-032 Add 7100:453 Advanced Throwing to BFA in Ceramics/Art

This proposal gives the option to repeat the exercises presented in 7100:353 Throwing and to do them in a more sophisticated and skillful manner that allows the students who choose this option to master the art of throwing and to use it in creative ways. It paves the way for more independent work on the potter's wheel in Advanced Ceramics (7100:454). This class will strengthened the quality of thrown work done by all students.

FAA-09-033 Add 7100:353 Throwing to BFA in Ceramics

This proposal will add a new course as Throwing on the potter's wheel is an important skill for ceramic artists and teachers.

FAA-09-034 Delete 7100:354 - Ceramics II from Art Department offerings

This proposal deletes Ceramics II as it is no longer relevant for the BFA in Ceramics curriculum.

FAA-09-035 Update BA in Art Education

In order to update BA in Art Education with Visual Arts Licensure to reflect changes to art course requirements, this course proposal will eliminate 7100:402 Museology (3) from art education requirements. This course is not as relevant for art education majors as art education content specific courses. The proposal also requires an additional 7100:494 ST in Art Education (3) for majors (for a total 6 credits). This comes from a recommendation from NASAD in increase art education course offerings.

FAA-09-038 7400:310 Food Systems Management I Credit Change/FCS

Advanced Food Preparation 7400: 403 includes a portion of material that was originally included in Food Systems Management I. This allows a reduction in the content of 7400:310 Food Systems Mgt I; therefore, Food Systems Management I should be 4 credits instead of 5.

FAA-09-039 Food and Consumer Sciences Program Change/FCS

This proposal recommends removing the hold from the Food and Consumer Sciences major to meet the current trends and needs of the food industry. The major needs to be modernized with a new name, additional course work, and utilization of the first three years of the Dietetics curriculum. This will increase the science component and allow the graduates to provide the expertise to address the areas of growth and development in the food industry. It will allow an alternate route to dietetics for students interested in food, nutrition, marketing, and industry. The Commission on Accreditation of Dietetic Education encourages the development of majors that include the science of food, nutrition, and environmental nutrition including ethnicity, diversity, and technology.

FAA-09-042 Program change to BA in Theatre

By adding direct admission criteria to Theatre degree, it will allow the program to attract higher caliber students and help identify theatre majors in the early stages of advising.

FAA-09-043 Allow direct admission to BA in Theatre Arts TAG

By adding direct admission criteria to Theatre degree, it will allow the program to attract higher caliber students and help identify theatre majors in the early stages of advising.

FAA-09-044 Create 7800:495 Senior Honors Project in Theatre 1-3

Per request of the Honors College, the theatre department is adding a course for senior honors projects in theatre. In the past, theatre honors students were conducting their senior projects under an independent study in theatre course number. The Honors College cannot identify senior honors projects with this practice.

FAA-09-045 Add 7800:555 Creating Performance 3/Theatre

This course will put the program in the vanguard of theatre training and is a necessary, contemporary compliment to the more conventional approaches to rehearsal and play production. The graduate level course will provide an opportunity for graduate students to take a leadership role in researching specific devising techniques and guiding a group in mastery of those skills, and plan and conduct a studio session guided by principles discovered through research of a particular methodology or practitioner.

FAA-09-046 Add 7800:455 Creating Performance 3/Theatre

Performances created using collaborative methods and ensemble, physical theatre techniques have been a part of the theatre landscape for decades. Teaching students the skills to work in these different modes of devising performances and to consider the implications of the use of these practices in the twenty-first century is essential training for a well-rounded theatre education. This class will put our program in the vanguard of theatre training and is a necessary, contemporary compliment to the more conventional approaches to rehearsal and play production.

FAA-09-047 Add 7800:345 - The Audition Process 3/Theatre

Auditioning is the life-blood of an actor's work. It is the single most important component of securing an acting job in the theatre. The purpose of this class is to prepare students for the challenges of the auditioning process. Students will acquire knowledge and skills, as well as practical experiences, which will enable them to become more effective, resourceful and successful actors. This element of theatre education is not covered in any other areas of the theatre curriculum.

FAA-09-048 Change prerequisite for 7920:321 - Rhythmic Analysis for Dance

Specifying credit hours and levels of dance technique as prerequisites will simplify the registration process and eliminate the need for student to obtain permission from the department to enroll in the course.

FAA-09-049 Add co-requisite and change prerequisite for 7920:141 Pointe I/Dance

The change in prerequisite will simplify the registration process. The addition of a co-requisite is to ensure dancer health and safety.

FAA-09-051 Reformat BFA in Dance in Undergraduate

This proposal is to reformat the BFA curriculum in the Undergraduate Bulletin for consistency with the formatting of the other two dance degrees. The new format will be easier to read and compare requirements for the three dance degrees offered at UA. No curriculum changes are proposed.

FAA-09-052 Program change to BA in Dance Studies with a Business Cognate

This proposal merely changes Ballet technique credits and General Elective credits from variable to fixed. Total amount of credits required for degree has not been changed, and the language has been updated to the bulletin description to reflect advancement requirements (prerequisites) in ballet technique levels V-VIII.

FAA-09-053 Change prerequisite for 7920:317 Choreography II

This change is to simplify the registration process. If students have completed 316, it is not necessary to also obtain permission for 317.

FAA-09-054 Change prerequisite for 7920:416 Choreography III

The change in prerequisite simplifies the registration process. A student does not need permission to enroll in 7920:416 Choreography III if they have successfully completed 7920:317 Choreography II.

FAA-09-055 Change prerequisite for 7920:417 Choreography IV

This prerequisite change simplifies the registration process. Students do not need permission for 7920:417 Choreography IV if they have successfully completed 7920:416 Choreography III.

FAA-09-060 Change pre-req for 7700:540 Augmentative Communication/SLPA

The current pre-reqs (330 or 430/530) are only necessary when the course is also taught at the 7700:440 level (slash course). 7700:440 is being dropped.

FAA-09-061 Drop 7700:440 - Augmentative Communication /SLPA

This proposal is due to 1) Enrollment demands: We no longer can accommodate undergraduates. 2) The rigor of the course, including advances in AAC technology, is consistent with our graduate level 7700:540 course.

FAA-09-062 Discontinue the Step-Up Option in Dietetics/FCS

Because of the current new requirement for a 2.8 minimum GPA with completion of all first year prerequisites prior to entering the Bachelor of Science Program in Dietetics, we are requesting that the Step-Up Option with Summit College (Restaurant Management) be discontinued. Students in the Restaurant Management Associate Degree program wishing to continue study in pursuit of a Bachelor of Science Degree in Dietetics can receive information on how to do so directly from the Division of Nutrition and Dietetics in the School of Family and Consumer Sciences.

FAA-09-063 B.S. in Dietetics Didactic Program Option Change/FCS

This proposal is to adjust the total credit hours for the Didactic Program Option in Dietetics from 130 to 129 credit hours to reflect reduced credit hours for 7400:310 Food Systems Management I from 5 credits to 4 credits.

FAA-09-064 B.S. in Dietetics Coordinated Program Option Change/FCS

This proposal is to adjust the total credit hours for the Coordinated Program Option in Dietetics from 138 to 137 to reflect reduced credit hours for 7400:310 Food Systems Management I from 5 credits to 4 credits.

FAA-09-065 Change prerequisite for 7920:433 Dance History: 20th Century

This proposal is to change a course prerequisite. Dance minors may take 7900:200 Viewing Dance as an alternative to 7900:115 Dance as an Art Form to complete dance minor requirements. Either course sufficiently prepares students for 7920:433 Dance History: 20th Century.

FAA-09-066 Change prerequisite for 7920:432 History of Ballet

This proposal is to change a course prerequisite. Dance minors may take 7900:200 Viewing Dance as an alternative to 7900:115 Dance as an Art Form to complete dance minor requirements. Either course sufficiently prepares students for 7920:432 History of Ballet.

FAA-09-067 Change prerequisite for 7920:361 Learning Theory for Dance

This proposal is the change a prerequisite. 5100:220 Educational Psychology 3 could be taken by students enrolled in the B.A. in Dance Education program since 5100:220 Educational Psychology is a requirement for Dance Licensure.

NU-08-01 Master of Public Health Degree Program

This proposal requires an increase in the credit hour requirement from 39 to 42 for the Master of Public Health program. This increase will include the addition of a new course 8300:608 Public Health Practice and Issues 3 credits. In addition the 8300:697 Capstone course grading scheme will be changed from pass/fail to a letter grade

PS-09-01 5-Year BA/MS Program with BA Physics/Chemical Physics at College of Wooster and MS Polymer Engineering at UA

The “5-year BA/MS Program at the University of Akron with BA Physics/Chemical Physics at College of Wooster and MS Polymer Engineering at UA” involves initial completion of 3 years of BA course-work in Physics/Chemical Physics at the College of Wooster, followed by 2 years of undergraduate and graduate course-work, along with graduate thesis work at the Polymer Engineering Department of the University of Akron. The College of Wooster will award BA degree in Physics/Chemical Physics to the students of this Program after completion of the 4th year of course work at the University of Akron. The MS degree in Polymer Engineering is awarded at the completion of the 5th year, when the MS degree requirements of Polymer Engineering Department are successfully completed.

PS-09-02 5 YEAR BS/MS Applied Mathematics/Polymer Engineering

This is an accelerated five-year BS/MS program. After successfully completing this program, a student will receive a bachelor's degree in applied mathematics as well as a master's degree in polymer engineering. Under the supervision of faculty advisors in applied mathematics and polymer engineering, a student in the program will finish the core course requirements and most of the electives for the bachelor's degree in the first three years. During the third year of the baccalaureate degree a student will formally apply to the program through the Graduate School. Upon acceptance a student will be cleared to complete the remaining electives of the bachelor's degree and 30 credits of graduate work for the master's degree in the last two years. A student will be eligible for a graduate assistantship only in these last two years and must be registered for at least nine graduate credits in each of those semesters.

PS-09-03 BS Natural Sciences - Polymer Chemistry/MS Polymer Science

The program packages existing courses offered by Chemistry and Polymer Science in a degree format that will allow students to obtain a quality undergraduate science degree that can be completed in three years and obtain a degree of master in polymer science in two additional years. Polymer Science will directly participate in undergraduate advising. The goal is to remove the barrier to attracting a pool of talented high school students in northeast Ohio who would like the opportunity to study polymer science at one of the premier departments in the world. Since polymer chemistry is one of the major industrial sectors in northeast Ohio, this program will greatly benefit the economy.

PS-09-04 Course Addition: Honors Project in Polymer Science

The addition of the new course will allow Honors students to have the opportunity to conduct research in the Department of Polymer Science for their Honors project. Current undergraduate research offering (DPS 499) does not allow for this. Such research can be used to fulfill degree requirements in the student's home department with the approval of the home department.

SC-09-03 Program change for CIS Baccalaureate Degree, Networking Option/Bus Tech

In review of the degree requirements and the needs of students and organizations, the Technical Physics series has been determined to be not necessary. In addition, graduates should be proficient in their technical courses, which is denoted by a "C" or better in each course. Area Studies is changing to be in step with the associate degree step-up degree where diversity is required. The bridge courses (2440:101, 102, 103 and 2540:140) are obsolete and have been replaced with the new bridge course 2440:105.

SC-09-05 Deactivate Office Administration, Medical Secretarial Option/Bus Tech

This program is being deactivated due to lack of student enrollment.

SC-09-06 Computer Information Systems course changes/Bus Tech

Due to the changing technology and changes to the Cisco Network Academy Program, the content of this course has changed. The web components do not replace any seat time.

SC-09-13 Medical Assisting Technology/All Health

This course explores administrative medical office competencies required of entry-level medical assistants by the AAMA Role Delineation Chart which includes training and experience for the student who is preparing for a position in medical assisting, medical office management, medical financing and insurance, and computer related medical work. The class simulates a medical office.

SC-09-14 Community Services Technology - Social Work Option/Publ Svc Tech

This change is being made to better prepare the students for the statistics course that is required in the Bachelor Degree Social Work program.

SC-09-15 Radiologic Technology clinical course/All Health

The program is being modified by adding a zero-credit clinical experience course, which the student may repeat as needed. While enrolled in the off-campus portion of the program, students may lose their access to financial aid and other support services. By enrolling in this zero-credit clinical course, they will maintain their status as a student at The University of Akron.

SC-09-16 Course changes for Hospitality Management/Bus Tech

The class was increased from one to two credits several years ago and there is no need for students to repeat this class.

SC-09-21 Computer Information Systems, Microcomputer Specialist/Bus Tech

This option has been replaced by the Computer Maintenance and Networking Option with a Microsoft emphasis.

SC-09-22 Community Services Technology/Publ Svc Tech

This change is being made to better prepare our students for the statistics requirement in the Bachelor Degree program in Social Work.

SC-09-23 Community Services Technology - General Option/Publ Svc Tech

This change is being made to give students an optional math course to meet the math requirement for the Associate Degree.

SC-09-32 Deactivate Health Information Technology Associate Degree Program/All Health

This program is being deactivated due to lack of support from the Ohio Board of Regents to approve this associate degree program.

SC-09-33 Deactivate Associate of Individual Studies Degree/Assc Studies

This degree is being deactivated due to lack of student enrollment.

UC-09-01 Update course description for Career Planning/Univ Coll

The purpose of this proposal is to update the course description for 1100:117 to make it clearer that the course is offered in both face-to-face as well as online versions. The current description has led people to believe that the course is only offered online.

UC-09-03 Change course number from 1600:305 to 1100:205/Univ Coll

The Department of Military Science and Leadership originally developed 1600:305 (Leadership Techniques and Principles) to contribute to the leadership development and education of students at the university. The class is intended to augment students' academic endeavors as an elective and to contribute to upcoming leadership initiatives. After discussion with the Dean of University College, the Associate Vice President of Student Affairs and Dean of Students, and the Director of Leadership Development & Special Projects it was decided that the course would better serve the campus community as an offering through University College rather than through Military Science.

UC-09-04 Update Military Science minor to reflect course change

The course change proposed in UC-09-03 impacts the Military Science minor. This proposal updates the minor to reflect that the new course number can be used in the Military Science minor. In addition, this proposal reflects the course title updates included in UC-09-05 through UC-09-12.

UC-09-05 Update course title of 1600:100/Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science program.

UC-09-06 Update course title for 1600:101/Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science Program.

UC-09-07 Update Course Title-1600:200 /Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science program.

UC-09-08 Update Course Title-1600:201/Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science program.

UC-09-09 Update course title of 1600:300/Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science program.

UC-09-10 Updated course title of 1600:301/Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science program.

UC-09-11 Update course title of 1600:400/Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science program.

UC-09-12 Update course title of 1600:401/Military

The Military Science program is guided by the ROTC Curriculum Faculty Handbook provided by the United States Army. The handbook has recommended updates to the course titles in the Military Science program.

WC-09-02 Blanket course deletion proposal/Wayne

This proposal is to ensure that course listings accurately reflect our current course offerings by deleting courses that have not been offered in the past five years where departments have no plans of offering them in the future.

WC-09-04 Health Care Office Management/Wayne

Medical professionals rely on skilled medical transcriptionists to transform spoken words into comprehensive records that accurately communicate medical information. This course is designed to train medical administrative assistants and transcriptionists by using recorded transcription including medical reports, chart notes, and correspondence from fourteen medical specialties. Reports have been dictated by actual physicians in realistic surroundings. Special emphasis is placed on medical terminology, pronunciation, punctuation, spelling, word usage, and English grammar skills. Students will transcribe reports stressing correct usage of common medical terms, abbreviations, procedures, and medications. Speed, accuracy, and proofreading skills are presented and emphasized.

WC-09-05 Health Care Office Management/Wayne

This program change proposal will require students to complete a one credit hour internship orientation class prior to actual internship placement. The structured process of preparing for and arranging an internship provides opportunities for students to take an active role in laying the groundwork for a successful subsequent internship experience. The class will give the student the opportunity to demonstrate readiness for work in a medical related office.

WC-09-06 Office Technology - Health Care Administrative Assistant Option/Wayne

This program change proposal will embrace the evolving medical transcription field by including the development of a new course, Medical Transcription and Editing. It will promote standards of quality healthcare documentation and the increasing usage of the electronic health record. The focus will continue to be authentic physician dictation, embracing multiple specialties and various types of medical documents. Editing skills, an important component of voice recognition systems, will also be addressed.

The proposal will also require students to complete a one credit hour internship orientation class prior to actual internship placement. The structured process of preparing for and arranging an internship provides opportunities for students to take an active role in laying the groundwork for a successful subsequent internship experience. The class will give the student the opportunity to demonstrate readiness for work in a medical related office.

WC-09-07 Medical Transcription Certificate/Wayne

This program change proposal will embrace the evolving medical transcription field by including the development of a new course, Medical Transcription and Editing. It will promote standards of quality healthcare documentation and the increasing usage of the electronic health record. The focus will continue to be authentic physician dictation, embracing multiple specialties and various types of medical documents. Editing skills, an important component of voice recognition systems, will also be addressed.

WC-09-08 Office Technology department name change/Wayne

The name change from “Office Technology” to “Computer and Business Technology” will better reflect what majors the program offers. Wayne College advisers report that students seeking careers in the computer software and hardware fields are not aware that we offer these majors under the current program name of Office Technology.

WC-09-11 Office Technology - Information Specialist Certificate/Wayne

This proposal will add necessary internship opportunities to the program. Skills taught in 2540:281 are being covered in several other courses now.

WC-09-12 CNET course additions, changes and deletions/Wayne

For a number of years, there has been a move away from teaching vendor-specific certificate-based courses and programs toward broader-based courses and programs that give students more breadth in their technical education. The goal is that through a broad-based approach, students will be able to see a broader view of the vocation and also have a wider range of skill sets. The course additions, changes and deletions in this proposal address that objective.

WC-09-13 Office Technology - Computer Support Option/Wayne

For a number of years, there has been a move away from teaching vendor-specific certificate-based courses and programs toward broader-based courses and programs that give students more breadth in their technical education. The goal is that through a broad-based approach, students will be able to see a broader view of the vocation and also have a wider range of skill sets. The program changes in this proposal address that objective.

WC-09-14 Office Technology - Networking Support Option/Wayne

For a number of years, there has been a move away from teaching vendor-specific certificate-based courses and programs toward broader-based courses and programs that give students more breadth in their technical education. The goal is that through a broad-based approach, students will be able to see a broader view of the vocation and also have a wider range of skill sets. The program changes in this proposal address that objective.

APPENDIX D

Minutes and Report
Athletic Committee
Faculty Senate
The University of Akron
Akron OH 44325

March 23, 2009
1-2 pm
Timothy Lillie, Chair

Present: Tim Lillie, Jon Hawes, Lonnie Lowery, J. Dean Carro, Mary Lu Gribshaw, Kevin Klotz, Neal Raber, Jack Sahl, Jerry Drummond, Lala Krishna, John Stafford, Susan Ashby, Ruth Oswald, Eric Green; R. Gandee

- I. The Committee was called to order at 1 pm, by Chair Lillie.
- II. The agenda, as distributed, was adopted by unanimous consent.
- III. The minutes of the meeting of September 3, 2008, as distributed, were approved by unanimous consent.
- IV. Unfinished business
 - a. The Committee was updated on the status of the Student Athlete Code of Conduct. While the Code is in place (as an interim measure), some of its provisions are linked to the Code of Student Conduct recently approved by the Faculty Senate and sent to the Board of Trustees for action. An ad hoc committee of the Faculty Senate is meeting to review the Student Athlete Code and to make recommendations to the Senate concerning it. This could occur during the balance of this semester, but it is likely that careful consideration may extend final recommendations into the Fall 2009 semester.
- V. The Committee was asked, by the Z-Fund Director and her interns to review and endorse the Adopt-A-Zip program that is being proposed for dissemination to the University community. It was moved and seconded to endorse this program as a means of raising scholarship funds. The Athletic Committee, however, is not responsible for the program nor is anyone required or expected to take part in it, except voluntarily.
- VI. M. L. Gribshaw and K. Klotz informed the Committee about certain academic procedures, some internal to the Athletic Department and some mandated by Conference or NCAA rules. Copies are attached.

- VII. M. L. Gribshaw also explained the role of the NCAA and the Mid-American Conference in terms of governance. The Faculty Athletic Representative is the designated person involved with these organizations.

- VIII. Next meeting: There is no other pending business before the committee this year. However, if needed, a meeting will be called to discuss the Student Athlete Code of Conduct progress, if needed, or if members of the Committee contact the Chair with other business.

- IX. The meeting was adjourned at 2:20 pm.

Respectfully submitted,

Timothy Lillie, Chair

APPENDIX E



Eligibility
Center

NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

KNOW THE RULES:

Core Courses

- NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

- Division I has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.
- Division I grade-point-average requirements are listed on page two of this sheet.
- The Division II grade-point-average requirement is a minimum of 2.000.

DIVISION I 16 Core-Course Rule	
<u>16 Core Courses:</u>	
4	years of English.
3	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
1	year of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

DIVISION II 14 Core-Course Rule	
<u>14 Core Courses:</u>	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
2	years of additional English, mathematics or natural/physical science.
2	years of social science.
3	years of additional courses (from any area above, foreign language or nondoctrinal religion/philosophy).

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

NCAA Academic Eligibility Requirements

Progress-Toward-Degree Requirements. To be eligible to represent an institution in intercollegiate athletics competition, a student-athlete shall maintain progress toward a baccalaureate or equivalent degree at that institution as determined by the regulations of that institution.

1st Year of Full-Time Enrollment

- Must pass 6 credits minimum Fall and Spring semesters
- Must pass 18 credits minimum between Fall and Spring
- Must pass 24 credits minimum after 1st year (this includes Fall, Spring, and Summer)
- Need 1.8 GPA

2nd Year

- Must pass 6 credits minimum Fall and Spring semesters
- Must pass 18 credits minimum between Fall and Spring
- After 2nd year must meet 40% of degree
 - Example: Psychology = 128 credits total
 - 40% is 52 credits
- Need 1.9 GPA

3rd Year

- Must pass 6 credits minimum Fall and Spring semesters
- Must pass 18 credits minimum between Fall and Spring
- After 3rd year must meet 60% of degree
 - Example: Psychology = 128 credits total
 - 60% is 77 credits
- 2.0 GPA

4th Year

- Must pass 6 credits minimum Fall and Spring semesters
- Must pass 18 credits minimum between Fall and Spring
- After 4th year must meet 80% of degree
 - Example: Psychology = 128 credits total
 - 80% is 103 credits
- 2.0 GPA

5th Year

- Must meet 6 hour and 18 hour rules
- Must meet 80%
- 2.0 GPA

Certification of these standards is overseen by the Office of Compliance. Participants involved in this process are as follows: Student-Athlete Academic Services, Office of the Registrar, Dean (or designee) of all academic colleges and the Faculty Athletic Representative.

OTHER IMPORTANT INFORMATION

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to www.ncaa.org. Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at www.ncaaclearinghouse.net.

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA Eligibility Center
05/07/08 LK:cr

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86