

The University of Akron

IdeaExchange@UAkron

The University of Akron Faculty Senate Chronicle

9-3-2020

Faculty Senate Chronicle May 7, 2020

Heather Howley

University of Akron, hhowley@uakron.edu

Follow this and additional works at: <https://ideaexchange.uakron.edu/universityofakronfacultysenate>
Please take a moment to share how this work helps you [through this survey](#). Your feedback will be important as we plan further development of our repository.

Recommended Citation

Howley, Heather. "Faculty Senate Chronicle May 7, 2020." *The University of Akron Faculty Senate Chronicle*, 3 Sep 2020. *IdeaExchange@UAkron*, <https://ideaexchange.uakron.edu/universityofakronfacultysenate/156>

This Article is brought to you for free and open access by IdeaExchange@UAkron, the institutional repository of The University of Akron in Akron, Ohio, USA. It has been accepted for inclusion in The University of Akron Faculty Senate Chronicle by an authorized administrator of IdeaExchange@UAkron. For more information, please contact mjon@uakron.edu, uapress@uakron.edu.

May 7, 2020

58 pages

SENATE ACTIONS

1. Approved a motion brought by the Academic Policies Committee to change University Rules 3359-60-03.4, 3359-20-05.1 and 3359-60-02 in order to create an academic reassessment policy that is in agreement across all rules (Appendix A)
2. Approved a motion brought by the Academic Policies Committee to change the grade point average admission requirement for all teacher licensure programs in the Lebron James Family Foundation College of Education from the current 3.0 or better overall to 2.5 or better overall (Appendix A).
3. Approved courses and programs brought by the Curriculum Review Committee (Appendix B).

Table of Contents

Minutes of Faculty Senate meeting held May 7, 2020	3
--	---

Appendices to Minutes of the Faculty Senate meeting held on May 7, 2020

A. The Academic Policies Committee Report	18
B. The Curriculum Review Committee Report.....	46
C. The Faculty Research Committee Report.....	48
D. The Part-Time Faculty Committee Report.....	50
E. The University Libraries Committee Report.....	51
F. Graduate Council Report.....	52

MINUTES OF THE FACULTY SENATE MEETING OF

May 7, 2020

The meeting of the Faculty Senate took place on May 7, 2020, on WebEx.

Of the current roster of 55 senators, 43 attended the meeting. Senator Scotto was absent with notice. Senators Akhigbe, Cole, Gandee, Matejkovic, Okocha, Roy, Smith, Wang, Woyat, Xi, and Zhang were absent without notice.

I. Adoption of Agenda

The agenda was adopted by unanimous consent.

II. Adoption of Minutes of the April and March Meetings

The March minutes were adopted by unanimous consent.

The April minutes were adopted by unanimous consent.

III. Remarks of the Chair

As we have many guests today, and are in a teleconference setting, I have several reminders. Please keep your mikes muted and your video off unless you have the floor. Remember that the Faculty Senate is the legislative body of the faculty at the university level. Its meetings are relatively formal and are conducted according to its bylaws and Robert's Rules of Order. If a Senator wishes to address the body, please enter speak into the chat, and wait to be recognized. When I call your name, and probably butcher it, you may unmute your mike. When you begin to speak please restate your name, that is correct my pronunciation of your name, so that your remarks may be properly attributed in the record. Bear in mind that your remarks will be transcribed for all the world to read. Please address your remarks to the chair rather than directly to

another member of the body, even if they are made in response to another member's remarks. This formality helps to avoid personalizing issues and to maintain civility. We will be voting using the polling system in WebEx. If you are not a Senator, please refrain from voting. I think each poll will be open for about 30 seconds.

I would like to Welcome Provost John Wiencek to the UA family. He definitely hit the ground running. His first day on the job Provost Wiencek met with the executive committee and asked us to comment on a spreadsheet the deans provided that was designed to shrink the number of colleges to five. We shared our suggestions and questions, and with our permission, he shared that information with the university community. These actions are clear indications that Provost Wiencek believes in shared governance. We will be having some special meetings to give our input on this redesign. We are tentatively thinking about May 22 and May 29. I will let you know as soon as this is finalized and I know that the redesigning of UA is the topic most of you want to discuss today but remember that we have other business to conduct. APC is bringing forward several items for our consideration. One is a process for academic reassessment for students who change their major, which ends up requiring changes to three university rules. Another is a change in admission requirement for students entering teacher licensing programs in the Lebron James Family Foundation College of Education. We will also discuss continuity guidelines for all courses. As stated in their report, APC is fully on board with the spirit of the recommendations set out by Dean deChambeau. I was bothered by the fact that APC did not support the idea that all faculty use Brightspace to post a classes syllabus, grades, and calendar, since we, the faculty senate, endorsed the CCTC recommendation that Brightspace be the learning management system for the university. The last item in Dean deChambeau's proposal deals with recorded lectures and is the item that kept APC from making a recommendation of the guidelines as presented. I expect a lively discussion of that issue. We have curriculum proposals to consider and guidelines for leave of absences for graduate students being brought forth by the Graduate Council.

IV. Special Announcements

Professor Alvin H. Lieberman passed away on April 15, 2020, after a long illness. Lieberman earned a Juris Doctor in 1964 and an MBA in 1969, both at The University of Akron. He also was a certified public accountant. He began his full-time teaching career at UA in fall 1967 and retired as an associate professor on June 1, 2013. He continued on the faculty as the coordinator of accounting principles classes for three years after his retirement. Known as a beloved and highly respected professor, Lieberman taught taxation and accounting principles classes during most of his tenure and was regarded as one of the best instructors in the School of Accountancy.

V. Report of the Executive Committee

The Executive Committee met eight times since the last regular meeting. Meetings were conducted via WebEx.

On April 9th, the EC met with President Miller, Interim Provost Urgo, and Wayne Hill to discuss the response to the COVID-19 coronavirus pandemic. We discussed credit/no credit policies for graduate students, online proctoring, tenure application extension deadlines, concerns about building access, fall classes, enrollment and the state budget. Significant financial losses were predicted as well as substantial budget shortfalls in the tens of millions.

On April 16th, the EC met to prepare for the meeting with the President and the Interim Provost. We discussed the migration to OneDrive, non-Latin honors for transfer students and certified elections.

On April 16th, the EC met with President Miller, Interim Provost Urgo, and Wayne Hill to discuss messaging regarding remote learning vs online teaching with an emphasis on remote learning. We discussed communication with regard to summer classes converted to online and asynchronous and synchronous options and designations, as well as small class formula for full and

part-time faculty. President Miller discussed the board meeting, the emerging Covid-19 situation, and various models to address financial shortfall.

On April 23rd, the EC met with President Miller, Interim Provost Urgo, and Wayne Hill to discuss the distribution of the President's video message, credit/no credit and the student survey.

On April 24th, the EC met to discuss issues related to shared governance.

On April 30th, the EC met to prepare the agenda for the May Faculty Senate meeting. We discussed the reorganization of colleges and shared governance.

On April 30th, the EC met with Provost Wiencek, Interim Provost Urgo, and Wayne Hill. We discussed the reorganization of colleges, ways to ensure feedback from the campus community, the preparation of the first phase plan, and the mechanisms for reorganization and governance.

On May Day, the EC met to discuss the reorganization of colleges and continued those discussions through Monday to draft some initial feedback. Given the compressed timeline, the EC sent discussion points to the Provost on Monday. This document represented the discussion given the information that was provided by the spreadsheet generated by the Deans.

This concludes my report.

VI. Remarks of the President

President Miller noted the members of the Board of Trustees that are on the call. Miller thanked the body for their work and the commitment to the students. He was impressed by the sense of community. He asked that we keep in mind financial challenges, which were significant. He stated many were working on planning for opening in the fall. He wanted to reiterate what happened in the past is less relevant than the future. He discussed an integrated budget plan which will be implemented University-wide. The stated goal was to match programs with enrollment trends, interdisciplinarity, innovation and collaboration. He believed the reorganization will benefit the University's position long term. He emphasized moving fast but adding input.

Minutes of the Faculty Senate Meeting of May 7, 2020

He recognized there was a desire for significant reductions for athletics, but the Board of Trustees and the community supported Division One athletics. He stated they were working to build relationships with donors. He and the Board expressed pride in the faculty and staff, especially related to the spring semester response to the pandemic. He hoped to continue to build different partnerships with foundations and engage student leaders and new elected officers. He has spent the last month briefing the greater Akron community and had calls with state legislators so that everyone is apprised of the University's financial situation. Conversations continue with the city and county, and there is significant support for the University of Akron. He ended his remarks by commenting that he was working with other university presidents to discuss a safe fall opening plan.

Senator Nicholas thanked the President and expressed curiosity about the savings and costs of the reorganization.

President Miller described the next year's financial deficit as a \$65,000,000 challenge and stated that a portion would be saved within reorganization.

Senator Nicholas followed up by asking about revenue streams and if other avenues have been explored as a means of addressing the challenge.

President Miller stated the new budget must be \$65,000,000 smaller.

Senator Jana asked about the viability of the five-college plan.

President Miller stated that it was viable.

Senator Ramlo asked for specific details about how reorganization is directly connected to the savings.

President Miller explained this was the launching point and this was the beginning. Budgets would be distributed to five colleges and in the process of building those budgets, programmatic decisions will be made.

Senator Ramlo explained that CAST had a very large return on investment and was concerned the demolition of the college will likely jeopardize the ROI.

President Miller referenced table five from the 2018 program review process as a type of cost allocation process. He stated the five-college model provides a smarter method of allocation.

Senator Klein asked about the discussions with regard to reduction of salaries for faculty and administrators and capping administrator salaries at the level of what the governor makes.

President Miller explained that discussions were ongoing.

Senator Jana noted there was no College of Polymer Science and Engineering and they were heavily integrated and asked if key community stakeholders had weighed in.

President Miller visited with many community members and assured the senator the community expressed enormous support for whatever was done.

Chair Saliga reminded the body that this was the first phase and not the final document.

Senator Nicholas asked about means of revenue generation and if there were plans to build upon the tradition of being a commuter college.

President Miller noted national data on reluctance to go away to school and explained processes were ongoing to reach out to students who may choose to stay home. Also mentioned other conversations about every learner. He expressed support for discussing revenue generation, although there is limited ability to invest, and believed the five-college model will help investment. He hoped for information from the body on revenue generation and wanted to differentiate between programs that generate revenue and college structure such as programs in CAST.

Chair Saliga noted that all programs were represented.

Senator Klein asked about the wish for opening in the fall and about what will guide the decision to go back in a healthy way and asked about faculty and students that have underlying conditions. Will they be able to continue online?

Minutes of the Faculty Senate Meeting of May 7, 2020

President Miller stated that Dean Joe Urgo is part of a statewide group working on protocols related to opening. He also noted that there were real pressures to open. He thought we would be able to open and behave differently.

Senator Klein asked about faculty options to teach online.

President Miller responded that he was not sure about that question right now, would need input on rights and responsibilities and would defer that question to consider it.

Chair Saliga thanked President Miller.

VII. Remarks of the Provost.

Provost Wiencek thanked the body and expressed his excitement about joining UA. He wanted the University to know we are not alone in the challenges faced and that he has been eager to get back to the Akron area although his eyes are open to recent and past histories. He admitted the current situation will make it difficult to brainstorm, develop relationships, and make mistakes and backtrack. He stated big mistakes needed to be avoided, and the only way to avoid that will be with widespread participation. He noted he was slated to start at the end of May but requested to begin earlier to participate in charting the direction for reorganization. His future is wedded to ours. He was aware that past changes were proposed, then things did not go well and emotions were high. He hoped to be empathetic about the human side of the very difficult decisions to be made, while at the same time recognizing the need to make these decisions. He tasked the body with ending the “you versus them” approach and encouraged new beginnings, which would culminate in sharing curriculum, courses, efficiencies and priorities. Reorganization combined disciplines with common cultural priorities and values.

He suggested the body should not think in terms of cuts or savings, preferring a focus on stewardship of resources. He explained the costs are not yet allocated, and thus a discussion of costs or savings was premature. The reorganization marked a new approach to budgeting, which has yet to play out. He expressed appreciation for discussion with regard to revenue, and didn't

want to discuss cuts, but rather focus attention on the quarter of a billion dollars that we do have.

He stated he was working very hard and was receptive to alternative ideas if they were at the ready.

Senator Klein thanked Provost Wiencek and inquired as to when questions about costs and savings of reorganization should be posed. Senator Klein also asked about why the Wayne Campus would transition to an online learning or DL site since they traditionally offered in person classes.

Provost Wiencek noted that he was learning about Wayne Campus and the relevant dean would discuss these issues.

Interim Provost Urgo stated that Wayne would not be a totally online campus.

Senator Klein asked for a clarification and pointed out the chart indicated the Wayne Campus would be limited in online classes.

Chair Saliga agreed the chart was unclear and had the impression the chart was meant to indicate a shift to a branch campus, rather than an online or DL campus.

Senator Evans asked for more details about shared governance and where opportunities would be to give feedback.

Provost Wiencek wanted to get back together with the deans and expressed his current thinking was departments would come together under the new colleges to discuss the future of the college although was unsure how to facilitate that conversation. He also stated the conversation needed constraints, which included budgetary limitations.

Senator Schulze asked about maintaining Division One athletics given the deep anticipated cuts in academics, which amounted to cutting instruction by 25%. These concerns were not limited to how courses would be delivered given the elimination of faculty but also the revenue generated by instruction in the short-term and student retention in the long term.

Provost Wiencek viewed reorganization as a planning tool which would allow some things to be let go. He described it as an intellectual exercise that the entire university was going through and asked the body to work from top to bottom, the bottom being the most difficult. Provost Wiencek claimed Division One athletics had a lot of supporters and it pulled in a lot of resources.

Minutes of the Faculty Senate Meeting of May 7, 2020

He argued that dropping a division would also cut the general fund allocation from the athletics and would likely contribute to a decline in enrollment. He claimed enrollment and Division One athletics were intertwined. However, he promised to ask what was the right amount of money for Division One athletics.

Senator Luettmmer-Strathmann asked about incoming Ph.D. graduate students, the lack of tuition remission and expressed concern about the loss of TA's.

Provost Wiencek stated there were discussions about tuition remission, not TA's specifically.

Senator Klein asked to what extent APC would be involved in reorganization and to what extent faculty in merged departments would have input. APC typically helps negotiate some of these changes at the department level.

Provost Wiencek agreed both elements were issues and there were a variety of issues including RTP. He didn't think the merger would affect RTP process in the immediate sense, and then APC would address those things at a more appropriate time. The reorganization was more related to reporting lines and structures, but other elements would not be included yet.

Senator Klein asked for the timeline for input.

Provost Wiencek needs help in figuring out how input should occur and emphasized the next month was about structure and then, when structure is finalized, the committee would deal with issues and review them, as they occur, over the summer stressing that APC would be involved after reorganization took place.

Senator Schulze asked for the savings by moving to the five-college plan and asked how the savings were calculated.

Provost Wiencek couldn't give any information on savings and could only speak to the functional spend codes, nor did he know how much the end costs would be regarding reorganization.

Senator Schulze asked if the savings were yet to be determined, why a five-college appeared to be a fixed entity.

Provost Wiencek stated five colleges was a good number to produce savings and expanding colleges beyond that number would not likely produce good savings.

Senator Schulze asked for a ballpark estimation of the savings since some savings appeared to be anticipated and five colleges appeared to be fixed.

Provost Wiencek saw merit in reducing deans and associate deans and other administrative costs and stated the savings would come through departments impacted by reducing administrative costs.

Senator Hreno asked for more information regarding the independence each department would have in the new structure.

Provost Wiencek suggested he talk with the deans and stated it was a college discussion.

Senator Ramlo noted that no communication was coming out from the deans. The Senator also commented what appeared to be intuitive combinations were not, since some were done by name only, which misses significant curricular differences as well as disciplinary expertise. She expressed concern about accreditation, issues of expertise, and lack of details.

Provost Wiencek apologized that all this was happening and heard the frustration and stated these were really discussions for departments. He noted, while the deans worked as a team, they were not in a position to engage the campus at the departmental level. He hoped to reduce anxiety while still embracing change that is meaningful, makes sense and produces excitement for new opportunities.

Senator Jana thanked and welcomed the Provost. He shared some of the difficulties of Polymer Science and Engineering and stressed the revenue generation and an undergraduate degree that is upcoming. He shared opposition to the Institute and that opportunities would be lost without a college designation.

Minutes of the Faculty Senate Meeting of May 7, 2020

Provost Wiencek noted feedback from groups has been differing and there is a firm date for decisions with regard to structural changes. He reminisced that he looked at Akron as an undergraduate because it was close to home and had an Engineering School.

Senator Welton requested transparency for how decisions were arrived at and what criteria were being used.

Provost Wiencek waxed transparency was in the eye of the beholder and had the same request from the body.

VIII. Committee Reports

A. Academic Policies Committee—Chair Klein

Senator Klein presented the academic policies report and presented the reassessment policy with a change of major.

Chair Saliga polled the body and the motion passes.

Senator Klein presented the proposal to change admission to teacher education programs.

Chair Saliga polled the body and the motion passes.

Senator Klein presented the discussion item on Brightspace and continuity guidelines to ensure smooth transitions to remote learning. Senator Klein explained some of the committees' concerns regarding requiring Brightspace, recording lectures, academic freedom, and intellectual property.

Dean DeChambeau stated the idea was that the course was ready to go so that transition would be easier.

Senator Klein asked for additional clarification.

Chair Saliga gave a scenario in which she recorded a WebEx lecture to post for students that could be viewed if they were unable to make the class.

Dean DeChambeau explained that absent students could still recover from missing class if they had access to a recorded lecture. The dean also noted transitions, such as the one in Spring 2020, would have been easier if everyone used those Brightspace features.

Senator Nofziger expressed concern about requiring faculty to use very specific online tools when there are many ways to do online content and stated it was too limiting. Asking faculty to have a contingency plan is smart but requiring the specifics raises more problems.

Senator Evans agreed with Senator Nofziger that there were many concerns because the proposal was not clear and asked if the University had the storage capacity.

Senator Luettmmer-Strathmann raised concerns about attendance, noting she posted notes after class, but objected to recorded lectures being required.

Senator Ramlo suggested recorded classes would be useful to students if the instructor were using flipped methods and active learning.

Senator Welton agreed a transition plan was wise but had significant concern about mandating Brightspace for all classes and recording lectures.

Senator Stefin asked about Brightspace as well as alternative platforms.

Senator Klein explained that some faculty had textbook learning platforms, used external resources in Brightspace or other department specific platforms, thus the recommendation to require Brightspace does not actually work for everyone.

Senator Jana stated many issues existed with certain kinds of classes and requiring recording of lectures would not work for non-lecture-based formats.

Senator Howley summarized the discussion had in the Academic Policies Committee, namely the proposal from the deans named very specific tools in Brightspace, which as already mentioned, were not necessarily the best way to accomplish a specific task, such as a course calendar. The committee also agreed that mandating recording a lecture or class periods would not provide the student with an adequate substitute learning experience in many classes, and the committee was unsure what specifically they were being asked to pass. The senator noted having a transition plan in the case of a pandemic situation was different than providing students with make-up work for class experience. Finally, the

Minutes of the Faculty Senate Meeting of May 7, 2020

committee did not know the rules on recording students in class and consent and did not want to mandate anything without understanding the legal expectations.

Senator Stefin asked about the rules regarding recording lectures by students.

Dean DeChambeau thanked APC for the close and thoughtful consideration of the guidelines. The guidelines reflected common expectations and best practices. Rather it was a hope for thinking about interruptions and having everyone onboard for remote learning and to encourage thinking about student expectations.

Senator Schulze commented that perhaps leaving it up to the departments to come up with different types of policies as appropriate for the courses.

Senator Makki asked for APC to come up with specific areas for guidelines that would be distributed at the department level and then leaving recording issues separate.

Chair Saliga asked for a motion to send this back to APC.

Senator Klein would like to bring it back to APC and stressed what students needed were compassion, flexibility, and outreach and a policy might not cover those things.

The motion has passed.

B. The Curriculum Review Committee—Chair Thornton

Chair Thornton presented the CRC proposals for courses and programs without any outstanding objections.

The motion passes.

C. Faculty Research Committee—Chair Diefendorf

Chair Diefendorf submitted a written report.

D. Part-Time Faculty Committee—Chair Antunez

Chair Antunez submitted a written report.

E. University Libraries Committee—Chair Hartsock

Chair Hartsock submitted a written report.

IX. AAUP Report—Senator Schultze

Senator Schulze mentioned that COVID-19 has interrupted negotiations and no proposals or negotiations have begun.

X. Report of the Graduate Council Representatives—Senators Graor and Hreno

Senator Graor discussed the graduate student leave guidelines which are not going to be in the University Rules. The senator is not asking for a vote because they are just guidelines and would be relevant to all graduate students. She discussed the eligibility criteria, the exceptions, and mentioned departments and programs can add to the criteria. Senator Graor also noted the responsibilities and criteria for each class of graduate students.

Chair Saliga accepted the guidelines as a recommendation.

XI. GSG Report—Senator Stefin

Senator Stefin thanked the body and was happy to report that there was a successful election. She detailed the disbursement of funds to help students travel to conferences of over \$13,000 dollars. She reported that GSG won the impact award. She talked about the important and unique role of graduate students and noted graduate students and academic programs are central to the mission and the future University of Akron.

XII. USG Report—Senator

No report.

XII. New Business

None

XIII. Good of the Order

None

XIV Adjournment

The meeting was adjourned at 5:24 pm.

—Heather Howley, Secretary.

Questions and comments about the minutes can be emailed to hhowley@uakron.edu or x8914.

APPENDIX A

Report of the Academic Policies Committee to Faculty Senate (May 2020)

1. Academic reassessment with change of major

Many of our students find themselves on an academic path that doesn't suit their strengths or skills. They have been encouraged by family members or high-school advisors to pursue a path that may not align with their actual strengths and interests. The proposal APC puts forth offers these students a way to back away from an academic path that is not working for them, and to move them in a direction that may produce a better outcome. Please consider the three attached documents here. Changes to University Rule 60-03.4 create a new type of academic reassessment allowing for omission of up to three courses from the cumulative GPA taken prior to a change of major, affording the student an opportunity for cumulative GPA improvement without the necessity of repeating courses no longer required in the new major. Academic reassessment due to change of major requires that the student earn a 2.5 or higher GPA in the first twenty-four credits attempted subsequent to the change of major. This type of reassessment may be used only once and within the first sixty credit hours attempted at UA. Changes to University Rule 20-05.1 extend the timeline for dismissal for academic deficiency to a maximum of four consecutive semesters (excluding summer terms) on probation, with the dean's discretion for retention or dismissal after the second and third consecutive semesters on probation. In addition, edits to this rule reflect the committee's stance that students on probation should be permitted to change major or transfer to another college so as to encourage academic reassessment due to change of major. Additional changes to rule 20-05.1 and 60-02 reduce the waiting periods for admission with adult status, for readmission following dismissal, and for transfer admission following dismissal from another institution from five to two calendar years. All rule changes passed without dissent.

2. Continuity guidelines for all courses

APC received from Provost Joe Urgo a request to consider the following:

“Aimée deChambeau made the following recommendation to the Deans yesterday, which she called “Continuity guidelines for common expectations in all courses,” beginning with Summer 2020 courses. If these practices were universal it would ease any future transitions to remote learning, or other disruptions, less cumbersome.

- a. Syllabus in Brightspace
- b. Gradebook in Brightspace
- c. Calendar in Brightspace with all due dates
- d. Office hours mechanism for meeting with students
- e. Recorded lecture - this could be a synchronous or pre-recorded. If the class is face-to-face, then this suffices for lecture.”

APC is fully on board with the spirit of this directive. We agree that students should have access to their syllabus, important dates, and grades, as mentioned in points A, B, and C of these

guidelines. While we encourage faculty to post these in Brightspace, APC members agree that we cannot mandate that Brightspace *must* be the platform on which these are posted. We also agree that faculty members must establish a way to meet with students for office hours, whether through an online platform such as WebEx, or on the phone. However, point “e” is more problematic. Not all classes are in the lecture format and not all classes lend themselves well to being recorded. Additionally, students may have concerns about being recorded when discussing sensitive topics. APC also believes that a mandate to record classes—lecture or otherwise—may not align with academic freedom and intellectual property rights. Therefore, we think it’s best to bring this matter to the full senate for discussion.

3359-60-03.4 Academic reassessment and discipline.

(A) To be eligible for academic reassessment due to leave of absence, a student shall:

- (1) Have not attended the university of Akron for at least three two calendar years. A semester or summer session in which the student received all "WD" grades cannot be counted as part of the separation period; and
- (2) Have reenrolled and maintained a grade point average of 2.50 or higher for the first twenty-four letter-graded ("A" through "F") hours attempted at the university of Akron; and
- (3) Have not used academic reassessment due to leave of absence before at the university of Akron; and
- (4) Submit a written request for academic reassessment to the student's college dean's office.

(B) To be eligible for academic reassessment due to change of major, a student shall:

- (1) Have changed major during the first sixty credit hours attempted at the university of Akron; and
- (2) Have maintained a grade point average of 2.50 or higher for the first twenty-four letter-graded (“A” through “F”) hours attempted subsequent to the student’s change of major; and

(3) Have not used academic reassessment due change of major before at the university of Akron; and

(4) Submit a written request to the student's college dean's office.

(CB) To apply for academic reassessment, the student shall complete the appropriate form in consultation with his/her academic adviser.

(DC) The office of the university registrar shall confirm eligibility and make the adjustments to the student's academic record.

(1) The student begins with a new cumulative grade point average and adjusted credit hour totals.

(a) Credit hours are defined as semester hours.

(b) Only grades with a "C-" or lower may be reassessed.

(c) The student, in consultation with his/her academic adviser, shall identify the courses to be reassessed.

(d) For reassessment due to leave of absence, gGrades to be reassessed shall come from the time period prior to the student's reenrollment following the threetwo-year absence.

(e) For reassessment due to change of major, grades to be reassessed shall come from the time period prior to the student's change of major.

(2) Grades earned for the courses that are reassessed at the university of Akron are excluded from the calculation of the cumulative "GPA," but will remain on the student's official transcript.

(3) Credit hours earned for courses at the university of Akron during the previous enrollment with a grade of "C" or better, including "CR," are retained.

(4) For reassessment due to leave of absence, cCredit hours from all reassessed courses taken during the previous enrollment at the university of Akron with a grade of "C-" or lower are removed from the calculation of the cumulative "GPA" (although the grades are retained on the academic transcript with the notation "academic reassessment policy").

(5) For reassessment due to change of major, up to three courses may be reassessed. Credit hours from all reassessed courses taken prior to the change of major at the university of Akron with a grade of "C-" or lower are removed from the calculation of the cumulative "GPA"

(although the grades are retained on the academic transcript with the notation "academic reassessment policy").

(ED) The office of the university registrar will apply the following provisions of the academic reassessment policy.

- (1) When counting the first twenty-four credits attempted, if the twenty-fourth credit is part of other credits earned during a semester, the entire number of credits earned for that semester will be calculated into the grade-point average.
- (2) An undergraduate student may utilize this each academic reassessment policy only one time in his/her career at the university of Akron.
- (3) This policy applies to undergraduate course work taken at the university of Akron and only for undergraduate students earning a first undergraduate degree. (The graduate school has adopted its own academic reassessment policy, paragraph (E) of rule 3359-60-03.4 of the Administrative Code.)
- (4) Any academic probations, suspensions or dismissals from reassessed semesters shall not be forgiven. They will count when the probation-dismissal policy is applied to the student's record after readmission.
- (5) A student may seek an exception to this policy through an appeal to the senior vice president and provost and chief operating officer whose decision will be final.

(FE) Academic reassessment: graduate.

- (1) A student who meets all the criteria described below may petition the vice president for research and dean of the graduate school to remove from her/his graduate cumulative grade point average all those grades earned under the student's prior enrollment at the university of Akron.
 - (a) Degree-seeking graduate student,
 - (b) Previous graduate enrollment at the university of Akron,
 - (c) Not enrolled at the university of Akron for at least five years prior to current enrollment, and
 - (d) Maintain a current graduate grade point average of at least 3.00 or better for the first fifteen hours of re-enrollment credit.
- (2) If the student's petition is granted, the following will apply to the reassessment policy:
 - (a) This policy only applies to the student's graduate grade point average.

(b) All university of Akron grades will remain on the student's official, permanent academic record (transcript); this process will affect the cumulative grade point average only. It will not remove evidence/documentation of the student's overall academic history at the university.

(c) No grades/credits from the student's prior graduate enrollment at the university may be counted toward the subsequent degree program requirements. Degree requirements may only be met by courses included in the calculation of the student's cumulative graduate grade point average at the university of Akron. Thus, the student who successfully petitions for cumulative graduate grade point average recalculation under this policy automatically forfeits the right to use any of the excluded course work toward the current degree requirements.

(3) A student may exercise this graduate reassessment option only once, regardless of the number of times the student enters/attends a graduate degree program at the university of Akron.

(GF) Discipline. Continuation as a student of the university is dependent on the maintenance of satisfactory grades and conformity to the rules of the institution.

Effective: 12/22/2019

Certification:

M. Celeste Cook
Secretary
Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359

Rule Amplifies: 3359

Prior Effective Dates: Prior to 11/04/1977, 08/30/1979,
01/30/1981, 05/15/1982, 12/31/1986,
11/24/2001, 06/30/2003, 06/25/2007,
05/05/2008, 01/31/2015

3359-20-05.1 Grading system, discipline, academic probation and dismissal.

(A) Faculty grade records.

- (1) The faculty member is expected to maintain a careful and orderly record of each student's academic performance in each class. The records may be maintained in grade books provided by the university and all such records are the property of the university. When a faculty member leaves the employ of the university, or accumulates grade records no longer needed, these records should be surrendered to the department chair for disposition.
- (2) The faculty member's grade records must be legible, understandable, and complete, as they are the ultimate information in case of questions concerning a student's or a former student's academic performance.

(B) Reporting grades.

- (1) By the end of the fifth week of classes in normal academic semesters (pro-rated for summer sessions), faculty members teaching one hundred-level and two hundred-level classes will assign satisfactory or unsatisfactory performance indicators to all students. Such indicators will be assigned in the system used by the university registrar, and will be based on the faculty members' overall assessment of the students' classroom performance to-date. The system will in turn notify students of any unsatisfactory indicators and direct them to seek the advice of their faculty and/or academic adviser in order to improve their classroom performance.
- (2) At the time for reporting final grades, the university registrar provides each faculty member with appropriate instructions for the reporting of grades.

(C) Grading system.

- (1) Grades, as listed below, are used to indicate academic performance. Overall scholastic averages are computed on a quality point ratio basis, wherein the sum of the quality points earned is divided by the sum of the credits attempted. The quality point value per credit for each letter grade is shown in the following table:

grade	quality points	key
A	4.0	
A-	3.7	
B+	3.3	
B	3.0	
B-	2.7	
C+	2.3	
C	2.0	
C-	1.7	
D+	1.3	undergraduate/law courses
	0.0	graduate courses
D	1.0	undergraduate/law courses
	0.0	graduate courses
D-	0.7	undergraduate/law courses
	0.0	graduate courses
F	0.0	

symbol	quality points	key
I	0.0	incomplete
IP	0.0	in progress
AUC	0.0	audit
CR	0.0	credit
NC	0.0	no credit
WD	0.0	withdrawn
NGR	0.0	no grade reported
INV	0.0	invalid grade reported
PI	0.0	Permanent incomplete

- (2) Incomplete "I" means that the student has done passing work in the course, but some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to complete the work by the end of the following semester (not summer session, except in engineering) converts the incomplete "I" to an "F." When the work is

satisfactorily completed within the allotted time, the incomplete "I" is converted to whatever grade the student has earned.

It is the responsibility of the student to make up the incomplete work. The faculty member should submit the new grade to the university registrar's office on a change of grade form, which is available from each dean's office. If the instructor wishes to extend the "I" grade beyond the following term for which the student is registered, the instructor should submit an incomplete extension form, which is available from each collegiate dean's office, before the end of the semester.

- (3) In progress "IP" means that the student has not completed the scheduled course work during the semester because the nature of the course does not permit completion within a single semester, such as work toward a thesis. An "IP" grade should be assigned only in graduate courses.
- (4) Credit "CR" means that a student has shown college level competence by satisfactorily pursuing a regular university course under the credit/noncredit registration option. An undergraduate student who has completed at least fifty percent of the work toward a degree, or a postbaccalaureate student, may register for selected courses on a credit/noncredit basis. The student should consult his/her academic adviser for details.

Noncredit "NC" is assigned if the work pursued under this option is unsatisfactory. The student may secure information about this option from an adviser or from the university's "Undergraduate Bulletin."

- (5) Permanent incomplete "PI" means that the student's instructor and the instructor's dean may for special reasons authorize the change of an "I" to a "PI."
- (6) No grade reported "NGR" indicates that at the time grades were processed for the current issue of the record, no grade had been reported by the instructor.
- (7) Invalid "INV" indicates the grade reported by the instructor of the course was improperly noted and thus unacceptable for proper processing.

(D) Dropping courses - applicable to undergraduate and graduate students.

- (1) It is the responsibility of the student to determine the impact of dropping from courses on matters such as financial aid (including scholarships and grants), eligibility for on-campus employment and housing, athletic participation, and insurance eligibility.
- (2) Students may drop a course through the second week (fourteenth calendar day) of a semester or proportionally equivalent dates during

summer session, intersession, and other course terms. No record of the course will appear on the student's transcript. For purposes of this policy, the course term for a course that meets during a semester but begins after the beginning of a semester and/or ends before the end of a semester begins when its class meetings begin and ends when its class meetings end.

- (3) Dropping a course shall not reduce or prevent a penalty accruing to a student for misconduct as defined in the code of student conduct.
 - (4) Degree-granting colleges may supplement this policy with more stringent requirements.
 - (5) This policy shall take effect at the beginning of the fall 2011 semester for all newly enrolled undergraduate students. In addition, this policy shall take effect at the beginning of the fall 2013 semester for all currently and previously enrolled undergraduate students who have not graduated prior to the start of the fall 2013 semester.
- (E) Withdrawing from courses - applicable to undergraduate and graduate students.
- (1) It is the responsibility of the student to determine the impact of withdrawing from courses on matters such as financial aid (including scholarships and grants), eligibility for on-campus employment and housing, athletic participation, and insurance eligibility.
 - (2) After the fourteen-day drop period, and subject to the limitations below, students may withdraw from a course through the seventh week (forty-ninth calendar day) of a semester or proportionally equivalent dates during summer session, intersession, or other course terms. A course withdrawal will be indicated on the student's official academic record by a grade of "WD."
 - (3) This policy shall take effect for all students at the beginning of the fall semester of 2011.
- (F) Withdrawing from courses - applicable to undergraduate students only.
- (1) Undergraduate students may not withdraw from the same course more than twice. If a student attempts to withdraw from a course after having withdrawn from it twice before, he or she will continue to be enrolled in the course and will receive a grade at the end of the semester.
 - (2) Full-time undergraduate students who need to withdraw from all courses for documented extraordinary, non-academic reasons (e.g., medical treatment or convalescence, military service) must obtain the permission of the dean of their college. For purposes of this paragraph,

- (a) Students are considered full-time if they were enrolled as full-time students at the beginning of the term; and
 - (b) Courses for which the student has completed all requirements are excluded.
- (3) Undergraduate students who withdraw from two courses either before they have earned thirty credits, or after they have earned thirty credits but before they have earned sixty credits, are not permitted to register for additional courses until they have consulted with their academic adviser. The purpose of this consultation is to discuss the reasons for the course withdrawals and to promote satisfactory academic progress by helping students develop strategies to complete their courses successfully.
- (4) Except as otherwise provided below, undergraduate students may not withdraw from more than four courses before they have earned sixty credits. Students who attempt to withdraw from more than four courses will continue to be enrolled in those courses and will receive grades at the end of the semester.
- (5) Undergraduate students who need to withdraw from all courses for documented extraordinary, non-academic reasons (e.g. medical treatment or convalescence, military service) may, after consulting with their adviser, submit a written petition to the dean of their college requesting that these courses not be counted toward the four-course withdrawal limit. The dean may grant this permission if, in the dean's judgment, it is consistent with the best academic interests of the student and the best interests of the university.
- (6) After the withdrawal deadline, undergraduate students may submit a written petition to the dean of their degree-granting college requesting partial withdrawal, after the deadline, for documented extraordinary, non-academic reasons (e.g. medical treatment or convalescence, military service). If the student is not yet admitted to a degree-granting college, the withdrawal request must be submitted to the dean of the student's intended degree-granting college or, if the student has not declared a major, from the deans of the degree-granting colleges offering the courses. The dean may grant this permission if the dean finds that the withdrawal is necessitated by circumstances beyond the student's control and is consistent with the best academic interests of the student and the best interests of the university.
- (7) Undergraduate students who have reached the four-course withdrawal limit as noted above may, after consultation with their adviser, submit a written petition to the dean of their college seeking permission to withdraw from one or more additional courses. The dean may grant this permission if the dean finds that the withdrawal is necessitated by

circumstances beyond the student's control and is consistent with the best academic interests of the student and the best interests of the university.

- (8) Withdrawing from a course shall not reduce or prevent a penalty accruing to a student for misconduct as defined in the student code of conduct.
- (9) Degree-granting colleges may supplement this policy with more stringent requirements.
- (10) This policy shall take effect at the beginning of the fall 2011 semester for all newly enrolled undergraduate students. In addition, this policy shall take effect at the beginning of the fall 2013 semester for all currently and previously enrolled undergraduate students who have not graduated prior to the start of the fall 2013 semester.

(G) Changing grades.

- (1) A faculty member who, because of an error, wishes to change a final grade already awarded to a student must submit a written request on the change of grade form for that change to his/her dean. The dean notifies the faculty member and the university registrar of the decision.
- (2) Re-examination for the purpose of raising a grade is not permitted.

(H) Retroactive withdrawal.

- (1) A retroactive withdrawal may be granted only when a student has experienced unforeseen, documented extenuating medical or legal circumstances that he/she could not have reasonably expected.
- (2) The student must submit all retroactive withdrawal requests within one calendar year of resuming coursework at the university of Akron.
- (3) The student must initiate the withdrawal request by providing written documentation of the circumstances, a current university of Akron transcript, current contact information, and a cover letter of explanation addressed to the dean of the college in which he/she is enrolled.
- (4) Upon receipt of required materials from the student, the dean of the student's college will discuss the request with the instructor(s) of record, relevant chair(s), and other deans (if the student is requesting retroactive withdrawal from courses in other colleges). Based on these discussions, a coordinated joint response regarding the request will be formulated by the dean. If approval of the request is recommended by the dean, the university registrar will initiate the retroactive withdrawal. The dean will notify the student of the action taken. If the

student is not yet admitted to a degree-granting college, the withdrawal request must be submitted to the dean of the student's intended degree-granting college or, if the student has not declared a major, from the deans of the degree-granting colleges offering the courses.

- (5) Requests that have been denied can be appealed to the office of the provost.
- (6) This process addresses academic changes to a student's record only. Once the academic record changes have been made, the student has the right to submit an appeal for tuition and/or fee changes.

(I) Course credit by examination.

- (1) Qualified students may obtain credit for subjects not taken in a course by passing special examinations. The grade obtained is recorded on the student's permanent record and counts as work attempted whenever quality ratio calculations are made.
- (2) Any student desiring to take special examinations for credit, before beginning to study for the examination and before asking the course instructor for direction, must first receive permission from both the student's dean and the dean under whose jurisdiction the course is listed. After permission is granted, the student prepares for the special examination without faculty assistance. Faculty members may describe only the objectives of the course and the work to be covered. The examination must be comprehensive and demand more from the student than is expected on a regular final examination in the course. The faculty member will file copies of the examination and the student's answers with the faculty member's dean.
- (3) Credit by examination is not allowed during a student's last semester before graduation.

(J) Exemption from required courses.

Qualified students may be exempted from courses by examination, testing, or other means approved by the college faculty in which the course is offered.

(K) Faculty tutoring.

If a faculty member tutors a student in a credit course, the student's examination and other performance in the course must be planned and evaluated by another faculty member or by an approved faculty member from another university.

(L) Repeating courses.

Any course may be repeated twice by an undergraduate student subject to the following conditions:

- (1) To secure a grade ("A" through "F") a student may repeat a course in which the previously received grade was a "C-," "D+," "D," "D-" or "F," "CR," "NC," or "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.
 - (2) To secure a "CR," a student may repeat a course in which the previously received grade was a "NC." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.
 - (3) To secure a grade ("A" through "F"), "CR," "NC," a student may repeat a course in which the previously received grade was an "AUD." Registrations under the "CR/NC" option are subject to the restrictions in the "CR/NC" policy.
 - (4) A graded course ("A" through "F") may not be repeated for a grade of "AUD."
 - (5) A course taken under the "CR/NC" option may not be repeated for a grade of "AUD."
 - (6) With the dean's permission, a student may substitute another course if the previous course is no longer offered. Courses must be repeated at the university of Akron.
 - (7) Grades for all attempts at a course will appear on the student's official academic record.
 - (8) Only the grade for the last attempt will be used in the grade point average.
 - (9) For purposes of this policy, credit for this course or equivalent will apply only once toward meeting degree requirements.
- (M) Approbation, probation, and dismissal.
- (1) An undergraduate student who carries twelve or more credit hours during a semester and earns a quality point average of 3.50 or better is listed on the dean's list of the student's college.
 - (2) An undergraduate student who carries twelve or more credit hours during a semester and earns a quality point average of 4.00 is listed on the president's list of the university.
 - (3) An undergraduate student whose cumulative grade point average falls below 2.0 is placed on academic probation and is subject to such academic action, including but not limited to mandatory repeat for change of grade, credit hour restriction, and student success

programming, as may be imposed by the dean of the student's degree-granting college, or by the dean's designee. While on probation, an undergraduate student may not change major or transfer to another degree-granting college.

An undergraduate student whose cumulative grade point average falls below 2.0 for each of two consecutive semesters (excluding summer semesters) will be evaluated at the end of each of the second and third consecutive semesters for dismissal from the university by the dean of the student's degree-granting college, or by the dean's designee. The dean may retain an undergraduate student for one additional semester the third or fourth consecutive if semester if the term grade point average has improved significantly but the cumulative grade point average remains below 2.0. An undergraduate student whose cumulative grade point average falls below 2.0 for each of three four consecutive semesters will be dismissed from the university. An undergraduate student not yet enrolled in a degree-granting college will be evaluated for dismissal, according to the criteria above, by the head of the division of student success, or by the head's designee.

- (4) Probation is a warning to the student whose academic record is unsatisfactory and who is in danger of being dismissed from the university. A student may, however, be dismissed without having previously been placed on probation.
- (5) Students dismissed from the university are not eligible to register for any credit courses. They may, however, register for noncredit work. To be eligible for readmission, the student must have either:
 - (a) Completed at a regionally accredited college or university, with a grade point average of 2.5 or higher, at least eighteen credit hours that will transfer to the university of Akron and apply toward a degree, or;
 - (b) Satisfied both of the following:
 - (i) Wait a minimum of five two calendar years from the date of dismissal, and;
 - (ii) Submit a written statement describing the causes of poor academic performance and steps taken toward improvement since dismissal.
- (6) Students readmitted under paragraph (M)(5) of this rule will be evaluated for dismissal immediately following the first semester after readmission, with the option to retain for one additional semester if the term grade point average has improved significantly, but the cumulative grade point average remains below 2.0.

- (7) Students dismissed from the university for reasons other than failure to meet academic standards are readmitted by action of the president only.

(N) Auditing courses.

A student choosing to audit a course must elect to do so at the time of registration. The student pays the enrollment fee and may be expected to do the work prescribed for students taking the course for credit, except that of taking the examination. Any faculty member may initiate withdrawal for a student not meeting these expectations.

(O) Scheduling field trips.

The university encourages faculty members to arrange worthwhile field trips which they believe will add substantially to the course they teach. Before scheduling a field trip which is not listed in the university "Undergraduate Bulletin" as an integral part of the course, faculty members should receive approval from their dean. The request for approval should state the name and number of the course, the number of students and faculty members making the trip, the nature of the trip, the destination and the time required for the trip. If students will miss other classes, they must consult their instructors so that work missed because of an approved trip can be made up. Faculty members should contact the purchasing department about insurance coverage.

(P) Dealing with academic misconduct.

- (1) The university reserves the right to discipline any student found responsible of academic misconduct in accordance with the code of student conduct. The student's faculty member shall refer the matter to the office of student conduct and community standards or a designated representative of that office to investigate the alleged misconduct and determine the outcome.
- (2) A faculty member who has evidence that a student has cheated in any term papers, theses, examinations or daily work shall report the student to the department chair who in turn shall report the matter to the student's dean. Faculty members should be familiar with the student disciplinary procedures in order to protect the rights of students who have been alleged of academic dishonesty or other misconduct.
- (3) All tests and examinations shall be proctored except in colleges of the university with honors systems which have been approved by the faculty senate.
- (4) Members of the faculty of the school of law should consult with their dean as to procedures under the honor system of that school. Faculty

members should become familiar with the student disciplinary procedures and the school of law honor system.

Effective: 12/22/2019

Certification: _____
M. Celeste Cook
Secretary
Board of Trustees

Promulgated Under: 111.15

Statutory Authority: 3359

Rule Amplifies: 3359

Prior Effective Dates: 11/27/1989, 07/20/1990, 05/22/1991,
07/31/1992, 09/16/1996, 02/01/2003,
02/22/2003, 03/20/2003, 06/25/2007,
06/13/2008, 06/30/2011, 07/30/2011,
02/14/2013, 05/23/2013, 07/05/2013,
05/09/2014, 02/01/2015, 08/27/2017,
04/20/2019

3359-60-02 Undergraduate admissions.

(A) Admissions process.

The university of Akron operates under a policy of "rolling admissions" which means that successful applicants for admission receive a letter of admission as soon as all credentials are processed and have until May 1 to accept the offer of admission. The application/admission process may be through online or other mechanisms appropriate at the time. The university reserves the right to enforce a deadline for applications and admission, and to not consider applications received after such deadline. The university reserves the right to require official high school and prior college transcripts, and/or G.E.D./home-school documentation, before enrolling any applicant. The university reserves the right to require placement testing and/or advising of admitted and/or enrolled students. Admission procedures will vary for: recent high school graduates, home-schooled students, adult students, transfer students, postbaccalaureate students, special students, guest students and international students. Students shall be charged fees and/or tuition and other fees in accordance with schedules adopted by the board from time to time, and through online or other billing mechanisms appropriate at the time.

- (1) Prospective in-state and out-of-state students who have graduated from a regionally accredited secondary school and have taken one of the college entrance tests are eligible to apply. An applicant may submit scores from either the "American College Testing Program" ("ACT") or from the "Scholastic Aptitude Test" ("SAT") of the "College Entrance Examination Board." Applicants may be admitted on the basis of the quality of the secondary schoolwork and scores on the entrance tests.
- (2) Admission is necessarily limited by the university's capacity to provide for student's educational objectives. The university reserves the right to approve admission only to those individuals whose ability, attitude and character promise satisfactory achievement of university objectives.

(B) Admission requirements.

- (1) Recent high school graduates.

Students who have not attended other regionally accredited higher education institutions, and who, within five years of date of application to the university of Akron, have either graduated from high school, or obtained an equivalent home-schooled education, or earned a G.E.D., are in this category. Effective September 1, 2013, all successful applicants will be admitted as follows:

A student's status as college-ready, emergent, or preparatory will be determined on the basis of the student's high school grade-point average (HSGPA) and ACT (or converted SAT) score using the following formula:

$$I = a(\text{HSGPA}) + b(\text{ACT}) + c$$

Where I is an admissions index score used to determine the student's status and a, b, and c are constants. The constants a, b, and c will be determined by an analysis of data from previous cohorts of entering students so as to maximize the accuracy with which the admissions index score (I) predicts students' first-year college grade-point averages.

Students whose admissions index score predicts a first-year college grade-point average of 2.5 or greater will be considered college ready. Those whose admissions index score predicts a first-year college grade-point average of less than 2.5 but greater than 2.0 will be considered emergent. Those whose admissions index score predicts a first-year college grade-point average of less than 2.0 will be considered preparatory. Students with an admissions index score that is slightly below the cut-off for college-ready status and documented extenuating circumstances may, at the discretion of the admissions office, be granted college-ready status. Students with an admissions index score that is slightly below the cut-off for emergent status and documented extenuating circumstances or extraordinary talent not reflected in the admissions index score may, after a holistic review and at the discretion of the office of academic affairs in consultation with the appropriate academic units, be granted admission to the university with preparatory status.

(a) College-ready status.

Students admitted and enrolled on college ready status may be eligible for direct admission to a degree-granting college. Individual degree-granting colleges may have established college-wide or individual department-wide, or program-level criteria for direct admission. These criteria may include but are not limited to minimum high school grade point average, entrance test scores, high school class rank, and curriculum pursued. Such criteria shall not be less stringent than the university-wide criteria.

College-ready students who are not directly admitted may, after meeting established admission standards for individual degree-granting colleges, transfer to the degree-granting college, per paragraph (C) of this rule.

(b) Emergent status.

Students admitted and enrolled on emergent status will be required to complete a set of prescribed courses and/or activities during the first year of enrollment as a condition for further enrollment. Such prescribed courses and/or activities may include, but need not be limited to, completion of college success coursework, tutoring, advising sessions, and achievement of standards for progress.

Students admitted and enrolled on emergent status are not eligible for direct admission to a degree-granting college.

Emergent students may, after meeting established admission standards for individual degree-granting colleges, transfer to the degree-granting college per paragraph (C) of this rule.

(c) Preparatory status.

Most applicants that would be placed on preparatory status will be referred to a community college or branch campus to begin their academic pursuits. They will be advised to apply to the university of Akron as transfer students after having successfully completed coursework elsewhere and having maintained an academic status commensurate with transfer to a college as noted in paragraph (B)(3) of this rule. The number of preparatory status students enrolled by the university of Akron will decrease by approximately twenty five per cent each year so that by the year 2017, few if any additional preparatory status students will be admitted.

Students admitted and enrolled on preparatory status will be required to complete a set of prescribed courses and/or activities each semester of enrollment as a condition for further enrollment. Such prescribed courses and/or activities may include, but need not be limited to, completion of college success coursework, tutoring, advising sessions, and achievement of standards for progress.

Students admitted and enrolled on preparatory status are not eligible for direct admission to a degree-granting college.

Preparatory status students may, after meeting established admission standards for individual degree-granting colleges, transfer to the degree-granting college per paragraph (C) of this rule.

(2) Adult students.

Students who have never attended other regionally accredited higher education institutions and who, more than five two years prior to the date of application to the university of Akron, either graduated from

high school, or obtained an equivalent home-schooled education, or earned a G.E.D., are in this category. Admission and enrollment status decisions will be based on placement exams and individual advising.

(3) Transfer students.

A student applying for admission who has attended other regionally accredited higher education institutions following high school graduation is considered a transfer student. Such students are ordinarily eligible to transfer to the university if the student is eligible to re-enter the last institution from which transfer is desired or is a graduate of such institution. Transfer students with fewer than twelve earned credit hours (excluding developmental credits) will be evaluated for admission based on high school academic credentials. Transfer students with twelve or more earned credit hours (excluding developmental credits) will be evaluated for admission based on post-secondary academic credentials. A transfer student on probation or dismissed from another institution will not be considered for admission until the combined post-secondary grade point average reaches 2.0 or higher, or until a five-two-year waiting period (without post-secondary enrollment) has been satisfied. A transfer student that has satisfied the five-two-year waiting period must submit a written statement outlining the causes of poor academic performance and steps taken toward improvement. A student dismissed from another institution for disciplinary reasons will not be admitted unless changes in the student's circumstances indicate a strong likelihood that the student will abide by the university's code of student conduct.

The student must present scholastic records judged to be satisfactory by university of Akron officials. The assessment of scholastic records may include consideration of prior courses, grade-point average, credit value and other such factors which the university or individual colleges use in evaluating, ranking, or otherwise determining admissibility to the university or to specific programs. Admission and enrollment status decisions will be based on these scholastic records, placement exams and individual advising.

(4) Postbaccalaureate students.

A student who holds a baccalaureate degree from a regionally accredited college or university and desires to obtain further education but has not been admitted to the graduate school should apply as a postbaccalaureate student.

(5) Special students.

A special student is enrolled as a non-degree seeking student to participate in a special short-term program. A special student may not

take more than fifteen credits unless official status as a regular student is gained.

(C) Transfer admission into degree-granting colleges, certain departments/schools and certified programs.

(1) Admission procedures and requirements vary for each of the university degree-granting colleges, some departments within the degree-granting colleges and certain certificated programs. Information about these admission procedures and requirements is available in the dean's office of the various degree-granting colleges.

(2) Except as otherwise stated herein, admission to the university of Akron does not, per se, entitle a student to admission into a degree-granting college, any department which has admission procedures and requirements, or certain certificated programs. Students seeking admission into these colleges, departments or programs must meet the requirements of the respective college, department or program as the situation may warrant.

(3) Admission procedures and requirements of the degree-granting colleges, any departments which have admission procedures and requirements, or certain certificated programs are subject to change from time to time when recommended by faculty senate and approved by the board of trustees. Students are advised to consult advisers within these colleges, departments or programs, the general bulletin, and other university documents that may apply to the discipline or program in which they seek admission to ascertain the current admission procedure and requirements for the college, department or program in which they seek admission.

(4) Unless explicitly stated otherwise in college - or program-specific criteria for inter-college transfer, only the university of Akron grade point average after successful completion of fifteen or more credits will be used to determine eligibility for students to inter-college transfer into their desired degree-granting college and major.

(D) International student program.

(1) The university of Akron welcomes qualified students from other lands and seeks to make their educational experiences pleasant and meaningful. These students represent numerous countries, and they pursue studies in a number of major fields.

(2) Admission procedures for international undergraduates.

(a) Applicants may be accepted for any academic term. All admission requirements should therefore be completed at least forty-five days prior to start of the term for which the student wishes to enroll.

(b) The following application procedures should be followed:

(i) Apply through online or other mechanisms appropriate at the time.

(ii) Submit official transcripts from all secondary or middle schools and all universities/colleges previously attended. Original academic records in languages other than English must be accompanied by exact English translations and certified by the school, an official translator or by a U.S. consular officer, and accompanied by appropriate verifications.

(iii) Degree conferral.

Applicants must submit supporting documentation for all earned degrees indicated on the application. Provisional certificates may be accepted pending the award of a degree. High school/secondary school students must show proof of graduation before they will be permitted to register for their first semester.

(iv) Proof of English language proficiency.

The university of Akron requires all students for whom English is not the native language to take the "Test of English as a Foreign Language" ("TOEFL") the "International English Language Testing System" ("IELTS"), or the "Michigan English Laboratory Assessment Battery" ("MELAB"). "TOEFL" applications may be obtained from bi-national agencies, "United States Information Service" ("USIS") offices, or from the "Educational Testing Service" ("ETS"). The "IELTS" is jointly administered by Cambridge ("ESOL"), British Council and IDP Education Australia. The "MELAB" is a secure test battery, and is administered only by the ELI-UM and ELI-UM authorized official examiners in the United States and Canada. Undergraduate students must achieve a minimum "TOEFL" score of seventy-one (internet-based test) or a corresponding minimum "IELTS" or "MELAB" score. "TOEFL", "IELTS", and "MELAB" scores older than two years are invalid and unacceptable.

(v) Proof of adequate financial support.

An international student is required to submit a "Declaration and Certification of Finances" and official documents showing that the student has sufficient funds to cover the cost of the student's education, living expenses, and health insurance while attending the university of Akron and that these funds will be available to them in this country. Immigration

regulations prevent the student from earning any substantial portion of these funds while studying in the United States. Each international student will be held responsible for obtaining and maintaining appropriate health and accident insurance coverage while enrolled at this institution. This insurance coverage is mandatory as described below.

(vi) Student health insurance.

All international students will automatically be enrolled in the student major medical health insurance available through the university, the cost of which will be assessed as a fee and applied to the student's account unless prior to enrollment the student provides proof, as proscribed by the university, and maintains in full force and effect during enrollment, major medical insurance that meets or exceeds requirements established by the university.

(3) Orientation.

The international student is required to attend a special orientation program which is held prior to the beginning of fall/spring semester classes. A student admitted for summer semester must attend the fall semester orientation. The schedule for orientation will be mailed with the "Certificate of Eligibility" from the office of international programs' immigration specialists. During orientation, the international student is given an English language placement examination. This is in addition to the international proficiency examination. The student may be required to participate in noncredit English classes if it is felt the results of this placement examination warrant such action.

(4) English language institute.

The university of Akron offers an intensive English language institute program for the international student whose command of the English language has not reached the level of proficiency to enable the student to begin full-time coursework. The English language institute operates on a schedule of two fifteen-week semesters and a summer session. An applicant is required to pass a language proficiency test before being fully admitted for academic study. An international student enrolled in the English language institute may not enroll for undergraduate coursework at the same time.

Certification:

M. Celeste Cook
Secretary
Board of Trustees

Promulgated Under:

111.15

Statutory Authority:

3359

Rule Amplifies:

3359

Prior Effective Dates:

Prior to 11/04/1977, 08/30/1979,
01/30/1981, 05/15/1982, 01/30/1987,
05/22/1991, 08/31/1992, 09/11/2000,
10/30/2005, 06/25/2007, 06/30/2011,
05/23/2013, 06/27/2014, 02/01/2015,
12/22/2019

APPENDIX A

To: Academic Policies Committee
From: Lisa Lenhart, PhD, on behalf of CIS
Re: GPA
Date: February 25, 2020

The Department of Curricular & Instructional Studies requests APC's consideration of a grade point average request for all undergraduate and graduate teacher licensure programs in the LeBron James Family Foundation College of Education.

At the November 15, 2019 Department meeting, a motion was made and approved to change the admission requirement from the current grade point average from a 3.0 or better overall to 2.5 or better overall.

Current

A grade point average of 3.0 or better overall and 2.5 or better overall in prerequisite credit hours from specific courses identified by College Departments. <https://www.uakron.edu/education/academic-programs/how-to-apply.dot>

Proposed

For undergraduate programs, the Dept. is recommending a change to admission to teacher education programs to the following:

1. Grade Point Average of 2.5 or better overall and 2.5 or better overall in prerequisite credit hours from specific courses identified by the College.
2. Demonstration of competency on a measure of written expression evaluated by faculty.

A cohort will be selected twice a year for Fall and Spring admission.

The changes would take effect fall, 2020 in the following programs:

Undergraduate

Fields of licensure:

- AYA Chemistry Licensure, BA
- AYA Chemistry/Earth Licensure, BA
- AYA Chemistry/Physics Licensure, BA
- AYA Earth Science Licensure, BA
- AYA Earth Science/Physics Licensure, BA
- AYA Integrated Language Arts, BA
- AYA Integrated Mathematics, BA
- AYA Integrated Science Licensure, BA
- AYA Integrated Social Studies, BA

- AYA Life Science Licensure, BA
- AYA Life/Biology-Chemistry Licensure, BA
- AYA Life/Biology-Physics Licensure, BA
- AYA Physics Licensure, BA
- Early Childhood Inclusive Teacher Preparation, BS
- Early Childhood Intervention Specialist, BS
- Middle Level Education, BS
- Middle Level Education, Dual Licensure, BS
- Mild/Moderate Intervention Specialist, BS
- Moderate/Intensive Intervention Specialist, BS

Rationale:

Approximately five years ago, the College changed admission requirements to a 3.0 GPA for all degree program areas. This change resulted decreasing access to otherwise qualified and interested students.

In November, 2019, the Department of Curricular and Instructional Studies passed a motion to require a minimum of 2.5 for admission to all programs. If adopted, this change will increase access and enrollment, especially for high need areas.

Below you will find examples of admission policies from Engineering and Nursing:

Engineering:

Advancing in your engineering program

We track the progress of our students to make sure they are ready for the classes they take. As you progress through your classes, your status will be automatically updated so that you have access to the classes that you need, when you need them.

All students gain access to 300 and 400 level engineering classes once they:

- Complete Calculus 2 with a C- or higher
- Have a 2.3 grade point average in *at least* three of the following categories:

- in all coursework
- in all *required* mathematics coursework
- in all *required* science coursework (Chemistry, Physics, Computer Science, Biology)
- in all engineering coursework

Nursing

Admission BSN requirements

University of Akron students who have completed prerequisite coursework apply for the BSN degree through their academic adviser during a specified period of spring semester to be considered for fall admission into the nursing major.

BSN degree-seeking students must meet the minimum criteria below. Students are separated into categories for admission consideration.

- 2.75 Prerequisite GPA. All prerequisites must be completed by the end of spring semester.
- 2.75 Prerequisite Science GPA (Intro to Gen., Organic, & Biochem I and II lecture/lab and Anatomy & Physiology I and II lecture/lab). Ranking in each admission category will be by science GPA.

Summary:

In total, we are requesting approval to change our undergraduate LJFF College admission GPA minimum from a 3.00 to a 2.5. This GPA will be calculated using prerequisite credit hours from specific courses identified by teacher education programs.

APPENDIX B

Curriculum Review Committee
 2019-2020 AY Report
 Co-chairs: Michele Thornton and Kris Kraft

The Curriculum Review Committee, CRC, met regularly throughout the year. CRC completed the Program Review process and presented a final report to Faculty Senate in November. Curriculum proposals for program and course changes were sent to Faculty Senate for consideration monthly October 2019 – May 2020.

Course Proposals for Faculty Senate for May 7, 2020				
Code	Title	Status	Initiator	Received
2750:200	2750:200: Health Record Content	Edited	knk	5/1/2020
2870:485	2870:485: SME Manufacturing Technologist Certification Preparation	Added	wac1	4/16/2020
2990:239	2990:239: Construction Geomechanics	Added	mcbelch	4/30/2020
3100:367	3100:367: Genomics	Added	rjduff	4/20/2020
3400:552	3400:552: American Revolutionary Era	Edited	gmartinotrutor	4/9/2020
3460:411	3460:411: Human-Computer Interaction	Added	xiao	5/1/2020
3460:436	3460:436: Applied Machine Learning	Added	duan	4/16/2020
3460:438	3460:438: Interactive Game Game Engine Design	Added	xiao	4/30/2020
3460:476	3460:476: Introduction to NoSQL Data Management	Added	echeng	4/16/2020
3460:536	3460:536: Applied Machine Learning	Added	duan	5/1/2020
3460:576	3460:576: Introduction to NoSQL Data Management	Added	echeng	4/30/2020
3470:462	3470:462: Applied Regression and ANOVA	Edited	sd85	4/30/2020
3470:465	3470:465: Design of Sample Surveys	Edited	sd85	4/30/2020

Course Proposals for Faculty Senate for May 7, 2020				
Code	Title	Status	Initiator	Received
3470:469	3470:469: Reliability Models	Edited	sd85	4/30/2020
3470:471	3470:471: Introduction to Actuarial Science	Edited	sd85	4/30/2020
3470:473	3470:473: Survival Analysis	Edited	sd85	4/30/2020
3470:475	3470:475: Foundations of Statistical Quality Control	Edited	sd85	4/30/2020
3470:477	3470:477: Time Series Analysis	Edited	sd85	4/30/2020
3470:480	3470:480: Statistical Data Management	Edited	sd85	4/30/2020
3470:483	3470:483: Advanced Statistical Computing	Edited	sd85	4/30/2020
3470:484	3470:484: Introduction to Machine Learning	Added	rle	4/16/2020
3470:485	3470:485: Applied Analytics-Decision Trees	Edited	sd85	4/30/2020
3470:584	3470:584: Introduction to Machine Learning	Added	rle	5/1/2020
3470:697	3470:697: Individual Reading: Statistics	Edited	sd85	4/30/2020
3600:481	3600:481: Philosophy of Language	Edited	dg29	5/1/2020
3750:250	3750:250: Psychology of Diversity	Added	tb33	5/1/2020
3750:735	3750:735: Applied Cognitive Aging Psychology: Cognitive Neuropsychology	Deleted	tb33	4/9/2020
3750:738	3750:738: Applied Developmental Psychology	Deleted	tb33	4/9/2020
3850:441	3850:441: Sociology of Law	Edited	rericks	5/1/2020
4200:220	4200:220: Introduction to Thermodynamic Processes	Added	evanse	4/9/2020
4200:320	4200:320: Phase Equilibrium Thermodynamics	Added	evanse	4/9/2020
4300:101	4300:101: Introduction to Civil Engineering Fundamentals	Edited	duirk	4/9/2020
4300:102	4300:102: Tools for Civil Engineering	Edited	duirk	4/9/2020

Course Proposals for Faculty Senate for May 7, 2020				
Code	Title	Status	Initiator	Received
4300:323	4300:323: Water Supply Pollution Control	Edited	rtimberlake	4/9/2020
4300:489	4300:489: Fundamental of Engineering Exam Review	Added	duirk	4/9/2020
4400:401	4400:401: Senior Design Project I - Electrical Engineering	Edited	veillet	4/16/2020
4450:401	4450:401: Senior Design Project I - Computer Engineering	Edited	veillet	4/16/2020
4600:311	4600:311: Fluid Mechanics II	Edited	ssawyer	4/15/2020
5300:421	5300:421: Instructional Techniques in Secondary Education - II	Edited	nm32	4/16/2020
7100:102	7100:102: Survey of History of Art, Part 3	Edited	ggasparavicius	4/30/2020
7100:385	7100:385: 3D Modeling, Printing and Prototyping	Edited	mvv	4/30/2020
7100:403	7100:403: Art and Critical Theory	Edited	ggasparavicius	4/30/2020
7700:215	7700:215: Introduction to Hearing and Speech Science	Edited	steiger	4/16/2020
7700:585	7700:585: Developmental Disabilities	Edited	carlin	4/30/2020

2019-2020 Faculty Research Committee Report

The 2019-2020 Faculty Research Committee was comprised of 26 members.

James Diefendorff served as FRC Chair.

FRC Distribution				
Management: 3	Civil Eng: 2	English: 1	University Lib: 1	Math: 1
Sociology: 3	Mech Eng: 2	Nursing: 1	Mod Languages: 1	
Polymer Sci: 2	History: 2	Geology/Env Sci: 1	Disaster Sci & Emerg Svcs: 1	
Psychology: 2	Dance, Theatre & Arts Admin: 1	Curr/Inst Studies: 1	Chem/Biomolecul Eng: 1	

During the fall meeting on October 11, FRC reviewed the work for 2019-2020; following discussion, a subcommittee was appointed to track longer-term outcomes of funded proposals.

Forty-five proposals were submitted for FRC review. This compares with 32 in 2018-2019 and 22 in 2017-2018. Following submissions of proposal reviews, FRC met on March 13 to make final award decisions. Fourteen proposals were awarded funding of \$10,000. Proposals were submitted by 11 Assistant Professors (4 were funded), 26 Associate Professors (7 were funded), and 8 Full Professors (3 were funded).

Submissions are broken out by college as follows:

College

		Frequency	Percent
Valid	BCAS	21	46.7
	CAST	1	2.2
	CBA	11	24.4
	CHP	1	2.2
	COE	6	13.3
	CPSPE	4	8.9
	LJFFCOE	1	2.2
	Total	45	100.0

Winning proposals are broken out by college as follows:

College

		Frequency	Percent
Valid	BCAS	10	71.4
	CBA	2	14.3
	COE	2	14.3
	Total	14	100.0

During the spring meeting on April 17, FRC reviewed the 2019-2020 proposal review work and discussed findings from the subcommittee. Starting 2020-2021,

- Joint proposals will be accepted (all investigators must be full-time UA faculty, may promote interdisciplinary work)
- Those receiving funding will continue to submit a 1-year report of outcomes, as well as a 5-year report of proposal-related scholarly outcomes, especially external funding.

FRC chair revised documents to reflect the changes and circulated the documents for committee approval.

Submitted by Chris Graor (Faculty Senate Rep on FRC) and James Diefendorff

2019-2020 Part-Time Faculty Committee Report

During the 2019-2020 academic year, the following contributions were made by the Part-Time Faculty Committee:

- Addressed individual faculty questions and concerns, and when necessary, consulted with appropriate key stakeholders (e.g., Human Resources).
- Disseminated highly relevant information including resources and other information aimed at faculty via the part-time listserv to increase communication, awareness and visibility among part-time faculty.
- Bill Hazlett, Part-Time Faculty Senator, presented at the Faculty Senate meeting in spring 2020 recommending that Faculty Senate applies the Minimum Pay Scale Resolution by Faculty Senate in 2015.
- Began to draft a resolution to shorten the part-time faculty senator's three-year term due to the contingent nature of part-time faculty's contracts. The current term limit for all faculty senators is three years.
- Had a successful spring election to fill a vacant part-time faculty senator position. Melissa Dreisbach (School of Sport Science and Wellness Education) was elected.
- Re-designed a webpage containing key information for faculty (with the help of UA webmaster) by adding key links and documents:
<https://www.uakron.edu/facultysenate/committees/copti/>
- Organized a social gathering for part-time faculty and President Miller on March 7, 2020. Approximately 25 part-time faculty and President Miller attended. The committee gave a short presentation on part-time faculty and their contributions to the mission of the university.
- Deleted the part-time faculty blog (had not been maintained since 2013).

Respectfully submitted,
Marilia Y. Antunez, Chair
Part-Time Faculty Committee
28 April, 2020

Year End Report: University Libraries Committee

Membership: Aimee DeChambeau (ex officio), Kathleen Endres, Sabine Gerhardt, David Giffels, Richard Glotzer, Angela Hartsock, Seungbum Lee, Jennifer Lillard, Jon Miller

Chair: Angela Hartsock

Meetings: University Libraries committee held two meetings this academic year. One in fall semester (November 11, 2019) and one in spring semester (April 29, 2020).

Notable Business:

- Dean DeChambeau has been keeping the committee updated on budget impacts to the libraries (this will be ongoing)
- The committee would like to promote the ongoing Affordable Learning Initiative <https://uakron.edu/affordablelearning/>
- As more programs are being brought online, the library would like faculty to work through program coordinators/department chairs to bring possible online programs to the instructional designers for assistance and to have the program officially added to the upcoming portfolio
- The committee would also like to promote the following resources to all faculty: University Press (<https://www.uakron.edu/uapress/>), Idea Exchange (<https://ideaexchange.uakron.edu/>)
- The committee would like to encourage all faculty to act as ambassadors for the library and to reach out to the library for collaboration

Graduate Student Leave Guidelines

Graduate students may occasionally need to seek a leave of absence. The nature of the leave may be for personal, familial, financial, or other compelling reasons. The following guidelines are to provide support to the students and units in defining the conditions of academic leave. These guidelines do not cover circumstances such as vacations.

Before seeking an academic and/or assistantship leave, it is the student's responsibility to understand the implications of the leave on his/her university support (graduate assistantship, university employment, financial aid, insurance, housing, and international status, as applicable). Financial, medical, international, housing, and other issues vary significantly and cannot be addressed individually within this document.

This document includes two sections. Section I, "Academic Leave Guidelines," applies to all graduate students requesting leave from an academic course or program. Section II, "Graduate Assistant Leave Guidelines," applies to students who are requesting leave from a graduate assistantship. Please read all sections carefully.

I. Academic Leave Guidelines

A leave of absence of up to one semester may be granted to eligible graduate students enrolled in degree-seeking graduate programs provided the following eligibility criteria apply: *

- Student must have completed one full term of enrollment prior to the leave
 - Student must be in good academic standing within his/her program of study and overall
 - Student must be making satisfactory progress toward a degree
 - Student must be within his/her degree time limit (six years for Master's; ten years for Doctoral) ○ Degree time limit will NOT be extended as a result of the leave
 - Departments or programs may include additional criteria
- *exceptions will be considered on a case-by-case basis

Student Responsibilities:

- Complete the Leave Request Form and obtain all appropriate signatures

If reason for leave is foreseeable:

- Student must complete Leave Request Form prior to the start date of the requested leave

If reason for leave is not foreseeable:

- Student must complete Leave Request Form as soon as possible, but no later than the last day of regular classes in the semester the leave is requested
- Student must consult with appropriate advisors, professors, and other relevant faculty to make a plan for continuing progress after their leave
 - If the student does not establish a clear plan for reenrollment at the end of the leave, or does not return to responsibilities as planned, the student will be considered withdrawn from the program and the program must notify the Graduate School.
 - If the student decides to withdraw from classes, the student is responsible for doing so
 - Any student wanting to return thereafter must reapply to the program, submitting all application materials and paying all fees

II. Graduate Assistant Leave Guidelines

If the student is a Graduate Assistant, they must not only address the Academic Leave Guidelines (above) but must also follow these additional guidelines.

A. Graduate Assistant Leave from Teaching Duties

1. Short-term Leave (≤ 3 weeks)

A paid leave of absence of up to three weeks (fifteen weekdays) may be granted to eligible graduate students enrolled in a degree-seeking graduate program and serving as Teaching Assistants in the classroom.

The following eligibility criteria apply:

- Student must have completed one full term of enrollment prior to leave
- Student must be in good academic standing within his/her program of study and overall
- Student must be making satisfactory progress toward a degree
- Student must be within his/her degree time limit (six years for Master's; ten years for Doctoral)
 - Degree time limit will NOT be extended

Student responsibilities:

- Student must inform supervisor and department chair as early as possible
- Student must make up the hours upon return, working with supervisor and department chair
 - A plan, preferably in writing, should be agreed to by all parties

- It is the responsibility of the department (e.g., advisor/instructor/or chair) to monitor the makeup hours
- If the student does not return to TA duties on or before the end of the three-week period, the student will forfeit the remaining assistantship and will be dropped from classes
- If the student wishes to keep his/her classes, the student will be charged a pro-rated tuition rate consistent with the GA contract guidelines

2. Long-term Leave (> 3 weeks)

If the leave is greater than three weeks, the student will forfeit the remaining assistantship.

Student responsibilities:

- Student must inform supervisor and department chair as early as possible
- It is the student's responsibility to withdraw from classes
- If the student wishes to keep his/her classes, the student will be charged a pro-rated tuition rate consistent with the GA contract guidelines
- The student should be eligible for consideration of future Graduate Assistantships without bias

B. Graduate Assistant Leave from Lab/Research duties

If the student is a Graduate Assistant serving as a Research Assistant, the student must work closely with his/her advisor and department chair, as well as adhere to any guidelines of the funding agency. Leave will ultimately be left to the advisor to determine. If at all possible, the Graduate School suggests the advisor follow similar guidelines utilized for Teaching Assistants. For any consideration, the following eligibility criteria apply:

- Student must have completed one full term of enrollment prior to leave
- Student must be in good academic standing within his/her program of study and overall
- Student must be making satisfactory progress toward a degree
- Student must be within his/her degree time limit (six years for Master's; ten years for Doctoral) ○ Degree time limit will NOT be extended

Student responsibilities:

- Student must inform supervisor and department chair as early as possible and work to find a reasonable resolution

If the decision is to cancel the Research Assistantship:

- The student will forfeit the remaining assistantship
- It is the student's responsibility to withdraw from classes
- If the student wishes to keep his/her classes, the student will be charged a pro-rated tuition rate consistent with the GA contract guidelines
- The student should be eligible for consideration of future Graduate Assistantships without bias

III. Additional Issues

The following information applies to both students and departments.

A. Confidentiality

Throughout the process of leave, students remain entitled to protections including FERPA and other confidentiality. Every effort should be made to comply with a student's request for privacy about these issues. The student's situation should not be discussed beyond the necessary parties identified here.

B. Documentation for Leave

Students may need to provide documentation to demonstrate their need for leave. However, this documentation may still provide confidentiality, particularly about medical conditions. Documentation from relevant professionals need not include specifics of diagnosis, treatment, or other confidential information.

C. Timelines and Appeals

Due to the nature of unexpected leave situations, a precise timeline cannot be established for these leave procedures. However, all parties should endeavor to respond to materials in as timely a manner as possible. Students should begin leave discussions with the faculty identified in this document. If necessary, students may appeal to the Dean of the Graduate School to help consider the issues of their case.

I. Academic Leave – *This section is to be filled out by degree-seeking graduate students requesting either short- or long-term leave from a graduate program*

Graduate Student Name: _____

ID#: _____

Email Address: _____ Graduate

Program: _____

Leave Request (Circle one): SHORT (<3 weeks) LONG (>3 weeks)

Briefly describe reason for request:

Leave Period: Starting Date _____ Ending Date _____

Dept Chair Signature: _____

College Dean
Signature: _____

Graduate School Dean
Signature: _____

—

II. Graduate Assistant Leave – *This section is to be filled out by degree-seeking graduate assistants requesting either short- or long-term leave from assistantship duties*

Faculty Instructor (if Teaching Assistant): _____ OR

Faculty Advisor (if Research Assistant):

Dept Chair Signature:

—

College Dean

Signature: _____

Graduate School Dean Signature:

(If student is requesting an academic and assistantship leave, chairs and deans
need only sign once.)

Student Signature: _____

Date: _____

By signing this, the student acknowledges that they have considered the impact of
leave on issues pertaining to financial, medical, international, housing, and
program time limit (as applicable).