



CLEVELAND STATE UNIVERSITY
Faculty Senate

MEETING OF THE FACULTY SENATE

AGENDA

February 2, 2022

3:00 PM – Moot Court Room LB 101

- | | | |
|-------|--|-----------------------|
| I. | Approval of the Agenda for the February 2, 2022 Meeting | Robert Krebs |
| II. | Approval of the Minutes of the Meeting of December 1, 2021 | Robert Krebs |
| III. | Report of the Faculty Senate President | Robert Krebs |
| IV. | Motion to Approve Drafted Joint Statement/Resolution from Faculty and Administration | Robert Krebs |
| | A. Joint Statement on Efforts to Restrict Education about Racism and American History | |
| V. | Report of the President of the University | Harlan Sands |
| VI. | University Curriculum Committee | Marcus Schultz-Bergin |
| | <u>Discussion Agenda</u> | |
| | B. Business Economics Major, BBA | |
| | C. Ad Hoc Committee to Review Writing Across the Curriculum (WAC) Policy & Implementation | |
| VII. | Admissions and Standards Committee | José Sola |
| | D. COB Undergraduate Admission and Major Declaration Standards - General Business College Admission Requirement Updates Only (no curricular content) | |
| VIII. | University Faculty Affairs Committee | Joanne Goodell |
| | <u>Motion</u> | |
| | E. Populating the New Senate Structure based on CSU 2.0 Reorganization | |
| | <u>Reports:</u> | |
| | F. Senate Review of Proposal to Alter College and Departmental Structures | |
| | G. 3344-13-01 (E) College Faculty Bylaws | |
| | H. 3344-13-02 (N) Faculty Senate Attendance | |
| IX. | Budget and Finance Committee Report | William Bowen |

- X. Undergraduate Student Success Committee Brian Mikelbank
 - I. First Year Experience at CSU, Samantha Philips
- XI. Student Government Association Report Martin Barnard
 - J. Proposal for Stronger CSU COVID-19 Guidelines and Upcoming Activity Planning for “Mental Health Month”
- XII. Graduate and Professional Student Association Report Cody Orahoske
 - K. GPSA Update and Minutes of their January 24, 2022 Meeting
- XIII. Report of the Provost and Chief Academic Officer Laura Bloomberg
- XIV. Question Time
- XV. New Business
- XVI. Adjournment

Academic Steering Committee

Judy Ausherman
Laura Bloomberg
William M. Bowen
Rachel K. Carnell
Donna Davisson
David F. Forte
Joanne E. Goodell

Jennifer Hostutler
Dana Hubbard
Chandra R. Kothapalli
Robert A. Krebs, Chair
Anup Kumar
Brian Mikelbank
Cody Orahoske, GPSA

Elias Palmer, SGA
Harlan M. Sands
Marcus Schultz-Bergin
Girish Shukla
José Solá
Adam Sonstegard
Nicholas Zingale



CLEVELAND STATE UNIVERSITY
Faculty Senate

MINUTES

December 1, 2021

3:00 P.M. – Moot Court Room LB 101

PRESENT: Faculty Senate Leadership R. Krebs, A. Kumar, and R. Carnell; **Faculty Senators** M. Adams, J. Ausherman, M. Buckley, D. Choi, D. Davisson, S. Dracar, B. Ekelman, P. Falk, D. Forte, L. Francis, J. Gatica, D. Geier, J. Goodell, S. Gore-Panter, T. Guzman, D. Hamilton, K. Hamlen-Mansour, J. Hostutler, D. Hubbard, Y. Hung, A. Jouan-Westlund, D. Kalir, W. Kellogg, C. Kothapalli, M. Kwiatkowski, J. Marino, W. Matcham, B. McClain, P. McGinty, B. Mikelbank, R. Raimer, E. Rauschert, A. Resnick, B. Richards, A. Severson, G. Shukla, D. Smith, A. Sonstegard, A. Su, G. Toneff-Cotner, W. Zhao, and N. Zingale; **Corresponding Members** R. Anglin, M. Barnard, J. Belovich, L. Bloomberg, M. Bond, L. Fisher, E. Grigore, J. Holcomb, K. Kahn, E. Lehfeldt, E. McKinney, C. Orahoske, E. Palmer, A. Robichaud, H. Sands, C. Wheeler, S. Zachariah. **Ex Officio Limited Members** W. Bowen, M. Schultz-Bergin, and J. Solá.

OTHERS

PRESENT: Zoom indicated a peak of 92 participants.

I. Approval of the Agenda for the December 1, 2021 Meeting Robert Krebs
The meeting was called to order at 3:03; the agenda was approved by acclamation.

II. Approval of the Minutes of the Meeting of November 3, 2021 Robert Krebs
The minutes were accepted by acclamation.

III. Report of the Faculty Senate President Robert Krebs

President Krebs reminded Senators to contact him with any urgent matters for Senate with as much advance notice as possible. He also asked faculty to self-nominate themselves for the at-large faculty representative position on the University Peer Review Committee. President Krebs noted that he is receiving feedback about the working groups involved in college mergers; he urged the working groups to avoid formal majority voting but to work towards consensus that would be acceptable to the larger majority among the disparate departments represented. His preference for working groups would be that they try to identify what would work for the whole rather than what passes a majority vote and that any vote be framed as a “recommendation” only, since new requirements must pass through relevant curricular, college, and Senate committees.

President Krebs offered the following updates: campus facilities challenges include malfunctioning heating systems (space heaters for offices are available from FAST). Health Services is working on a better email notification system as part of contact tracing. Current efforts are underway to resolve issues from staffing shortages in the HR department.

He urged faculty members who are struggling with the work, family, life, pandemic balance to speak to their department chair and seek the necessary support to address the issues. President Krebs reminded

faculty that in case of an emergency, after calling 911, to also notify the CSU Campus Police so that they can assist.

IV. Report of the President of the University

Harlan Sands

President Sands began by announcing the tragic death of an international graduate student, Chiru Sal, and a moment of silence was observed. He thanked the faculty and students for their support of the student's friends and family. He suggested that future orientation efforts for international students include regional topics, such as weather conditions and urban driving.

President Sands then urged us, in this Season of Thanks, to be thankful that Cleveland State is in a solid financial position, with an expanding student enrollment, rather than in the more difficult situation of some other universities. He also thanked the faculty for regularly going the extra mile and making a difference in the lives of students.

President Sands announced two major gifts to the University: the Gund Foundation committed \$5 million to the Parker Hannifin Living Learning Community (PH LLC) and Key Bank donated \$1 million to establish the Beth E. Mooney Center for Transformative Leadership, in honor of her service as former KeyCorp C.E.O. President Sands also gave a shout out to Nicholas Petty, director, PH LLC and graduation success coach programs, who was named one of the 2021-2022 Outstanding First-Year Student Advocates by the National Resource Center for The First-Year Experience and Students in Transition.

President Sands also acknowledged the faculty research team, led by Dr. Barsanjit Mazumder, and including Dr. Basu and Dr. Komar, for new research that could lead to improved antiviral treatments and vaccines for COVID-19 and similar viruses, according to an article published in the American Society of Microbiology's *Journal of Virology*.

The governor and lieutenant governor visited Cleveland State University recently, in conjunction with the JOBS OHIO partnership, for which we will increase our graduates in key fields. President Sands also recounted a tour of campus for the Board of Trustees who were able to see the programs they have helped support in action. He also referred to a productive meeting with the mayor-elect Justin Bibb and the presidents of CSU, CWRU, and CCC.

President Sands concluded by announcing the upcoming double commencement on December 12, with the morning commencement address by Mayor Frank Jackson and the afternoon address by CSU Board Chair, David Reynolds.

V. University Curriculum Committee

Marcus Schultz-Bergin

Dr. Schultz-Bergin introduced the consent agenda which passed by voice vote:

Consent Agenda

- A. Chemistry, Accelerated 4+1 BS/MS
 - B. Counseling, Clinical Mental Health, M.Ed.
 - C. Counseling, School, M.Ed.
- (Report No. 6, 2021-20211)**

Dr. Schultz-Bergin then introduced the following item for the Discussion agenda:

A motion from Academic Steering to recommend for the Academic Calendar:
Cancel classes Wednesday before Thanksgiving; celebrate Veterans' Day but do not cancel classes; and celebrate Indigenous People's Day on Tuesday.

Discussion ensued as to the pros and cons, as well as the feasibility of these changes under state law. A voice vote indicated that a majority of senators recommended that we continue pursuing this option as we explore its feasibility.

VI. Admissions and Standards Committee

José Solá

Professor Sola introduced the following items, each of which passed separately by voice vote:

- D. Memo from School Social Work on required number of letters for admission to MSW
(Report No. 7, 2021-2022)
- E. 3 + 3 agreement between Law School and Oakwood University
(Report No. 8, 2021-2022)
- F. Statement of purpose as New Admissions Requirements MPA & MNAL programs in Urban
(Report No. 9, 2021-2022)

VII. Budget and Finance Committee Report

William Bowen

G. Financial Update **(Report No. 10, 2021-2022)**

Committee Chair Bowen offered an update about the university financial situation, referring to the slides in the attached packet. He invited CFO David Jewell to address questions about the budget forecasts beyond Year 2 and whether PFAC meetings would resume.

Mr. Jewell reported that university financial situation is currently strong; he pointed to the out years as potentially positive, depending on how well we do with enrollment going forward. He suggested that we will need to make prudent and thoughtful investments (in new faculty, for new enrollment initiatives and marketing), given the continued uncertainty, about enrollment and inflation.

Mr. Jewell also announced that the Planning and Financial Advisory Committee (PFAC) will be scheduled to meet in December, a meeting that will include all members of the Senate Budget Committee. He also highlighted some items of importance in the attached slides, touching on the retention rate decline during Covid, which was across the board, rather than specific to one demographic group. He also underscored the costs associated with maintaining infrastructure, given CSU's somewhat advanced "average age of plant." A major research institution needs to invest both in spaces, infrastructure, and personnel, he observed. He also pointed out that our current capital requests are in line with maintaining current infrastructure.

VIII. Academic Technology Committee Report

William Matcham

- H. Email address: academictechcommittee@csuohio.edu

Senator Matcham thanked everyone involved in helping faculty voices get heard in the process of regular computer replacements. He also gave an update on the faculty requests for administrator status, which proceeded efficiently. Additionally, he urged faculty to reach out to his committee at the above email address to let them know about future-looking requests and challenges for technology. He provided an update about the forthcoming license for Adobe Creative Suites.

IX. Student Government Association Report

Martin Barnard

SGA president Barnard began by asking senators to think back on how different the world felt two years ago, in December 2019. He also asked us to start looking ahead to December 1, 2022. He reported on the ongoing concerns about students and the P/F option. SGA has been helping to educate students about their usual options for Incompletes or late Withdrawals. He warned faculty that more students than usual may request Incompletes or late Withdrawals. He reported that SGA will make February the month to educate students further about these options.

X. Graduate and Professional Student Association Report

Cody Orahoske

GPSA president Orahoske reported that GPSA just went through its internal review to evaluate what it has done well and what it could improve.

XI. Report of the Provost and Chief Academic Officer

Laura Bloomberg

Provost Bloomberg began by speaking about CSU 2.0, stressing that the plan is not merely about college realignment, but also about enrollment and campus facilities. She noted that there are currently searches underway for two deans, and encouraged participation in the listening sessions facilitated by the search firm.

Provost Bloomberg mentioned the challenges of electing new faculty senators representing the new colleges before the new colleges are created. She also acknowledged the challenges of crafting new by-laws for colleges that do not yet exist. She offered her sincere thanks to the faculty working on these challenges. She also described the process for naming the colleges—a process that includes SGA and student input.

The provost included the CSU 2.0 goal of increasing online enrollment significantly by 2025 and the ambitious goal of increasing co-op and internships for CSU students. In response to a question from the floor, she spoke to the connection between these online programs and Jobs Ohio.

In response to another senator's question about likely consistency of structure between the new colleges—in terms of schools within colleges, departments etc., Provost Bloomberg pointed out that consistency is not necessarily an important goal here but that equity in distributing resources between colleges is crucial.

In response to a senator's question about naming the new colleges (innovative rather than traditional), both President Sands and Provost Bloomberg spoke to the need to be descriptive as well as attractive and inclusive.

Provost Bloomberg then spoke about the ongoing pandemic, pointing out that masks are here to stay for some time, as we learn to live with what will soon be called an endemic rather a pandemic. She noted that

faculty travel is still on-hold for countries rated at level 4 on a Covid metric, and will be reviewed as more information becomes available, hopefully by early in the spring semester.

She acknowledged how difficult this semester has been for faculty, with the ongoing accommodations and adaptations necessary during the pandemic.

XII. Question Time

A faculty member asked about Vike Health in light of ongoing concerns about faculty and staff health, as well as about the severing of the long-term relationship with Health and Human Performance, which was responsible for initiating and running Vike Health for the last few decades. The Provost reported that health and wellness programs are under review right now in HR and that announcements will be made by the start of next semester about the shape of those programs going forward.

A senator from Urban asked for more information about the Key Bank donation for the Center for Transformative Leadership; President Sands pointed out that no earmarks could be identified without a fuller discussion about the potential of such a large gift.

XIII. New Business

There being none, Senator Marino moved that the meeting be adjourned; President Krebs adjourned the meeting at 4:44.

Respectfully submitted,

Professor Rachel Carnell
Senate Recording Secretary

Draft Joint Statement/Resolution from Faculty and Administration

**Joint Statement on Efforts to Restrict Education about Racism
and American History**

Date: Jan. 5, 2022

RATIONALE:

WHEREAS, state legislative proposals are being introduced across the United States that target academic discussions of racism and related issues in American history in schools, colleges and universities; and

WHEREAS, the Ohio legislature has similarly proposed in HB 327 to ban academic discussions of racism and related issues in American history in schools, colleges and universities; and

WHEREAS, our Faculty Personnel Policies (3344-11-01 through 3344-16-14), often referred to as the Green Book affirms the importance of academic freedom to the proper functioning of universities, citing the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#) and our Faculty Senate's "Resolution of the Faculty Senate on Freedom of Expression and Tenure" (October 31, 2018); and

WHEREAS, faculty of each college and the Faculty Senate have responsibility for the curriculum at Cleveland State University, as stated in Bylaws of the faculty senate 3344-13-01; and

WHEREAS, the term "divisive" is indeterminate, subjective, and chills the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills; and

WHEREAS, educating about systemic barriers to realizing a multiracial democracy based on race or gender should be understood as central to the active and engaged pursuit of knowledge in the 21st century to produce engaged and informed citizens; and

WHEREAS, over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the [Joint Statement on Legislative Efforts to Restrict Education about Racism and American History](#) (June 16, 2021) stating their "firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning"; and

WHEREAS, the mission of Cleveland State University is for: "Empowering students, creating knowledge, engaging communities, shaping our world," and our vision is to "be a nationally recognized and student-

focused public research institution that provides accessible, affordable, and engaged learning opportunities for all, . . . a beacon institution whose vitality attracts diverse and talented students, faculty, and staff from within and outside the region, thereby enhancing our distinctive and inclusive living, learning, and working environments”; and

WHEREAS, the CSU Faculty Senate and Administration approved a joint statement on Persistent Institutional Inequality September 9, 2020; and

WHEREAS, we reaffirm the commitment of the CSU Faculty Senate and Administration, as presented in a September 2020 joint statement, to recognize the dignity, humanity and personhood of all members of the CSU community, and beyond, without regard to their racial, political, or other identity or social category; and to continue a conversation among CSU faculty, staff and students about what is necessary to identify and address areas of inequity throughout Cleveland State University. Many students face significant barriers based on their race, ethnicity, income, class, disability, social and family structure, geographical background, and/or sexual orientation and the intersections of these categories, and therefore we are committed to educating our students about these matters of race, ethnicity, religion, and gender equity;

RESOLUTION:

NOW, THEREFORE, BE IT RESOLVED that the University and Faculty Senate believe the prohibitions against and penalties for teaching “divisive concepts,” like any other content-based limitation, represent an existential threat to public higher education in the state of Ohio as it abridges the academic freedom granted to public universities, faculty, and students by the First Amendment to the Constitution of the United States.

BE IT FURTHER RESOLVED that the University and Faculty Senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to teaching about racism, gender inequities, and social justice, and will stand firm against encroachment on University and faculty authority by the legislature or other outside bodies.

BE IT FURTHER RESOLVED that the University and Faculty Senate stands with our K-12 colleagues throughout the country who may be affected by legislation that seeks to restrict our ability to educate students on US history, civic education, or any other academic subject.

BE IT FURTHER RESOLVED that the University and Faculty Senate affirms the [Joint Statement on Efforts to Restrict Education about Racism](#), authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

Background:

- [Scholarly Groups Condemn Laws Limiting Teaching on Race](#) (New York Times, June 16, 2021)
- [Texas 'critical race theory' bill limiting teaching of current events signed into law](#) (ABC13, June 16, 2021)
- [Republicans Want Federal Funding Cuts to Schools Using '1619 Project'—But There's a Twist](#) (Education Week, June 15, 2021)
- [Critical race theory battle invades school boards — with help from conservative groups](#) (NBC News, June 15, 2021)
- [Teachers across the country protest laws restricting lessons on racism](#) (Washington Post, June 12, 2021)
- ['Children deserve to be taught': Teachers in 22 cities are planning protests over laws restricting racism lessons in schools](#) (USA Today, June 11, 2021)
- ['Critical Race Theory Is Simply the Latest Bogeyman.' Inside the Fight Over What Kids Learn About America's History](#) (TIME Magazine, June 24, 2021)
- [Uncovering Who Is Driving The Fight Against Critical Race Theory In Schools \(LISTEN\)](#) (Fresh Air, June 24, 2021)
- [How the media's helping GOP fuel critical race theory hysteria](#) (Press Run, June 23, 2021)
- [Critical race theory has been around for decades — why's it a powder keg now? \(LISTEN\)](#) (Marketplace, June 22, 2021)
- [VIDEO: Creator of term 'Critical Race Theory' Kimberlé Crenshaw explains what it really is](#) (MSNBC/The Reid Out, June 21, 2021)
- [VIDEO: The truth about 'critical race theory': co-founder breaks down GOP gaslight](#) (MSNBC/The Medhi Hasan Show, June 20, 2021)
- [Fox's anti-"critical race theory" parents are also GOP activists](#) (Media Matters, June 17, 2021)
- [Critical Race Theory: What It Means for America and Why It Has Sparked Debate](#) (Wall Street Journal, June 17, 2021)
- [Why are states lining up to ban critical race theory?](#) (University World News, June 12, 2021)
- [The New York Times' Culture-War Definition of Free Speech](#) (Melissa Gira Grant, The New Republic, June 8, 2021)
- [Guest Blog: Where Does the Bizarre Hysteria About 'Critical Race Theory' Come From? Follow the Money!](#) (Inside Higher Ed, June 3, 2021)
- [Opinion: Why Conservatives Really Fear Critical Race Theory](#) (Christine Emba, The Washington Post, May 26, 2021)
- [\(VIDEO\) What critical race theory is really about](#) (CNN/Don Lemon Tonight, May 17, 2021)

University Curriculum Committee
Faculty Senate Meeting February 2, 2022

No Items for Consent Agenda

Discussion Agenda

A. Business Economics Major, BBA

Updates program to support students' varied career interests. Makes 3 main changes to the program:

1. Renames "Finance Concentration Core" to "Business Concentration Core" and updates requirements of that core to provide a greater number of potential classes as well as permit students to complete a business minor or certificate to meet the requirements.
2. Updates program credit hour requirements from 33 to 36. This is done by increasing credit hour requirements in the Concentration Core from 9 to 12.
3. Implements a "C or better" requirement for all courses specifically required of the major

Steering returned this proposal to committee to resolve some misunderstandings. Below are the raised concerns and the answers provided by Assistant Dean Anne Nelson:

- Justification for increase from 33 to 36 credit hours
 - Increase allows students to complete a certificate or minor program along with their other course work
 - Connects to college's removal of the 4-credit MTH 149 course in 2020
 - Only impacts the BBA Business Econ major and not the BA Econ major
- Concern over the "C or better requirement", particularly its comprehensiveness
 - This change matches the same requirement to all other BBA degree programs in the college of business, which were already approved
 - Other BBA programs (accounting, marketing, finance, and information systems) have had the requirement for more than 15 years
 - Requirement is either required by or at least encouraged by AACSB accreditation
 - Other non-COB programs have a similar requirement: Health Science, Linguistics, and Exercise Science
- Concern over pathway for students who fail to meet the "C or better" requirement
 - Students can repeat the courses to improve and continue in the BBA
 - Or, New BA of Business Studies program is the pathway for students who simply cannot or do not want to meet the requirement – it does not have the same 'C or better' requirement
 - BBA program is also intended to be difficult per employer demand – many employers won't even interview BBA students with a GPA before 2.7

B. Ad Hoc Committee to Review Writing Across the Curriculum (WAC) Policy & Implementation

The UCC has become increasingly concerned with both the WAC policy and its course implementation. As such, The UCC moves that the Faculty Senate convene an Ad Hoc Committee to provide a robust review of the existing WAC policy and its implementation as well as propose revisions to the policy.

The following are some of the main considerations driving our motion:

- WAC courses currently represent a substantial burden on some faculty, especially College Lecturers, who may be teaching 3-4 WAC courses per semester
- WAC courses at the 200-level often overlap with the Gen-Ed Writing Skill area, effectively eliminating this 'intermediate' step in writing education
- Students in some programs are receiving little to no discipline-specific writing instruction, in direct contradiction to both the spirit and rule of the WAC program
- Some programs have found it difficult to 'internalize' their WAC requirements (to fix the previous issue) due to a mis-match in the nature of writing in that discipline and the WAC criteria
- In some programs, writing instruction is concentrated in the 1st and final years with nothing in between, in contradiction to the spirit of the WAC philosophy
- A number of WAC-designated courses, especially at the 200-level, are not in fact being taught in a way consistent with the WAC criteria

The UCC did agree on the following recommendations for the organization of the Ad-Hoc committee:

- Include faculty from all affected colleges, preferably with multiple representatives from colleges that represent distinct approaches (i.e., Arts and Sciences)
- Committee organization should include Writing Center Director Mary MacDonald & Director of General Education Marian Bleeke. It should be noted that Prof. Bleeke will be on sabbatical next academic year and so we suggest the committee be tasked with completing the work this semester
- Committee should be appropriately supported in the task either through credit banking or a stipend

Proposal: New Monte Ahuja College of Business Admission Standards & Declaration of Major

The Monte Ahuja College of Business - Undergraduate Academic Standards & Petition Committee reviewed the current College of Business undergraduate admission and major declaration standards and process and have proposed the following changes. We request these changes to support the following:

1. Improve our undergraduate graduation rates and increase more students graduating in four to five years. *See attached document
2. To support the recommendation of the recent **Association to Advance Collegiate Schools of Business (AACSB)** review team to establish the following "To increase student success the team recommends the College of Business move forward with a proposal to have a Pre-Business status for all admitted freshman students and transfer students who have not completed the lower division core. If a student passes all lower division core courses with a C or better, he/she will be accepted into the business major of their choice. The college may also want to establish a policy that students cannot retake a class more than two times (maybe even only one retake). *Note: The Monte Ahuja College of Business has been granted professional accreditation by AACSB. In the case of business schools, the premier professional accrediting agency worldwide is the Association to Advance Collegiate Schools of Business (AACSB). The Monte Ahuja College of Business was granted another five years of AACSB accreditation for undergraduate and graduate business and accounting programs in November 2021.*

Current College of Business Undergraduate Admission Standards:

- **COB does not have an additional admission standard and follows the CSU Admission Standard**
1. **First-time freshman applicants are those individuals who have not completed any college-level course work after earning a high school diploma or its equivalency (GED). 1. Cumulative high school GPA of 2.3**
 - *Successful completion of 13 core academic requirements:*
 - *4 years/units of English - 3 years/units of Math - 3 years/units of Natural Sciences*
 - *3 years/units of Social Sciences*
 2. **Transfer applicants must earn at least a 2.0 cumulative grade-point average (GPA) at all previous colleges and universities attended in order to be admitted to Cleveland State University as a degree-seeking student.**

Current admission standards and two peer institutions in NE Ohio:

Ahuja College of Business: Freshmen: High school GPA of 2.3; ACT 16 or SAT 770

Transfer Students: College GPA of 2.0.

University of Akron College of Business Administration:

Freshmen: High school GPA of 3.0; ACT 22 or SAT 1030

Transfer Students: College GPA of 2.5; C in all business courses.

Kent State College of Business Administration:

Freshmen: High school GPA of 2.5; ACT 21 or SAT 980

Transfer Students: College GPA of 2.5.

Current College of Business Undergraduate Declaration of Major:

- **Admission to COB and CSU with a GPA of 2.0**

Formal New Proposal

Fall 2022

College of Business Undergraduate Admission Standards

and

Major Declaration Guidelines

The Monte Ahuja College of Business proposes the incorporation of a pre-business degree admission standard program for all undergraduate programs offered by the Monte Ahuja College of Business. In addition, the College of Business will change the declaration of a major standards to support the new pre-business degree admission standards and associated major declaration criteria. Each pre-business degree program will have specific required coursework that must be satisfied to declare a business major based on the student's self-selected pre-business degree program.

Rationale:

- The pre-major will give a student the opportunity to try on pre-business course work for a specific business major/degree program and can stay the course or move into a different business program to preserve the student's academic record and move forward with degree completion in a timely matter.
- Students who do poorly during the pre-business degree program required courses will be given an opportunity to transfer to other programs early in their academic career which will reduce the financial burden and increase the University's retention rate.
- The new rule will align the College's curriculum with the Assurance of Learning requirements specified in the AACSB guidelines.
- The new requirement will align the execution of our program with the programs in other AACSB accredited business schools around the nation.

COB Pre-Business Degree Program Admission Standards

The Monte Ahuja College of Business proposes the development of the three different pre-business degree program pathways for admission of all high school students, transfer students from other accredited universities/college and current CSU students who seek admission to undergraduate programs offered by the Monte Ahuja College of Business.

All three pre-business degree program pathways will be directly associated with coursework for the student's intended business major of interest. All students are admitted into the Monte Ahuja College of Business and not a university level program but will be placed in our pre-business degree pathway programs.

Pre-Business Degree Pathways:

- Pre-Business BBA Degree
- Pre-Business BS Degree
- Pre-Business BA Degree

Pre-Business BBA Degree Pathway

Majors associated with this pre-business degree pathway: Accounting, Business Economics, Finance, General Business (On-Campus and Online Tracks), Human Resource Management, Information Systems, International Business, Marketing & Operations & Supply Chain Management

Pre-Business BS Degree Pathway

- **Major associated with this pre-business degree pathway:** Healthcare Management

Pre-Business BA Degree Pathway

- **Major associated with this pre-business degree pathway:** Business Studies

Major Declaration Guidelines & Associated Pre-Business Degree Pathway

Pre-Business Degree Pathways: Major Declaration Pathways: Students are admitted into one of three Pre-Business Degree Pathway Programs based on the student's business major of interest and then must complete selected associated entry-level coursework to declare their business major officially or select another business major option.

Students must satisfy the listed courses for each specific Pre-Business Degree Pathway to officially declare a business major. This process will allow the student to complete necessary coursework and prove their abilities in the classroom; opposed to being reviewed by using external standardize exams such as the ACT or SAT examination.

In addition, this process allows the student to try on entry-level business coursework that is easily transferrable into any of the three Pre-Business Degree Pathways without wasting time and credits or courses before the approval to declare a major for an undergraduate degree program in the Monte Ahuja College of Business.

Pre-Business BBA Degree

Majors: Accounting, Business Economics, Finance, General Business, Human Resource Management, Information Systems, International Business, Marketing & Operations & Supply Chain Management

Major Declaration Standards and Course Requirements

Major Declaration Standards

- Completion of the required BBA lower core coursework with a final grade of C or better.
- Students can only repeat three courses of the lower core coursework
- Students must complete the listed BBA lower core coursework by 50 credit hours or within three semesters of admission as a Pre-BBA Degree student with an overall GPA of 2.3 or better.
- Students who do not adhere to Pre-BBA Degree Major Declaration Standards as listed will be moved into the Monte Ahuja College of Business, Business Studies Major, Bachelor of Arts Degree Program, or the student can select a different academic program outside of the Monte Ahuja College of Business.
- Students who do adhere by the Pre-BBA Degree, Major Declaration Standards and Course requirements will be allowed to declare a BBA major with the Monte Ahuja College of Business and enroll in specific major coursework.

Pre-Business BBA Degree: BBA Major Declaration Course Requirements

1. ENG 100/101 College Writing I
2. ENG 102 College Writing II
3. MTH 148 Math for Business Majors I
4. ACT 221 Introductory Accounting I
5. BUS 151 The World of Business
6. BUS 201 Applied Business Statistics
7. ECN 201 Macroeconomics or ECN 202 Microeconomics
8. IST 203 Software Tools for Personal Productivity

Pre-Business BS Degree

- **Major:** Healthcare Management

Major Declaration Standards and Course Requirements

Major Declaration Standards

- Completion of the required introductory business and healthcare core coursework with a final grade of C or better.
- Students can only repeat three courses of the introductory business and healthcare core coursework (*see list below*) with a final grade of C or better.
- Students must complete the listed introductory business and healthcare core coursework by 50 credit hours or within three semesters of admission as a Pre-BS Degree student with an overall GPA of 2.3 or better.
- Students who do not adhere to Pre-BS Degree Major Declaration Standards as listed will be moved into the Monte Ahuja College of Business, Business Studies Major, Bachelor of Arts Degree Program or the student can select a different academic program outside of the Monte Ahuja College of Business.
- Students who do adhere by the Pre-BS Degree, Major Declaration Standards and Course requirements will be allowed to declare the BS Degree major Healthcare Management with the Monte Ahuja College of Business and enroll in specific major coursework.

Pre-BS Degree: Healthcare Management Major Declaration Course Requirements

1. ENG 100/101 College Writing I
2. ENG 102 College Writing II
3. STA 147 Statistical Concepts with Applications
4. HCA 150 Introduction to Healthcare Management
5. OSM 202 Into to Business Analytics
6. ACT 221 Introductory Accounting I
7. ECN 201 Macroeconomics
8. HSC 203 Medical Terminology

Pre-Business BA Degree

- **Major:** Business Studies

Major Declaration Standards and Course Requirements

Major Declaration Standards

- Completion of the required CSU Writing/Composition coursework ENG 100/101 & ENG 102 with a final grade of C or better.
- Completion of one college level math course to satisfy the CSU Math/Quantitative Literacy.
- Students must complete the listed introductory business studies coursework by 50 credit hours or within three semesters of admission as a Pre-BA Degree student with an overall GPA of 2.0 or better.
- Students who do adhere by the Pre-BA Degree, Major Declaration Standards and Course requirements will be allowed to declare a BA Degree, Business Studies major with the Monte Ahuja College of Business and enroll in specific major coursework.

Pre-BA Degree: Business Studies Major Declaration Course Requirements

1. ENG 100/101 College Writing I
2. ENG 102 College Writing II
3. BSM 140 Business Studies Major Experience
4. ACT 221 Introductory Accounting I
5. ECN 202 Microeconomics
6. IST 203 Software Tools for Personal Productivity
7. One college level math course to satisfy the CSU Math/Quantitative Literacy



Monte Ahuja College of Business

December 8, 2021

Dear Members of University Curriculum Committee:

I unequivocally support the proposal submitted by the College of Business for establishing new undergraduate admission standards in our College. This proposal includes the incorporation of a pre-business degree status until a student passes specified required coursework with a C or higher. Having met this standard, students will be permitted to declare a business major.

Three rationales underlie this proposal. One, the pre-business status will expose students to multiple business areas, thus students will have a better understanding of available majors, choose a major that fits their interests, and move forward towards graduation in a timely manner. In other words, this proposal should reduce the time to graduation for undergraduate students by allowing them to pick the appropriate major at the onset of their program of study.

Two, students challenged with pre-business coursework will have the opportunity to transfer to other programs early in their academic program. One option is the BA in Business Studies. This has the potential to increase student retention, increase the graduation rate, reduce the time to graduation, and reduce a student's financial burden.

Three, this proposal is in direct response to a recommendation made by the October 2021 AACSB Review Team, who reviewed the College as part of re-accreditation (AACSB is the premier accrediting body for colleges and schools of business). Paralleling other business colleges, the specific recommendation requested was as follows: "To increase student success, the team recommends the College of Business move forward with a proposal to have a Pre-Business status for all admitted freshman students and transfer students who have not completed the lower division core. If a student passes all lower division core courses with a C or better, he/she will be accepted into the business major of their choice."

Given these rationales with particular attention to accreditation, I respectfully ask that this proposal be advanced by the University. Your questions are welcome.

Sincerely,

Kenneth B. Kahn, Ph. D.
Dean and Professor
k.b.kahn@csuohio.edu

CLEVELAND STATE UNIVERSITY

FY15 Cohort Graduation Tracking Report
Data last updated: 11/2/2020 12:14:08 PM

Select Cohort
FY15



	Status:			GRAP Term						Grand Total
	Active	Inactive	Grad	0960	0970	0980	0990	1000	1010	
Student Count (Unique)	84	825	869	2	4	1	49	11	2	1,847
Students By Program (not Unique)	85	825	902	2	4	1	50	11	2	1,882

Summary By Program

(clicking on a cell in this table will filter the detail list below)

	First-Year	Sophomore	Junior	Senior - No GRAP	Graduated	Senior - W/ GRAP	Grand Total
Business	73	35	32	13	165	10	328
CLASS	81	39	25	12	209	27	393
Education	26	6	8	4	35	1	80
Engineering	48	32	15	18	151	7	271
Nursing	24	15	9	4	51	8	111
Science	81	44	34	26	269	14	468
Urban	1	1	2		22	3	29
University Studies	155	35	6	1			197
Unknown/Other	2	2					4

Acad Group
All

Student Level
All

Prog Status

- Null
- AC
- CM
- DC
- DM
- LA
- SP

Summary By Advising Group

(table is not interactive)

	First-Year	Sophom..	Junior	Senior - No GRAP	Graduat..	Senior - W/ GRAP	Grand Total	
Trio	No	491	209	131	75	846	63	1,815
	Yes				3	23	6	32
Honors/Scholars	No	491	209	131	77	861	67	1,836
	HONR				4	4	1	5
	SCLR				1	4	1	6
Athlete	No	491	209	131	78	868	69	1,846
	Yes					1		1
On/Off Track	No Status	491	209	131	78	869	69	1,847

Trio
All

Hnrsclr
All

Athl
All

CLEVELAND STATE UNIVERSITY

FY16 Cohort Graduation Tracking Report
Data last updated: 11/2/2020 12:14:08 PM

Select Cohort
FY16



	Status:			GRAP Term				Grand Total
	Active	Inactive	Grad	0970	0980	0990	1000	
Student Count (Unique)	261	844	588	5	1	116	77	1,892
Students By Program (not Unique)	274	844	608	5	1	117	77	1,926

Summary By Program

(clicking on a cell in this table will filter the detail list below)

	First-Year	Sophomore	Junior	Senior - No GRAP	Graduated	Senior - W/ GRAP	Unknown	Grand Total
Business	66	46	33	30	118	44		337
CLASS	92	54	28	31	148	42		395
Education	27	14	6	13	23	7		90
Engineering	68	27	22	46	73	44		280
Nursing	29	13	9	23	38	20		132
Science	84	57	41	33	186	41		442
Urban	1	6	5	6	21	2		41
University Studies	160	36	6					202
Unknown/Other		3					1	4

Acad Group
All

Student Level
All

Prog Status

- Null
- AC
- CM
- DC
- DM
- LA
- SP

Summary By Advising Group

(table is not interactive)

		First-Year	Sophom..	Junior	Senior - No GRAP	Graduat..	Senior - W/ GRAP	Unknown	Grand Total
Trio	No	527	254	145	165	546	183	1	1,821
	Yes		1	4	8	42	16		71
Honors/Scholars	No	527	255	149	167	586	192	1	1,877
	HONR				5	2	6		13
	SCLR				1		1		2
Athlete	No	527	255	149	170	574	187	1	1,863
	Yes				3	14	12		29
On/Off Track	No Status	527	255	149	173	588	199	1	1,892

Trio
All

Hnrsclr
All

Athl
All

CLEVELAND STATE UNIVERSITY

FY17 Cohort Graduation Tracking Report
Data last updated: 11/2/2020 12:14:08 PM

Select Cohort
FY17



	Status:			GRAP Term			Grand Total
	Active	Inactive	Grad	0990	1000	1010	
Student Count (Unique)	751	774	92	74	234	3	1,926
Students By Program (not Unique)	780	774	102	79	247	3	1,985

Summary By Program

(clicking on a cell in this table will filter the detail list below)

	First-Year	Sophomore	Junior	Senior - No GRAP	Graduated	Senior - W/ GRAP	Unknown	Grand Total
Business	56	57	80	62	14	56		325
CLASS	94	71	93	95	40	79		472
Education	22	15	14	15	1	12		79
Engineering	49	59	53	93	1	39		294
Nursing	31	10	30	40		13		124
Science	83	53	80	79	44	118		457
Urban	3	5	13	1	2	12		36
University Studies	150	34	6					190
Unknown/Other	1	3					1	5

Acad Group
All

Student Level
All

Prog Status

- Null
- AC
- CM
- DC
- DM
- LA
- SP

Summary By Advising Group

(table is not interactive)

	First-Year	Sophom..	Junior	Senior - No GRAP	Graduat..	Senior - W/ GRAP	Unknown	Grand Total	
Trio	No	489	301	331	345	87	281	1	1,833
	Yes		4	32	22	5	30		93
Honors/Scholars	No	489	305	361	338	92	271	1	1,856
	HONR				19		21		40
	SCLR			2	10		19		30
Athlete	No	489	305	355	352	89	278	1	1,868
	Yes			8	15	3	33		58
On/Off Track	No Status	489	305	363	367	92	311	1	1,926

Trio
All

Hnrsclr
All

Athl
All

Cleveland State University
 Monte Ahuja College of Business
 Bachelor of Arts Degree – Fall 2022

Pre-Business BA Degree Pathway: Business Studies Major Map
Pre-Business BA Degree: Business Studies Major Declaration Course Requirements

Fall 2022 – Spring 2023: Recommended Academic Course Sequence

First Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
ENG 101 English I*	3		W/C	ENG 102 English II*	3		W/C
Math/Quantitative Literacy	3		M/QL	Math/Quantitative Literacy	3		M/QL
BSM 140 Business Studies Major Experience	1	X		Arts and Humanities elective **	3		A&H
Natural Science with Lab elective	4		NSL	FIN 201 Financial Planning or FIN 351 Intro Fin Mgt	3	X	
Social Science elective **	3		SS	IST 203 Software Tools	3	X	
ASC 101 Introduction to University Life	1		Intro				
Semester Total	15			Semester Total	15		

Second Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester - Deadline to Declare BS Major	Credits	Major	Gen Ed
ECN 202 Principles of Microeconomics	3	X	SS	MKT 350 Principles of Personal Selling	3	X	
Arts and Humanities elective **	3		A&H	MKT 301 Fundamentals of Marketing	3	X	
GAD 250 Business Communication (W)	3	X	WAC	Flex Core Major Elective	3	X	
ACT 221 Introductory Accounting I	3	X		African American Experience elective	3		DIV
IST 305 Information Technology for Competitive Advantage	3	X		Natural Science elective	3		NS
Semester Total	15			Semester Total	15		

Third Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
PRM 367 Introduction to Property Management	3	X		MGT 321 Organizational Behavior	3	X	
MGT 301 Principles of Management	3	X		INB 301 Introduction to International Business	3	X	
OSM 311 Intro. to Operations Management	3	X		MGT 340 Human Resource Management	3	X	
Flex Core Major Elective: +	3	X	WAC/SPAC	Flex Core Major Elective	3	X	
US Diversity elective	3		DIV	Flex Core Major Elective	3	X	
Semester Total	15			Semester Total	15		

Fourth Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
OSM 442 Innovation Management	3	X		BUS 351 Business, Society & Government (W)	3	X	WAC/CAP
INB 488 Multicultural Marketing	3	X		MKT 456 Customer Relationship Management	3	X	
Business 300/400 Elective Course: +	3	X	WAC/SPAC	Business 300/400 Elective Course	3	X	
Flex Core Major Elective	3	X		Flex Core Major Elective	3	X	
Flex Core Major Elective	3	X		Flex Core Major Elective	3	X	
				BUS 498 Bus Undergraduate Completion Exit Evaluation	0	X	
Semester Total	15			Semester Total	15		
<i>Apply for Spring graduation prior to Sep 9th</i>							

Degree Requirements: 120 Credit Hours & required coursework

College/ Program Notes: The plan above is a suggested guide to ensure that all General Education, College, University, and Major Requirements are met within 4 years of study. Students may deviate from the suggested placement of Gen Ed courses, although the M/QL and W/C requirements should be completed during the first year of study. *ENG 100/101 and ENG 102 require completion of both courses with a grade of C or better.

Math Requirement: Completion of any two college level math courses which satisfy the CSU Math/Quantitative Literacy University General Education requirement or use approved transfer college level math courses.

Students must have a minimum of 120 total credit hours, which includes CSU Gen Ed (35 hrs) – 2 WAC courses are a part of the major and 1 Social Science course is a part of the major.

Student must complete course BSM 140 by the end of the second semester or sooner of enrollment in the Business Studies program. +Student must select One WAC or SPAC course must be selected within the flex core or 300/400 level business elective.

Transfer coursework rules: Student must complete a minimum of 46-49 credit hours of Business Studies major coursework among the three core areas of the Business Studies Major: Basic Core/Practical Core/Business Studies Major Core at CSU.

Student must complete 42 credit hours of business courses at CSU and those hours must be at the 300/400 level and completed at CSU only.

Major Graduation Requirement: The course BSM 140 must be completed by the end of the second semester of enrollment in the Business Studies Program. Math requirement: Completion of any two college level math courses which satisfy the CSU Math/Quantitative Literacy category with a grade of "D" or higher. Achievement of a minimum cumulative grade-point average of 2.00 in the Business Studies Major.

A student can earn two D grades among any Business Studies program courses without repeating the courses.

University Notes: University General Education Key:	SS = Social Sciences (two courses from different departments)**
INTRO = Introduction to University Life (one course)	A&H = Arts & Humanities (two courses from different departments)**
W/C = Writing/Composition (two courses; C or better required)	DIV = Social Diversity (two courses; one US Diversity and one African American Experience)
M/QL = Mathematics/Quantitative Literacy (two courses)	WAC/SPAC = Writing/Speaking Across the Curriculum (three courses, one in the major; C or better required)
NS = Natural Sciences (two courses, one of which must have a lab)	CAP = Capstone
** of the four total SS and A&H courses, one must be focused on Africa, Latin America, Asia, or the Middle East (ALAAME)	

This information is provided solely for the convenience of the reader, and the University expressly disclaims any liability which may otherwise be incurred. This publication is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed herein.

Cleveland State University
Monte Ahuja College of Business
 Bachelor of Business Administration Degree – Fall 2022

Pre-Business BBA Degree Pathway: Any BBA Major Map**

Pre-Business BBA Degree: BBA Majors Declaration Course Requirements with a final grade of C or better

****BBA Majors: Accounting, Business Economics, Finance, General Business, Human Resource Management, Information Systems, International Business, Marketing & Operations & Supply Chain Management**

Fall 2022 – Spring 2023: Recommended Academic Course Sequence

First Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
ENG 101 English I	3		W/C	ENG 102 English II	3		W/C
MTH 148 Mathematics for Business Majors I	3		M/QL	BUS 201 Applied Business Statistics	3		M/QL
BUS 151 The World of Business	3	X		Arts and Humanities Elective**	3		A&H
ASC 101 Introduction to University Life	1		INTRO	ECN 201 Principles of Macroeconomics	3	X	SS
BUS 193 Special Topic: Business Major Experience	1	X		ACT 221 Introductory Accounting I	3	X	
IST 203 Software Tools for Personal Productivity	3						
Semester Total	14			Semester Total	15		

Second Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester – Deadline to Declare BBA Major	Credits	Major	Gen Ed
ACT 222 Introductory Accounting II	3	X		BBA Major Course	3	X	
OSM 202 Introduction to Business Analytics	3	X		OSM 311 Intro. to Operations Management	3	X	
GAD 250 Business Communication (W)	3	X	WAC	BBA Major Course	3	X	
Social Science**	3		SS	African American Experience Elective	3		DIV
ECN 202 Principles of Microeconomics	3	X	SS	MKT 301 Fundamentals of Marketing	3	X	
Semester Total	15			Semester Total	15		

Third Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
BBA Major Course	3	X		BBA Major Course	3	X	
BLW 411 Business Law	3	X	WAC	BBA Major Course	3	X	
MGT 321 Organizational Behavior	3	X		Natural Science & Lab	4		NS/L
BBA Major Course	3	X		Arts and Humanities Elective**	3		A&H
Natural Science Elective	3		NS	FIN 351 Introduction to Financial Management	3	X	
Semester Total	15			Semester Total	16		

Fourth Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
BBA Major Course	3	X		MGT 465 Management Strategy and Policy (W)	3	X	WAC/CAP
BBA Major Course	3	X		BBA Major Course	3	X	
BBA Major Course	3	X		BBA Major Course	3	X	
BBA Major Course	3	X		BBA Major Course	3	X	
U S Diversity Elective	3		DIV	General Elective	3		
				BUS 498 Bus Undergraduate Completion Exit Evaluation	0	X	
Semester Total	15			Semester Total	15		
<i>Apply for Spring graduation prior to Sep 9th</i>							

Degree Requirements: 120 Credit Hours & required coursework

Assumptions: college-level readiness in MTH & ENG; no Foreign Language Deficiency. **College/Program Notes:** Bachelor of Business Administration students are required to complete 120 hours of course work that includes university, college, and major requirements. Adhering to the recommended sequence outlined below provides a balanced workload and ensures that students will have the proper prerequisites and knowledge for maximum benefit of these courses.

BBA Degree Academic Grade Requirements: A minimum of a final grade of C or higher is required for the following courses: ENG 100/101, ENG 102, MTH 148, BUS 201, GAD 250, BLW 411 & MGT 465 or the courses must be repeated.

The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. *General Electives ensure that a student accumulates the minimum credit hour totals needed for graduation. Students must have a minimum of 120 total credit hours, of which a minimum of 42 credit hours must be upper division (300 or 400- level courses). Depending upon other elective choices made, students may not need as many general electives as indicated above or may need additional electives.

University General Education Key:	SS = Social Sciences (two courses from different departments)**)
INTRO = Introduction to University Life (one course)	A&H = Arts & Humanities (two courses from different departments)**)
W/C = Writing/Composition (two courses; C or better required)	DIV = Social Diversity (two courses; one US Diversity and one African American Experience)
M/QL = Mathematics/Quantitative Literacy (two courses)	WAC/SPAC = Writing/Speaking Across the Curriculum (three courses, one in the major; C or better required)
NS = Natural Sciences (two courses, one of which must have a lab)	CAP = Capstone
	** of the four total SS and A&H courses, one must be focused on Africa, Latin America, Asia, or the Middle East (ALAAEME)

This information is provided solely for the convenience of the reader, and the University expressly disclaims any liability which may otherwise be incurred. This publication is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed herein.

Cleveland State University
Monte Ahuja College of Business
 Bachelor of Science Degree – Fall 2022

Pre-Business BS Degree Pathway: Healthcare Management Major Map
Pre-Business BS Degree: HCM Major Declaration Course Requirements with a final grade of C or better

Fall 2022 – Spring 2023: Recommended Academic Course Sequence

First Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
ENG 101 English I	3		W/C	ENG 102 English II	3		W/C
STA 147 Statistical Concepts with Applications	3	X	M/QL	OSM 202 Into to Business Analytics	3		M/QL
HCA 150 Introduction to Healthcare Management	3	X		U S Diversity Elective	3		DIV
Natural Science & Lab	4		NS/L	Social Science + PSY 101	3	X	SS
ASC 101 Introduction to University Life	1		INTRO	ECN 201 Principles of Macroeconomics	3	X	
				BUS 193 Special Topic: Business Major Experience	1	X	
Semester Total	14			Semester Total	16		

Second Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester – Deadline to Declare HCM Major	Credits	Major	Gen Ed
ACT 221 Introductory Accounting I	3	X		ACT 222 Introductory Accounting II	3	X	
HSC 203 Medical Terminology	1	X		Concentration Elective	3	X	
GAD 250 Business Communication (W)	3	X	WAC	Arts and Humanities Elective**	3	X	A&H
Arts and Humanities Elective**	3		A&H	Natural Science Elective	3		NS
ECN 202 Principles of Microeconomics	3	X	SS	African American Experience Elective	3		DIV
Concentration Elective	3	X					
Semester Total	16			Semester Total	15		

Third Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
HCA 301 American Healthcare Systems	3	X		HCA 401 Healthcare Financial Management	3	X	
IST 352 Health Information Technology App.	3	X		HCA 420 Management of Healthcare Organizations	3	X	
FIN 351 Intro to Financial Management	3	X		HCA 415 Medical Care Organization	3	X	
MGT 321 Organizational Behavior	3	X		Concentration Elective: WAC	3	X	WAC
Concentration Elective	3	X		Concentration Elective	3	X	
Semester Total	15			Semester Total	15		

Fourth Year

Fall Semester	Credits	Major	Gen Ed	Spring Semester	Credits	Major	Gen Ed
HCA 455 Analysis of Healthcare Markets	3	X		HCA 460 Healthcare Management Strategy	3	X	CAP
HCA 440 Healthcare Law	3	X		HCA 490 Healthcare Management Internship	3	X	
Concentration Elective: WAC	3	X	WAC	Concentration Elective	3	X	
General Elective	3	X		Concentration Elective	3	X	
Concentration Elective	3	X		General Elective	2	X	
				BUS 498 Bus Undergraduate Completion Exit Evaluation	0	X	
Semester Total	15			Semester Total	14		
Apply for Spring graduation prior to Sep 9th							

Degree Requirements: 120 Credit Hours & required coursework

Assumptions: college-level readiness in MTH & ENG; no Foreign Language Deficiency. **College/Program Notes:** Bachelor of Science of College of Business students are required to complete 120 hours of course work that includes university, college, and major requirements. Adhering to the recommended sequence outlined below provides a balanced workload and ensures that students will have the proper prerequisites and knowledge for maximum benefit of these courses.

BS Degree & Healthcare Management Major Academic Grade Requirements: A minimum of a final grade of C or higher is required for the following courses: ENG 100/101, ENG 102, STA 147, OSM 202, GAD 250 and all WAC courses. **Math Requirements:** HCM BS Degree required math courses: STA 147 and OSM 202 courses to satisfy M/QL and major requirements. however, if the student selects to double major with a HCM BS Degree and a BBA Degree then the student must select math courses: MTH 148, BUS 201 and OSM 202 to satisfy M/QL and both major requirements for the HCM BS Degree program and the BBA Degree program with selected BBA major. **Concentration Electives:** Can be various courses or minor/s or second major.

Healthcare Management Major Requirements: All Healthcare Management major courses require a final grade of "C" or higher or the course must be repeated. The plan above is a suggested guide to ensure that all General Education, College, University, and Major requirements are met within 4 years of study. *General Electives ensure that a student accumulates the minimum credit hour totals needed for graduation. Students must have a minimum of 120 total credit hours, which includes CSU Gen Ed (35-36 hrs) – specific M/QL math courses and SS – PSY 101, HCM Major credit hours (85hrs) of Business core (34 hrs), Healthcare Management core (24 hrs) and HCM Management Concentration (27 hrs), of which a minimum of 42 credit hours must be upper division (300 or 400-level courses). Graduation requirements: Completion of required M/QL courses and all HCM major courses: Business core, HCM core and HCM Concentration with a final grade of C or higher for all WAC courses: GAD 250 and 2 WAC courses selected from HCM Concentration – CSU Approved WAC courses

University General Education Key:	SS = Social Sciences (two courses from different departments)**)
INTRO = Introduction to University Life (one course)	A&H = Arts & Humanities (two courses from different departments)**)
W/C = Writing/Composition (two courses; C or better required)	DIV = Social Diversity (two courses; one US Diversity and one African American Experience)
M/QL = Mathematics/Quantitative Literacy (two courses)	WAC/SPAC = Writing/Speaking Across the Curriculum (three courses, one in the major; C or better required)
NS = Natural Sciences (two courses, one of which must have a lab)	CAP = Capstone
** of the four total SS and A&H courses, one must be focused on Africa, Latin America, Asia, or the Middle East (ALAAME)	

This information is provided solely for the convenience of the reader, and the University expressly disclaims any liability which may otherwise be incurred. This publication is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed herein.

UFAC Items for February 2nd, 2022 Senate Meeting

Motions

1. Populating the new senate structure based on CSU 2.0 Reorganization

Background and rationale

Current policy. 5 senators for every 25 full-time faculty plus 1 for every 25 more

Table 1: Current Elected Senators in Each College (50)

Business 6	Donna M. Davisson (2022) Bruce W. McClain (2022) Tracy H. Porter* (2022) David (Jungsil) Choi (2023) Russell B. Raimer* (2023) Deborah Smith (2023)
Eng 6	Michael L. Adams** (2022) R. Kothapalli (2022) Jerzy Jorge Gatica** (2023) Yung-Tse Hung* (2023) Chandra Sawicki (2023) Wenbing Zhao (2023)
Law 5	Patricia J. Falk* (2022) Doron Kalir (2022) Kevin O’Neill* (2022) David F. Forte (2023) Deborah A. Geier** (2023)
A&S 12	Emily Rauschert (2022) Rachel K. Carnell (2022) Brooke Conti* (2022) Adam T. Sonstegard (2022) (4) Mekki Bayachou (2023) Shamone Gore Panter (2023) Robert Krebs** (2023) Aaron Severson (2023) Girish Shukla (2023) Birch Browning (2023) Annie Jouan- Westlund (2023) James Marino* (2023) (8)
Ed SS Urb 12	Molly Buckley* (2022) Stephanie Drcar (2022) Glenda Toneff- Cotner (2022) Linda Francis (2022) Anup Kumar (2022) Brian Mikelbank (2022) Nicholas C. Zingale (2022) (7) Joanne E. Goodell** (2023) Anne Price (2023) Dana Hubbard (2023) Tatyana Guzman (2023) Wendy Kellogg (2023) (5)
Health 9	Barbara J. Cavender** (2022) Beth Ekelman* (2022) Anne Su (2022) Patrick McGinty (2022) Michele Kwiatkowski** (2022) (5) Dorothy Hamilton* (2023) Jennifer Hostutler* (2023) Judith Ausherman* (2023) William Matcham** (2023) (4)

As shown in Table 2 below, using the current policy for apportionment, the number of senators would fall to 43, with some groups of faculty losing a considerable number of representatives.

UFAC is proposing 5 for every 20 full-time faculty plus 1 for every 20 more
If less than 20 faculty, 1 senator for every 4 faculty, with a minimum of 1.

Table 2 below shows the number of full-time faculty in Fall 2021, and the breakdown of currently elected senators moving into the new colleges. We used the Fall number for illustration purposes in this proposal, however we propose that moving forward, the number of full-time faculty as of February 1st each year be the census number on which the apportionment of senators be based for the following year.

Table 2: Apportionment of senators in new college structure

<i>College Name for Fall 2022</i>	<i>Total Full-time faculty, Fall 2021</i>	<i>Current number of elected senators moving into the new college structure</i>	<i>Senators in new colleges under the current policy</i>	<i>Senators in new colleges under the change in policy</i>
Business	68	6	5+1=6	5+2=7
Engineering	61	6	5+1=6	5+2=7
Law	27	5	5	5
A&S	193	12	5+6=11	5+8=13
ESSU	95	12	5+2=7	5+3=8
Health	92	9	5+2=7	5+3=8
Library		1	1	1
Total	536	51	43	49

Motion A: 5 senators for every 20 full-time faculty plus 1 for every 20 more. If less than 20 faculty, 1 senator for every 4 faculty, with a minimum of 1.

Motion B: For the transition year 2022-2023, faculty whose elected term expires in 2023 retain their seat on senate, and elections be held in March 2022 to elect open faculty seats.

Reports

1. Senate review of proposals to alter college and departmental structures.

Excerpt from the Faculty Personnel Policies 3344-13-03 Committees

(E) University curriculum committee (revised September 20, 2007.)

(2) The functions of the committee are:

(a) To make recommendations to the faculty senate concerning the establishment, inclusion by merger, alteration, and abolition of: all curricula offered by the university; all degrees and certifications conferred under authority of the university; all colleges, departments, schools, and bureaus.

In Spring of 2021, Senate voted on the general acceptability of the CSU 2.0 proposal passed with a large majority. However, the vote on the college reorganization plan passed by a slim majority, 24 to 19 with 5 abstentions. This vote did not follow the established 10-step procedure that ensures faculty voices are heard in the shared governance procedures. UFAC is reminding ALL faculty and administrators that our bylaws are a part of the Ohio Revised Code and are Ohio Law. Changes imposed on faculty that have not been through the procedures outlined in these bylaws,

which exist to ensure fair and reasonable shared governance practices, are therefore in violation of Ohio Law and are contrary to common university norms related to the ideals of shared governance.

If the administration wishes to adhere to the bylaws, all proposed changes to colleges and departments must be received in the form of a submitted proposal. In order to streamline the process, UFAC suggests the following process to be handled in MS Teams by the UCC chairperson, with assistance from UFAC.

On **Tuesday February 22nd**, a proposal from the current university administrators who have been involved in drafting each new college structure (members determined by the Provost), which outlines the benefits, drawbacks, and financial implications of the proposed changes will be submitted to Teams for review by the faculty members of the proposed new colleges or departments. A faculty meeting will be convened by the currently elected senators of the new colleges to discuss the proposals. A UFAC member will attend this meeting and summarize the comments, both positive and negative, and post these comments to the appropriate Team channel in the channel posts. An electronic vote of full-time faculty will be taken via Teams to **endorse or reject the proposal by March 7th, 2022.**

The University Curriculum Committee will review the feedback from college discussions in the posts and the open-ended comments. Those posts, comments, and other individual feedback will be collected in the voting poll (through MS Forms in Teams) Then, a short summary of all feedback will be prepared. The UCC will send their recommendations by **March 21st, 2022** to the Academic Steering committee for presentation at the **March 23rd, 2022** meeting. The proposals will be presented to the Senate at the **March 30th meeting for a Senate vote of endorsement or rejection of each proposal.**

2. 3344-13-01 (E) College Faculty Bylaws.

A faculty organization and bylaws consistent with these (Senate) bylaws shall be approved by each college faculty. It is the responsibility of the college faculty affairs committee or its equivalent to encourage consistency between college and university bylaws. The dean shall notify the secretary of the faculty senate as to the organization plan and bylaws adopted by the college faculty and any subsequent changes made in them. **Approved college bylaws and personnel policies will be maintained in updated form by the secretary of the faculty senate.**

UFAC is requesting that this clause be upheld by all colleges, new and existing, as they revise existing bylaws and RTP handbooks or adopt new bylaws and RTP handbooks. These will be maintained in *Microsoft Teams* so that all faculty will be able to access them. The Secretary of the Senate assisted by the Senate Administrative Coordinator should setup and maintain the Teams site.

3. 3344-13-02 (N) Faculty Senate Attendance.

A faculty senator who cannot attend a senate meeting shall provide notice to the faculty senate secretary no fewer than twenty-four hours in advance of the meeting. Failure to provide such notice will constitute an unexcused absence for the senator, to be recorded by the faculty senate secretary. If a senator accumulates two unexcused absences during an academic year, the faculty senate secretary will inform the caucus of the college represented by the senator of the absenteeism. If a senator has been declared an absentee, the college caucus will have the option to replace the absentee senator using the temporary election provisions described in paragraph 3344-13- 02(B)(4) of the Administrative Code.

ASC 101

Introduction to University Life



ASC 101 Introduction to University Life is a required one-credit hour course that assists new first-year students in making a successful transition to Cleveland State University both academically and personally through engaged learning experiences. This course is designed to help new students build relationships, promote engagement in the curricular and co-curricular experience, encourage civility, connect to various resources of the University and emphasize the expectations of Cleveland State University.

This course is intentionally taught in small sections (typically no more than 25 students) to help students get to know one another, the instructor and the FYE Peer Mentor. Resources, syllabus templates, lesson plans, and other forms of support are provided by the First Year Experience office, directed by Samantha Phillips, to set all instructors up for success in teaching this course.

The Office of First Year Experience depends on our knowledgeable and passionate Cleveland State University faculty and staff to instruct these ASC 101 class sections, helping our first-year students to transition and embrace their college experience here at CSU.

Faculty who volunteer to teach a section of the course receive one credit hour towards their workload. This can be applied to their current assigned workload or, if the credit hour takes them beyond their assigned workload, it can be "banked" and credited towards a future semester or used to pay off a bank deficit.

If you are interested in applying, please visit our [website](#), where you can review the job description and access the online application. If you have questions or would like to learn more about this opportunity, please contact Samantha Phillips by phone or email.

Samantha Phillips

Program Manager, First Year Experience

216.687.3734

s.m.phillips16@csuohio.edu



First Year Experience

Dear Faculty senate,

The graduate professional student association report is accompanied by meeting minutes from our full board meeting on 1/27/2022. In short, there were a few important topics we as a team discussed these include:

- the SGA proposal for enforced and increased COVID-19 protocols,
- The master plan CSU 2.0,
- Updates on the Computer Science department and enrollment numbers of current international graduates,
- Reopening of the Graduate student resource center,
- Ad Hoc Committee on raising the stipend of the G.A., T.A., R.A. contracts and our effort to reintroduce the Protect Graduate Students workers Act.

Our organization is also planning two events that engage faculty with the graduate student body. The first event entitled "Roundtable" will engage our intellectual, curious students who would like to learn on a broader scale about cultivating topics that range across the disciplines. On April 20th, a scheduled talk from Dr. Nicholas Zingale will introduce the idea of sylicarbon, an advanced technology that can transmit sensation across the internet. As part of his effort to initiate a multidisciplinary program within CSU, GPSA will attempt to attract internal graduates who want to join this new program.

As stated by Dr. Zingale

"Society 5.0 is based on the premise that advanced technology (we are referring to as sylicarbon) will change human experience. There are three primary subcomponents to a sylicarbon future ((synthetic/artificial intelligence/consciousness, augmented and virtual reality, and multi sensory transfer (sending full human senses over the internet). ... Imagine a society in which reality is always in question, the future of life operates on different principles that carbon based life, and humans could be anywhere, at any time and almost anything with full sensory experience. ... We are in the middle stages of approving a multidisciplinary graduate student certificate in society 5.0. Students would take four courses, including a skills based course on transdisciplinarity."

Additionally, we are working with Dr. Tachelle Banks to share her knowledge on the topics of Educational disparities and struggles within Ohio city schools or a broader scale Critical Race theory; we are working out the details and are waiting for confirmation for this talk. Tentatively scheduling of the discussion will be sometime in late February.

Social with the deans, our second initiative plans to highlight the deans from each college to ask them 5 questions regarding their outlook on CSU and their respective college. After this, the students would have a small gathering to meet the dean and panel to clarify student disparities. We are currently waiting for the new dean of engineering to solidify a date and time for the first event.

The state Of GPSA is positive, with most college representatives stating that classes are going well. However, there is mixed opinion about in-person classes with a general concern for our students who are more susceptible to COVID-19. GPSA's members stated the use of Zoom for educational lectures is a considerable advantage as now speakers from any location can present to our students. When done correctly, the hybrid approach seems to be a new model moving forward within the educational system.



GPSA

January 24, 2022

Introduction (3:00)

- Director of diversity and inclusion : **Talha Malik**
- College representative for the College of Urban : **Khadija Shabbiri**
- College Representative for the College of Business : **Richard Reske**
- College Representative for the College of health and sciences : **Jillian V Kodger**
- College Representative for the College of Engineering : **Sanoj Karki**

Updates (3:10 - 3:20)

- College Representative Law : **Rachel L Harriman**
 - There is quite a concern over how COVID-19 has been handled in the law school. There seems to be a problem with the clarity and message to the students. Events within the law building are minimal and the person to person interaction is not as engaging due to COVID-19
- Undergraduate Representative : **Shahmat Z Nameen**
 - Graduate appreciation week and the Round table meetings. Currently trying to contact 2 Finance professors who can speak about Budget management and investment portfolios.

Events (3:30 – 3:50)

- **Roundtable (spring 2022)**

Campus space - SC315

Dates – Feb 16th (critical race theory Not confirmed) , March 22nd, April 20th (Nick Z. from urban on CSU 5.0)

Time - 4:00 - 5:30

Refreshments- provide small snacks and drinks

Job duties-

- Enter into vikes connect
- Promotional newsletter
- Create promotional material
- Outreach to professors to sign up, collect slides, summarize talk, introduce the speaker. (host of the event)
- Order food
- Broadcast through zoom / record
- Event Check in
- Generate questions based on slides.

Outline of event

- 4:15 - 4:20 brief introduction
- 4:25 - 5:00 talk
- 5:00 - 5:30 Q&A

- **Social with the deans (spring 2022)**

0:00 Welcome & Introduction (10 minutes)

1. Who is GPSA?
2. Format of event
3. Brief introduction of Deans

0:10 Questions (30 minutes)

1. Tell us about a little about yourself:
 - a. Position
 - b. How long you've been at CSU
 - c. Educational/Professional background
 - d. Anything personal you'd like to share (family/pets, hobbies/interests, etc.)
2. Where do you see the **[INSERT SCHOOL/PROGRAM]** in the next 5 years?
3. What are your top priorities for the rest of this school year?
4. What are **[INSERT SCHOOL/PROGRAM]**'s greatest strengths and challenges?
5. How do you define success for **[INSERT SCHOOL/PROGRAM]**?
6. How do you ensure you're meeting the needs of the students?

0:40 Q&A (15 minutes)

0:55 Wrap-up and transition to mixer (5 minutes)

1:00 Social mixer with the Deans (30 minutes)

1:30 Conclusion of event

- **Current Issues (3:50 - 4:20)**

1. COVID-19

- a. **SGA is moving a motion in faculty senate for stricter guidelines? What are our thoughts?**

- i. Mixed with a focus on students who are more susceptible to COVID-19

Focusing on the Covid issues:

Law school representative has stated that the law school handling of covid has been difficult.

Urban: Covid caused a lot of inconvenience to students' life and study.

Engineering: Covid has not affected students at all except in some cases that they have to take virtual classes as some faculties become positive.

Business: Most of the students prefer online courses no matter pandemic or not as most of them are working.

Health and Science: Online learning promotes communication as more students can participate without space limitation. So, the virtual courses help improve opportunity of participation.

2. CSU 2.0 campus upgrade

- a. <https://drive.google.com/file/d/1FbGpEQj610sVmF8hjo-7agQvF6j92KhK/view?usp=sharing>

Students' frequently asked questions listed below:

1.What makes CSU distinguish?

It is located downtown near Playhouse Square.

The population is diversity consisting of domestic students and international ones.

Program specific.

2.What is the major concern on campus?

Safety attacks;

Intense classroom space in Information System and Computer Science department due to overloaded enrollment.

More local dining options around campus. Hard to travel across university when going from class to class

3. things need to improve

Considering we are lacking friendly housing, it is better to add more graduate dorms near campus.

Some international students coming with families, and their kids' education is also considered if they are qualified for education policy.

DBA co-workers, department by department choice.

Dining services need to be improved by either building a bigger and specific one or adding more small coffee house on campus.

3. Update on CS department

There was a drop in enrollment and a large number of graduate students who transferred out of the CS department to other colleges or to other programs. The transition into other programs faced difficulty as student would have to reenroll into CSU. The exponential growth of the CS department put a burden on faculty and staff. Class sizes are reduced down to 60 students but campus is limited on lecture space for these larger classes.

4. GSRC reopening and staffing

- a. https://docs.google.com/spreadsheets/d/1K_YIVnPofYDjO9mVYosxCHHee125QousrV--8EWuvas/edit?usp=sharing

New videos to get to location and the card reader is installed

5. GPSA recommendations

Create a written document outlining responsibilities when collaborating with other organizations (like SGA) so that everyone understands the collaboration and assignment of tasks.

Create a list of reasons why a student would want to visit the GPSA office. There is a lack of clarity for the student body on what officers do and how GPSA serves the community.

Create an action item list (in Google sheets?) describing outstanding tasks, due dates, who is assigned to a task, and the status of the task. This will create more transparency, accountability, and traceability so tasks do not get lost.

6. Textbook survey:

- a. https://docs.google.com/forms/d/11L271kZfKwrOKvFgqLFD3Mh_3-QAJ6VzitYbnBTKTh8/edit

- **New business (4:20 - 4:30)**
 - **Ad hoc committee for restructuring the Organization constitution and layout. Chair of the committee Cody Orahoske**
 - **Need volunteers**
 - **Ad hoc committee for raising the Stipend of PhD and Master students across the campus in align with the protect graduate student workers act – Chair of the committee Stephanie Ash**
 - Great reception from college representatives and members of the board a group consisting of 6 individuals will start gathering data to present a case to graduate council and Dean Dr. John Holcomb

Tabled

- **Current events planned**

Feb 2nd - coffee hour

Feb 14-24th TBD social with the deans (engineering)

Feb 16th- roundtable - critical race theory (waiting on confirmation)

Feb 24 th - happy hour - pick location

March 7th - crowdfunding cafe ah roma

March 22nd - round table - Need speaker

March 29th - networking event

April 4- 8 — graduation appreciation week

April 20th - round table - CSU 5.0

May 4th - May the fourth be with you

May 20th - board retreat



**CLEVELAND STATE
UNIVERSITY**

CSU 2.0 College Realignment

Proposed organizational structures
for faculty and staff review and feedback

DRAFT: Administrative Structure for Realigned Colleges: Guiding Principles

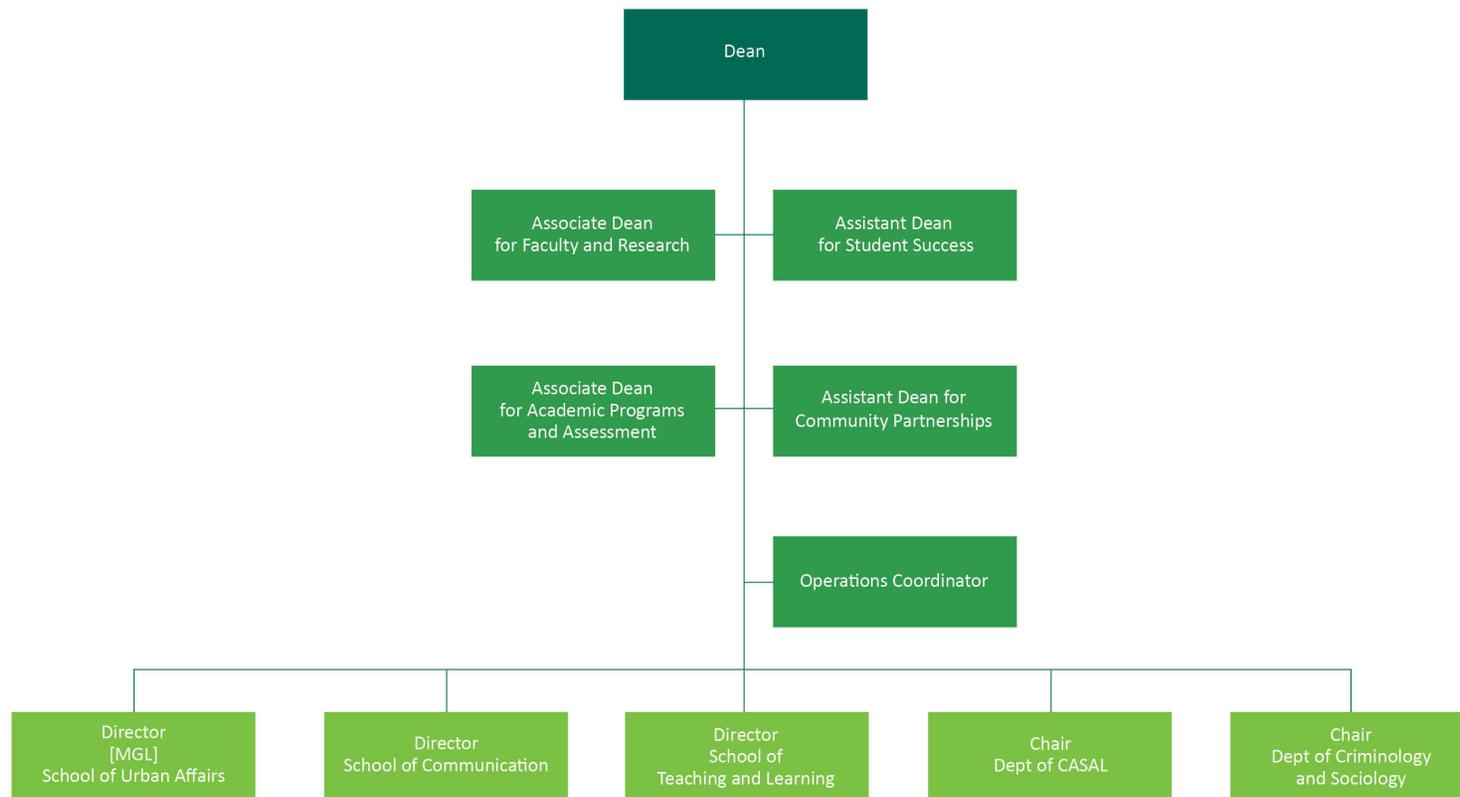
Our collegiate administrative and organizational structures will...

- A. ...reflect CSU's core priorities of advancing faculty growth and research development; ensuring excellence in academic affairs and assessment; enabling student success; and ensuring effective/resilient operations.
- B. ...reflect both the uniqueness of each College and consistency in University-wide priorities.
- C. ...create opportunities for professional growth and development among staff, both within areas of expertise (e.g. finance, technology, communications, advising) and at a management/leadership level (eg, coordination of related services).
- D. ...foster team building and structural resilience *within* college-level organizational teams (e.g. student success, operations) *as well as across* University-wide areas of expertise (e.g., advising, IS&T, finance, communications).

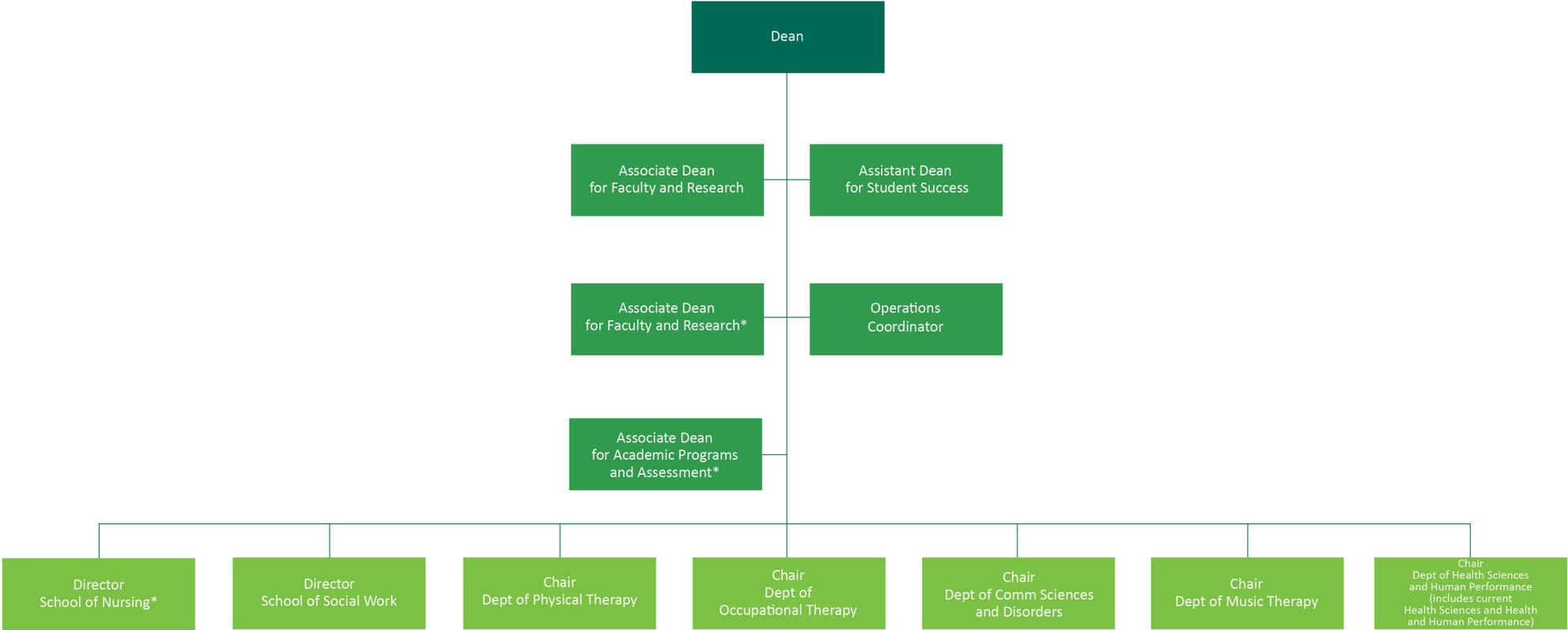


**CLEVELAND STATE
UNIVERSITY**

“Education/Urban” DRAFT

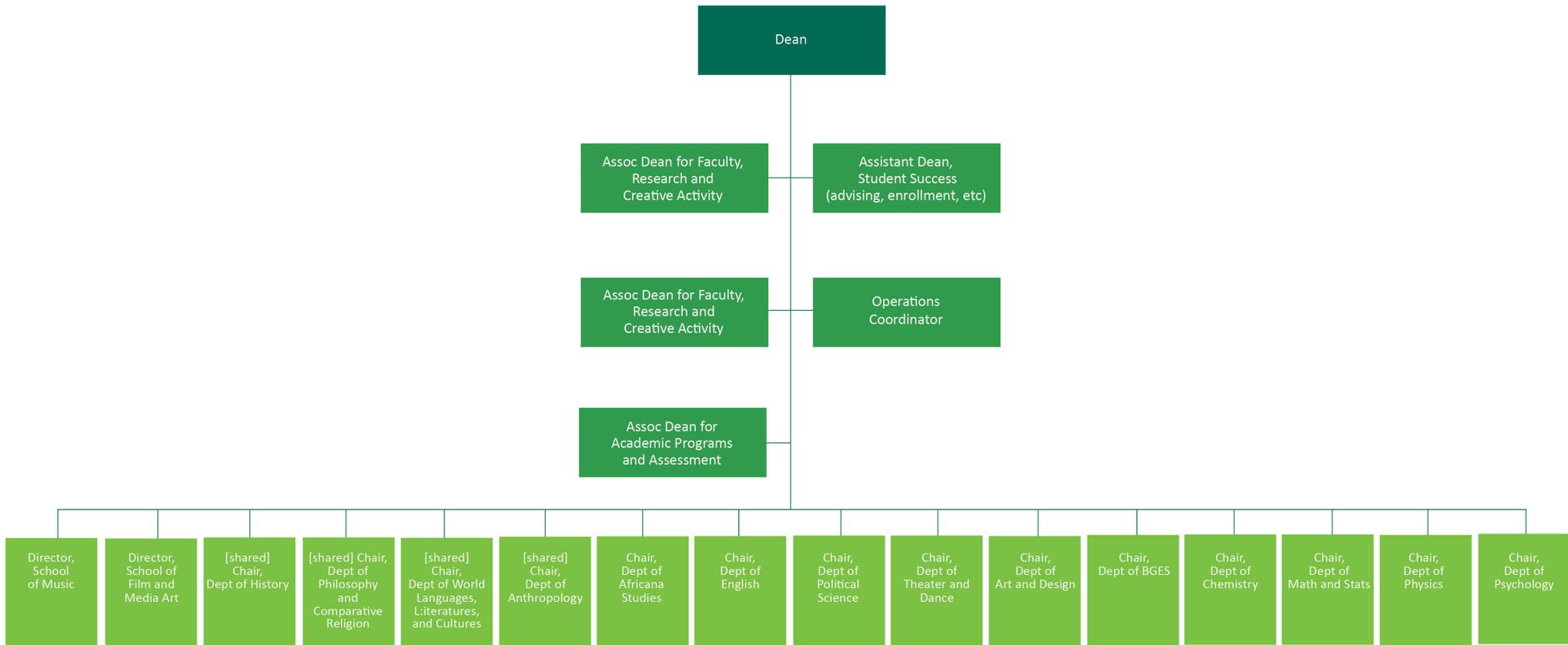


“Health Professions” DRAFT



*One Associate Dean [or SoN Director] must be a Certified Nursing Officer who can oversee pre-licensure nursing program.

“Arts and Sciences” DRAFT



Option: Could consider a Division of Humanities

DRAFT: Administrative Structure for Realigned Colleges: Notes

1. No current employee whose work is unchanged but whose job title may change through restructure will experience a reduction in salary as a result.
2. In addition to a supervisory/team convening role, Assistant Deans will themselves fulfill a Student Success role depending on their own area of expertise (eg, admissions, advising, enrollment, etc); the search/selection of Assistant Dean will be internal.
3. In addition to coordination/convening role, Operations Coordinators may also fulfill an Ops role depending on their own area of expertise (eg., technology, finance, etc); the search/selection of Operations Coordinator will be internal.
4. Schools and Departments within Colleges will be reviewed based on annual goals and targets with an understanding that departments may be restructured (eg, merge, share departmental chairs, etc) as necessary or indicated, following existing policies.
5. Collegiate-level administrative structure will be regularly reviewed on the basis of the guiding principles and specific collegiate needs.



Food for Thought

