CALL TO ORDER
President Dennis Ahlburg called the assembly to order and offered some brief remarks on the following topics:
• As of August 21, the entering class for the 2014-15 academic year consisted of 659 first-year students and 27 transfer students. President Ahlburg thanked the Office of Admissions as well as the faculty members, staff members, and alumni who have participated in the recruiting of this class.
• The University has spent $14.7 million in institutional financial aid in recruiting this year’s first-year class, in contrast to the $9.8 million that were spent on last year’s class.
• The University continues to expand its marketing presence in a variety of venues.
• In the area of fund-raising, the number of alumni who are giving to the University has increased by 10 percent compared to last year’s number, and the dollars given to the University have increased by 13 percent.
• Several construction projects have recently been completed or are nearing completion, including the renovation of the Marrs McLean Science building and the Murchison residence hall. Planning for the renovation of the Bell Center is now under way.

VICE PRESIDENT FOR FACULTY AND STUDENT AFFAIRS
Vice President for Faculty and Student Affairs Michael Fischer continued the meeting as chair. Vice President Fischer offered some brief remarks on the following topics:
• Implementation of the Trinity Tomorrow strategic plan continues to move forward. Plans are under way for the opening of the Center for Student Success, the Center for Experiential Learning and Career Success, and the Center for International Citizenship.
• The next steps in the implementation of the strategic plan will focus on intercollegiate athletics, pedagogical innovation, and interdisciplinary learning.

ELECTION OF SECRETARY OF THE ACADEMIC FACULTY ASSEMBLY
Associate Vice President Duane Coltharp was elected by acclamation as Secretary of the Academic Faculty Assembly.

ELECTION OF PARLIAMENTARIAN OF THE ACADEMIC FACULTY ASSEMBLY
Professor Benjamin Harris was elected by acclamation as Parliamentarian of the Academic Faculty Assembly.

APPROVAL OF THE MINUTES OF THE ACADEMIC FACULTY ASSEMBLY OF MAY 6, 2014
It was moved and seconded to approve the Minutes of the Academic Faculty Assembly of May 6, 2014. The motion carried.
REPORT FROM THE FACULTY SENATE
Professor Adam Urbach, Chair of the Faculty Senate, provided an update concerning the search for a new University President. Professor Urbach also summarized the Senate proposal for creating a system of academic leaves for junior faculty members, which has received the support of the administration. Looking ahead, the Senate plans to reorganize the way in which Senate liaisons are assigned to groups of faculty members in order to ensure greater continuity.

REPORT FROM THE UNIVERSITY CURRICULUM COUNCIL
Professor Glenn Kroeger, Chair of the University Curriculum Council, summarized the plans for implementing the new Trinity Curriculum, including staggered UCC deadlines for course proposals relating to the Core Capacities, the Approaches to Creation and Analysis, the First-Year Experience, and the Interdisciplinary Cluster. Professor Kroeger noted that the UCC is working with the Office of Academic Affairs to develop new UCC forms.

INTRODUCTION OF NEW FACULTY AND CONTRACT STAFF

Alumni Relations and Development
Jim Holzbach, Senior Director of Advancement Services
Quinn Barraza, Director of Annual Giving Programs
Tanya Johnson-Ruffin, Director of Parents’ Giving
Jenny Puls, Associate Director of Annual Giving Communications
Callum Stewart, Associate Director for Personal Giving
Paul Cox, Major Gifts Officer

Finance and Administration
Michelle Crawford, Oil and Gas Accountant
Lynn Newman, Accountant
Paul Cantu, Fixed Asset Accountant

Marketing Communications
Emily Stumme, Web Producer
Michelle Bartonico, Associate Director of Marketing Communications

Center for Learning and Technology
Taylor Stakes, Video and Web Multimedia Content Developer

Student Affairs
John Jacobs, Assistant Director, Campus & Community Involvement
Amelia Shaw, Residential Life Coordinator

Career Services
John Birch, Associate Director of External Relations
Katie Ramirez, Assistant Director of Coaching and Advising
Laura Short, Assistant Director of Programming and Marketing
Ashley McTaggart, Career Advisor (Career Services)
Admissions
Kinsey Miller, Admissions Counselor
Hillary Everts, Admissions Counselor

Athletics
Emily Loeffler Daum, Head Coach of Cross Country
Gretchen Rush, Head Coach of Women’s Tennis
Jerheme Urban, Head Coach of Football

International Programs
Andre Martinez, Advisor, Study Abroad
Stephanie Herzog, Advisor, International Student and Scholar Services

TU Press
Steffanie Mortis, Assistant Editor

Accounting
Amy Holmes, Assistant Professor

Business Administration
Yi Liu, Visiting Assistant Professor
Mario Gonzalez-Fuentes, Assistant Professor

Chemistry
Tian Tian, Visiting Instructor
Aaron Forbes, Visiting Assistant Professor
Corina Maeder, Assistant Professor

Communication
Melissa McMullen, Assistant Professor

Computer Science
Albert Jiang, Assistant Professor

Education
Heather Haynes Smith, Assistant Professor

English
Andrew Kraebel, Assistant Professor

Entrepreneurship
Chris Warren, Entrepreneur in Residence

Finance and Decision Sciences
Alexander McLeod, Visiting Assistant Professor
Geosciences
Megan Plenge, Visiting Assistant Professor

Health Care Administration
Patrick Shay, Assistant Professor

Human Communication and Theatre
Collin Roark, Assistant Director of Debate
William Mosley-Jensen, Assistant Professor and Director of Debate

Religion
Habiba Noor, Visiting Assistant Professor

Sociology and Anthropology
Maggie Moore McClain, Visiting Instructor

ADJOURNMENT
Vice President Fischer invited faculty and staff members to attend the President’s reception in the foyer of the Dicke/Smith Art and Music Building immediately following the assembly. There being no further business, the meeting was adjourned at 4:22 p.m.

Respectfully submitted,

Duane Coltharp
Secretary of the Academic Faculty Assembly
CALL TO ORDER
President Dennis Ahlburg called the meeting to order and offered some brief remarks on the following topics:

- For the period from June 1 to September 30, daily visits to campus by prospective students this year are up by 13 percent in comparison to the same period last year. Participation in Trinity In Focus is up by 14 percent.
- In the area of fund-raising, the number of alumni giving to the University is at a five-year high. Faculty giving and reunion giving were at an all-time high in 2013-14.
- Trinity University was recently ranked #2 among colleges and universities in Texas by USA Today.
- Seniors Jordan Mayer and Aaron Skinner recently won the USTA/Intercollegiate Tennis Association Division III Doubles Championship.

VICE PRESIDENT FOR FACULTY AND STUDENT AFFAIRS MICHAEL FISCHER
Vice President for Faculty and Student Affairs Michael Fischer continued the meeting as Chair. Vice President Fischer introduced Dr. Peggy Sundermeyer, the University’s new Director of Sponsored Research.

Vice President Fischer provided an update on the implementation of the Strategic Plan. The University is currently working on plans to open the Center for International Citizenship, the Center for Student Success, and the Center for Experiential Learning and Career Success.

Vice President Fischer summarized the recent faculty efforts to implement the new Trinity Curriculum, including the faculty retreat held on September 5, 2014. The University Curriculum Council has received a large number of proposals to include courses in the Core Capacities and the Approaches to Creation and Analysis.

Finally, Vice President Fischer reported that he has been meeting with reporters from Austin, Houston, and Dallas in an effort to increase the visibility of Trinity University.

APPROVAL OF THE MINUTES OF THE ACADEMIC FACULTY ASSEMBLY
A motion was made and seconded to approve the Minutes of the Academic Faculty Assembly of August 21, 2014. The motion carried.

REPORT FROM THE FACULTY SENATE
Professor Adam Urbach, Chair of the Faculty Senate, reported on the progress of the presidential search. The search committee has received more than 100 applications and plans to identify finalists before Thanksgiving.
Professor Urbach announced that the motion to revise the policy governing Student Evaluation of Courses and Faculty (Faculty and Contract Handbook, Chapter 6H) has been withdrawn.

Professor Urbach then presented a motion to revise the Statement on Faculty Development in order to establish academic leaves for junior faculty members (Faculty and Contract Staff Handbook, Chapter 4A). The motion carried.

REPORT FROM THE UNIVERSITY CURRICULUM COUNCIL
Professor Glenn Kroeger, Chair of the University Curriculum Council, reported on the implementation of the new general education. He emphasized that it will take some time for the UCC to work through the many proposals that it has received so far. At some point in the 2014-15 academic year, the UCC will probably bring to the Faculty Assembly a set of proposed revisions in order to fine-tune certain curricular requirements.

Professor Kroeger then presented a motion to create a Global Health concentration within the International Studies minor. The motion carried.

Professor Kroeger then presented a motion to create the acronym INTB (International Business); and to revise the course acronym of BUSN 3330 (Global Business Culture), BUSN 3346 (La Economía Española y la Unión Europea), BUSN 3361 (International Business Law), BUSN 3363 (International Business Research), BUSN 3365 (International Innovation), BUSN 3372 (Práctica Profesional en España), BUSN 3396 (Internship in International Business), BUSN 4361 (International Business Strategy), and BUSN 4362 (International Branding). The motion carried.

Finally, Professor Kroeger presented a motion to create a major in Accounting; to create a major in Business Analytics and Technology; to create a major in Finance; to create a major in International Business; and to revise the Business Administration major in the Courses of Study Bulletin. The motion carried.

ADJOURNMENT
There being no further business, the meet was adjourned at 3:03 p.m.

Respectfully submitted,

Duane Coltharp
Secretary of the Faculty Assembly
APPENDIX

Here follow the motions that were presented at the meeting of the Academic Faculty Assembly on October 24, 2014.
Motion to revise Chapter 6H of the *Faculty and Contract Staff Handbook*, with changes to go into effect in time for Fall 2014 course evaluations.

(6H) STUDENT EVALUATION OF COURSES AND FACULTY

(Amended by the Academic Faculty May 1, 1984. Revised April 29, 1991. Revised October 19, 2007.)

For a summary of recent changes to this chapter, see Chapter 9A: Summary of Recent Revisions to this Handbook.

Student evaluation of instruction is a necessary but incomplete mechanism for the evaluation of the total performance of an instructor. Kenneth Doyle, in his book, Student Evaluation of Instruction, illustrates the inadequacy of using only student evaluation of courses to evaluate the overall performance of a faculty member, as this mechanism taps only one source of information (students) using only one medium (questionnaire). This mechanism assesses the immediate reaction to the stimuli or input of the course materials, the instructor, and the social and physical environment in which the course occurred; it does not give an evaluation of a more reflective assessment which only time and retrospection can provide.

In addition to its singular nature as a source and medium, the student evaluation of instruction partially assesses only the teaching component of a faculty member’s contribution to the Trinity University community. It does not directly assess a faculty member’s scholarly, artistic, or professional productivity, service to the community, or service to the profession. The systematic evaluation of members of the faculty should include mechanisms of evaluation for all these areas.

In addition, evaluation should be viewed as an essential and necessary part of the University’s nature and function, and should apply to all members of the University community, including administrators.

I. PURPOSE FOR COURSE EVALUATIONS
The purposes for student evaluation of courses and faculty are:

A. To furnish information for the individual faculty member to use in assessing his/her course content and presentation.

B. To provide the individual student with an opportunity to offer constructive criticism to his/her instructor.

C. To provide the individual faculty member with data that may be used in support of his/her considerations for promotion, tenure, and salary increments.
D. To provide the student body with a voice in developing and maintaining an effective Faculty and curriculum.

E. To provide data that may assist in making curricular decisions.

II. FORMATIVE AND SUMMATIVE USES OF COURSE EVALUATIONS
Student course/instructor evaluations shall be administered, in combination with other measures of teaching effectiveness, for formative (i.e., for faculty self-improvement) and for summative (i.e., for merit salary, reappointment, promotion, and tenure) purposes.

A. Student course/instructor evaluations shall be used for summative purposes (i.e., for merit salary, reappointment, promotion, and tenure) only in combination with other measures of teaching effectiveness. Separate measures, agreed upon by the tenured members of each department, will be described in a report to the Vice President for Faculty & Student Affairs, and the report will be sent to the Committee for the Evaluation of Courses and Faculty Senate. Any changes in a department’s method should be documented in the same manner.

B. The instrument to be used for student course/instructor evaluations will consist of a University-wide form, with a set of items common to all uses and a set of items specific to the academic department or curricular unit (e.g., First-Year Seminar Steering Committee). Departments may develop sets of items for different types of courses (e.g., lab vs. lecture). The specific items will be included in the report to the Vice President for Faculty & Student Affairs and the Committee for the Evaluation of Courses and Faculty (together with the description of additional measures described in Section II.A). The use of the student course/instructor evaluation instrument for summative purposes is compulsory every semester, including summer school. However, there will be no evaluation of courses and faculty using the University-wide forms for classes taught off campus during the summer. Faculty wishing to evaluate such courses may do so using their own or departmental forms.

C. A compilation of the comments along with mean and median values (calculated to one decimal place) for all numerical questions shall be given to the faculty member after grades are due. The completed instrument shall be collected, tabulated, and returned to the faculty member under the supervision of the Committee for the Evaluation of Courses and Faculty. The summary reports shall include the percentages and frequencies of responses to all questions. Means, calculated to one decimal point, and medians will also be provided on all evaluative questions unless departments request not to receive them. The original forms and the tabulations shall be returned to the instructor after grades are due. Copies of the tabulations shall be sent to the Chair of the department. Each faculty member will give the original summative forms for courses taught during each semester to the departmental Chair after having had an opportunity to examine them. They will be returned to the faculty member after the merit review process is completed by the departmental Chair. In the case of departmental Chairs, the same process will be followed by substituting the Vice President for Faculty & Student Affairs (VPFSA) for the Chair.
D. Every faculty member shall share his or her teaching evaluations with the department chair for the annual merit review process or, in the case of part-time faculty, to help assess teaching performance. The faculty member may write an analysis of the evidence for teaching effectiveness as part of the annual Summary of Professional Activities. The Chair shall write his or her own analysis of the evidence, from both student course/instructor evaluations and additional measures, as part of the annual merit review and send a copy of this analysis to the faculty member. The faculty member may write a rejoinder response to the Chair’s analysis directly to the VPFSA, to be included in the merit review documentation. In the case of departmental Chairs, the same process will be followed by substituting the VPFSA for the Chair.

E. The University shall provide faculty members with support services which will aid them in the improvement of teaching skills.

III. GUIDELINES FOR THE COURSE EVALUATION INSTRUMENT

The instrument for student evaluation of courses and faculty shall meet the following guidelines:

A. At least some of the questions shall allow for narrative responses.

B. The common questions will be proposed by a committee jointly appointed for this purpose by the Faculty Senate and the Association of Student Representatives, with the understanding, however, that a majority of the committee shall consist of members of the Academic Faculty.

C. The common questions shall be approved, prior to their use, by the Academic Faculty.

D. The Office of Academic Affairs will prepare envelopes containing the University wide evaluation forms for all classes, regardless of size. For classes of under five students, departments may decide what to do for themselves. Individual faculty members should thus confer with their departmental Chairs to determine what to do in these classes.

The office of Information Technology Services (ITS) in cooperation with the departmental administrative assistants will set up online evaluation forms for all courses. Evaluations are to be completed in class during the last 10 class days of the fall and spring semesters, and during the last 5 class days of the summer semester.

In some cases, due to concerns about the anonymity of students, departments may decide that no courses of fewer than five students should be evaluated. In other cases, departments may decide to conduct evaluations of such courses using their own instruments and procedures for this purpose. In still other cases, departments may choose to use the University-wide forms for these small classes.

When the University-wide form is chosen, in some instances it may be desirable to combine different classes. Departments in cooperation with ITS will generate combined evaluation forms for these classes. However, to simplify the task for the Office of Information Technology Services (ITS), the evaluations, even though from different courses, should still be placed in one official white envelope, with its white label unaltered. ITS must know unambiguously what single course identification number under which to
enter the data from all the surveys in the envelope. It will be up to the individual faculty and departments to remember what courses were thus combined. Any official white envelopes not used, along with any blank survey forms, should be returned to the Office of Academic Affairs.

E. In consultation with the Senate Committee for the Evaluation of Courses and Faculty, the Office of Academic Affairs will develop and implement a method for orienting all incoming students to the process of course/instructor evaluation.

IV. AMENDMENT
Following approval by the Faculty Senate, proposed amendments to this document shall be circulated in writing to the Academic Faculty at least fourteen (14) days prior to the stated meeting of the Academic Faculty Assembly at which they will be considered. If passed by a majority of those present and voting at that meeting, they shall become effective at the beginning of the next academic year.
Proposal from the Faculty Senate for a Revision to the Academic Leave Policy

Supported Unanimously by the Faculty Senate, February 7, 2014
Supported by the University Administration, August 18, 2014

Background and Rationale:

As described in the Faculty and Contract Staff Handbook (2013-2014; Section 4A.III.A.), Trinity’s current Academic Leave Policy recognizes that academic leaves of absence are “of vital importance to the academic life of the university” (Handbook 195) and exhorts every faculty member to use all means available to “increase professional competence” (Handbook 195). Tenured faculty members are eligible for one semester with full pay and employee benefits, or two semesters at half pay and adjusted employee benefit leaves after four years of full-time service (a 5-year leave cycle). Faculty must hold an appointment with tenure and have at least four years of service to the university at the time of application to be eligible for an academic leave with pay.

Under Trinity’s current academic leave policy, post-tenure academic leave may be used for a wide range of purposes, including a focus on scholarship, teaching, or public or private service that ultimately serves the university. A written leave proposal must explain in adequate detail the purpose of the project and the work to be done and serves as the basis for department recommendation and FDC and administrative review. The intention of the leave program is that “all eligible faculty with proposals recommended by the department and by the FDC be granted leaves” (Handbook 195). Departments are expected to accommodate all leaves with existing resources, “except in those cases where replacements are approved by the VPFSA” (Handbook 196). The duration of leave postponement due to departmental considerations will be counted toward eligibility for subsequent leaves.

This institutional support of teaching and research at Trinity has resulted in faculty who are recognized scholars and excellent teachers; in fact, Trinity recruits faculty who wish to continue high-caliber scholarship while focusing on undergraduate education. Tenure-track leaves are an obvious way to further support and better develop this focus at a time in a faculty member’s career when the leave is critically needed. In fact, two-thirds (31) of Trinity’s reference institutions (45 institutions listed in Trinity University Factbook 2012; see appendix) offer a tenure-track leave, typically in the 4th year (72%), but occasionally as early as the 3rd year (14%) or as late as the 5th year (14%).

Trinity’s post-tenure leave program has helped recruit exceptional faculty, and we believe that combining a post-tenure leave program with a tenure-track leave program will further enhance faculty recruitment and retention. A tenure-track leave permits a faculty member to concentrate on scholarship for one semester, potentially resulting in better, more focused scholarship for tenure. Because tenure-track faculty are intensely focused on achieving tenure, we expect faculty will be highly-productive during this tenure-track leave. Moreover, tenure-track leaves may further enhance the research profile of the university by helping Trinity faculty elevate their own scholarship early in their careers.

Current efforts in the strategic plan call for developing greater interdisciplinary programs and other aspects of curricular reform while also supporting the efforts of faculty to become recognized scholars in their field; given these multiple efforts, tenure-track leaves are crucial for allowing faculty to focus solely on scholarship for a semester so that current standards for both scholarship and teaching quality can be
maintained. Currently, many departments are able to offer tenure-track faculty reduced teaching loads or make other arrangements to permit greater time for scholarship, but this is very uneven across the university and certainly not available to all tenure-track faculty; a formal tenure-track leave policy would guarantee that all tenure-track faculty have the opportunity to devote a semester solely to scholarship.

This proposal revises the academic leave policy to make tenure-track faculty eligible to apply for one semester of leave with full pay and employee benefits during their third year at Trinity, after successful completion of the 2nd year formal review and contingent on satisfactory progress towards tenure. The semester of tenure-track academic leave may be taken in the 4th or 5th year of the tenure-track at Trinity. To offset the cost of adding an additional academic leave with pay at Trinity, this proposal also revises the post-tenure leave to a 6-year cycle, so that tenured faculty would become eligible for academic leave with pay after five years of full-time service. However, the proposed revision would impact only new tenure-track faculty hired under the revised Academic Leave Policy beginning in the 2015-2016 academic year, and tenure-track faculty with fewer than four years of full-time service at Trinity as of the start of the 2015-2016 academic year who choose to apply for a tenure-track leave under the revised policy. All faculty holding an appointment with tenure by the start of the 2015-2016 academic year and all tenure-track faculty with more than three years of full-time service at Trinity by the start of the 2015-2016 academic year will remain under the current Academic Leave policy.

Under the proposed revised academic leave policy, the tenure-track leave would be the first in a faculty member’s leave cycle at Trinity; for example, if tenure-track leave was taken in the 4th year, the faculty member would be eligible for another academic leave with pay in the 10th year at Trinity. Thus, under the proposed revised Academic Leave Policy, faculty would take five academic leaves with pay during a 30-year career: the first leave would be in year 4, with subsequent leaves in years 10, 16, 22, and 28. Under the current Academic Leave Policy, faculty could also take five academic leaves with pay during a 30-year career, but the first leave would be in year 8, with subsequent leaves in years 13, 18, 23, and 28. A spreadsheet is attached to illustrate these schedules.

Proposals for tenure-track leave will be reviewed according to our current review procedures for post-tenure academic leave, with the added stipulation that the FDC panels work to ensure that no department could prevent tenure-track faculty from taking a leave, although departmental considerations may help determine which semester the tenure-track academic leave is taken during the 4th or 5th year. As with post-tenure leaves, the expectation is that all eligible proposals will be granted leaves. Consistent with our current policy, tenure-track faculty also must return to Trinity full-time for at least one full year following the leave and submit a post-leave report in September following the leave.
Proposed Revision to Handbook Section (4A). Statement on Faculty Development:

Section III. CATEGORIES OF AWARDS

Each type of development award is described as follows. Each type is subject to the policies set forth herein.

A. Academic Leave Policy

(Approved by Faculty May 3, 1989.)

Purposes

Leaves of absence are among the most important means by which a teacher’s effectiveness can be increased, a scholar’s opportunity for research, reflection, and writing enhanced, and ultimately a university’s academic program strengthened and developed. A sound program of leaves is therefore of vital importance to the academic life of a university, and every faculty member should use available means of professional development, including leaves, to increase professional competence. The major purpose of an academic leave program is to provide an opportunity for continued professional growth and new or renewed intellectual development through study, writing, research, or travel in order to enhance creativity, scholarship, and teaching. Other purposes include public or private service which ultimately serve the university. It is the intent of this faculty development program that all eligible faculty with proposals recommended by the department and by the FDC be granted leaves.

1. Leaves With Pay

   a. Eligibility

   • After full-time service at Trinity University for at least three years and contingent on satisfactory progress toward tenure, all tenure-track members of the faculty are eligible for a semester leave with pay. The application for the leave may be made in the third year, after successful completion of the formal second year review. For untenured faculty who take a leave with pay, the schedule of probationary faculty reviews will not be revised on account of the leave.

   • After full-time service at Trinity University for at least five years, all tenured members of the faculty are eligible for a leave with pay. The application for the leave may be made in the fourth year, if the applicant already holds an appointment with tenure. Upon completing the leave, a faculty member ordinarily must serve the University another five years before becoming eligible again for a paid leave.

   • Grandfather clause: All faculty members holding an appointment with tenure by the start of the 2015-2016 academic year and all tenure-track faculty members with more than three years of full-time service at Trinity by the start of the 2016-2017 academic year are eligible for leaves with pay.

   • An alternative to these leaves is available for faculty who have reached the activity level。”

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of the 2015-2016 academic year will be eligible for a leave with pay after earning an appointment with tenure and after full-time service at Trinity for at least four years. Upon completing the post-tenure leave, a faculty member ordinarily must serve the University another four years before becoming eligible again for a paid leave, consistent with the Academic Leave Policy in effect until the 2014-2015 academic year.

- When an eligible member of the faculty with a sound proposal agrees to delay application for the leave by a semester or more in consideration of a departmental colleague’s request to have a leave at the same time and when the department advises the postponement, the duration of that postponement shall be counted toward eligibility for subsequent leaves. The departmental Chair shall keep a written record of the postponement and make a copy of the record for the Vice President for Faculty and Student Affairs.

- A faculty member may not receive a summer stipend either the summer before or the summer after the year during which he/she is on leave.

- A faculty member may apply for an academic leave and a summer stipend during the same academic year (June 1 through May 31), but no more than one award will be recommended for funding. Before making any award recommendation, the faculty member will be consulted as to her or his choice.

b. Duration and Compensation

Academic leaves for tenure-track faculty may be granted for one semester with full salary and employee benefits for that semester. Academic leaves for tenured faculty may be granted either for one semester or for a full academic year. The recipient of a one-semester leave will receive full salary and employee benefits for that semester. A faculty member on leave for the full academic year will receive fifty percent of salary and adjusted employee benefits. Support for nonsalary items, such as travel for research, can be requested in a supplementary special project grant proposal to the AVPAA:CFD.

c. Requests for Leaves

Formal request for a leave must be made in writing to the departmental Chair in April preceding the academic year in which application for the leave is to be made. The request should be accompanied by a brief provisional description of the project to be carried out during the leave. A full written proposal will serve as the basis for departmental recommendation and review by the FDC and administration. The complete proposal must explain in adequate detail the purpose of the project and the work to be done. However, inasmuch as the departmental Chair will be apprised of each faculty member’s eligibility and intention to apply for a leave well in advance of the formal application, the project proposal for the leave should be available for informal departmental consideration and comment as early as practicable.
d. **Departmental Responsibilities**

Each department shall maintain a schedule of eligibility showing the proposed leaves of its faculty over a period of three years and a curriculum plan for the same duration to verify that these leaves can be accommodated without replacements, except in those cases where replacements are approved by the VPFSA.

The primary responsibility for critical evaluation of a leave proposal resides with the tenured members of the applicant’s department. All tenured members should evaluate proposals at this level. In departments where there is only one tenured member to act as evaluator, the VPFSA will appoint an additional reviewer for the department. The Chair will administer the departmental review process. The departmental Chair should make a judgment on whether the department can meet its curricular obligations in the absence of the leave applicant. **In the case of a tenure-track leave request, the department Chair and the applicant will agree on which semester in the 4th or 5th year will be taken.** If the department cannot support a proposal, the departmental Chair should advise the applicant to withdraw the proposal or otherwise write a letter of nonsupport. In any case, the Chair shall summarize the tenured members’ reasons for recommending or not recommending a proposal, making explicit reference to the evaluation guidelines listed in Paragraph f.

It shall be the policy of the department to advise and assist its members to prepare proposals that clearly articulate how the projects will meet the University’s expectation of high professional achievement and that meet the evaluation guidelines listed in Paragraph f. Accordingly the department shall encourage its members to prepare leave proposals well in advance of the deadline for submission in order to facilitate an early, informal review of the projects.

e. **Responsibility of the FDC**

The spirit of the review at this level is to determine that high standards are maintained in the leave program across disciplines of the University. Therefore, the FDC panels, must confirm after satisfying themselves that these high standards have been met in the proposals, as assured by the recommending departments through their own review of the proposals and the departmental reviews, paying particular attention to those proposals submitted by tenure-track faculty to ensure that departments do not prevent tenure-track faculty from taking a leave due to other departmental considerations. The FDC panels will submit their endorsement to the Executive Committee of the FDC, which has the responsibility for making the final faculty recommendation to the VPFSA. The FDC will make its judgments according to the stated criteria by which leave proposals are to be evaluated. The panels and the Executive Committee will also evaluate, should that be necessary, the request for a leave from a member of the faculty whose application for leave was not recommended has been rejected at the departmental level.
f. Evaluation Guidelines

The FDC will evaluate the academic leave proposals according to the following criteria and expects all materials to be prepared in clear and concise language that can be easily understood by reviewers from other disciplines.

- The merits of the proposal (originality and advancement of knowledge);
- The potential of the proposed project to enhance the creative or scholarly, or teaching competence of the faculty member (likelihood of significant publication or performance); in the case of a proposal from tenured faculty, the potential of the proposed project to enhance the teaching competence of the faculty member (likelihood of significant enhancement of professional skills, or acquisition of new areas of teaching expertise) may also be considered;
- The probability of achieving the objectives specified during the leave;
- The appropriateness of the methods and techniques for meeting the stated objectives;
- The qualifications of the candidate relevant to achieving the goals of the proposal;
- The candidate’s history of academic leave awards at Trinity University (past leaves and successful completion of previous projects).

g. Requirements

- The recipient of a paid leave is required to devote full time to the project for which the leave was granted. Teaching and other similar professional activities may be pursued only with explicit approval of the VPFSA. Following the leave, the recipient shall submit a report to the departmental Chair and the VPFSA on the results of the leave by September 15 (or the Friday preceding if that date falls on a weekend), indicating how the results compare with objectives anticipated in the proposal.
- After completion of an a post-tenure academic leave, the recipient is obligated to be available to serve on the FDC for at least one year.
- A recipient must return to full employment at the University for at least one academic year following the leave or reimburse the University for the amount of compensation paid during the leave.

2. Leaves Without Pay

a. Eligibility

All members of the faculty with tenure or tenure-track appointments are eligible for leaves without pay. For untenured faculty who take a leave without pay, the schedule of tenure review will not be revised on account of the leave. The scheduling of leaves
without pay should be facilitated by the fact that departments can ordinarily expect to hire a replacement for a member of that department on such leave.

When the opportunity for a leave without pay arises on short notice, the applicant may address the request through the Chair to the VPFSA. The granting of a leave without pay shall be limited to one year, except under unusual circumstances, and in no case shall it be for more than two consecutive years.

b. Requests for Leave Without Pay

In most cases, a leave without pay will be occasioned by the receipt of a research grant. Applicants for such grants must coordinate their plans with their departmental Chair so that the department can prepare for the absence of the applicant. Ordinarily the award of a grant will satisfy any requirement for internal evaluation of the project, and requests for leave without pay supported by outside funding will always be looked at favorably by the University.

c. Responsibility of the Department

While recognizing that its first obligation is to meet curricular responsibilities, the department will strive to advise and support its members when they wish to find the means for and schedule leaves without pay. At least a year in advance of making application for a grant that would entail a leave, potential applicants should discuss with the departmental Chair those aspects of the envisaged leave that impinge upon departmental planning, such as duration of the leave, dates of notification from granting agencies, and plans for a replacement. In the case of an untenured member of the department, the Chair shall be especially attentive to the possibilities of funding within and without the University to support the research leave, and offer appropriate advice and assistance.

The department shall review and forward its recommendation for leaves without pay through the VPFSA to the President.

In the cases of untenured members of the faculty with sound projects, the VPFSA shall give special attention to assisting with possible in-house funding strategies, bearing in mind that these applicants are not eligible for leaves with pay and that special funding can strengthen the chances of obtaining external monies.

d. Requirements

Any member of the faculty on leave without pay who has received contributions from the University in the form of benefits is obligated to return to employment of the University for at least one year following the leave or to reimburse the University for those expenditures.
APPENDIX

Tenure-Track Leave Senate Subcommittee, Fall 2013
Kathleen Surpless, Chair
Kyle Gillette
Jinli He
Ruben Mancha
Kimberley Phillips
Jennifer Steele

Reference Institutions* that offer tenure-track leaves, as of Fall 2013:
Amherst College    Macalester College
Bates College      Oberlin College
Baylor University  Pomona College
Beloit College     Reed College
Bowdoin College    Rice University
Bucknell University Sewanee-University of the South
Carleton College   Smith College
Colby College      Southern Methodist University
College of Wooster Southwestern University
Colorado College   St. Olaf College
Davidson College   Swarthmore College
Denison University  Trinity College
DePauw University  Washington and Lee
Furman University   Wellesley College
Grinnell College   Williams College
Lawrence University

Reference Institutions* that do not offer tenure-track leaves, as of Fall 2013:
Birmingham-Southern College Morehouse College
Centenary College      Rhodes College
Centre College         Rollins College
Hendrix College        Texas Christian University
Lewis and Clark College University of Dallas
Millsaps College       University of Richmond

Relevant information not found:
Austin College
Spelman College

*Reference institutions listed in 2012 Trinity University Factbook.
MOTION TO CREATE A CONCENTRATION IN GLOBAL HEALTH

Proposal:

To create a concentration in Global Health Studies within the International Studies minor.

Background and Rationale:

In recent years, a number of courses have been offered by the departments of Biology, Health Care Administration, and Sociology and Anthropology with a focus on global health. Students from these courses have gone on to do health-themed internships and study abroad experiences in places such as Botswana, Swaziland, Senegal, Honduras, and Argentina. Eleven students to date have participated in global health summer internships with non-government organizations and government offices in Washington, D.C.

Two years ago, Trinity’s International Studies Colloquium focused on global health to a large student audience. Also two years ago, Trinity held a symposium on global health in which more than forty students participated.

All this suggests a strong interest among Trinity students for a program focusing on global health.

For the foreseeable future, the departments of Biology and Sociology and Anthropology should be able to accommodate the teaching of INTL 3301 (Global Health) and BIOL 2306 (Infectious Diseases).

Proposed Courses of Study Bulletin language (additions highlighted, deletions struck through):

THE MINOR

The requirements for a minor in International Studies are as follows:

I. Completion of no fewer than 21 semester hours.

II. The lower division sequence in an appropriate foreign language (the equivalent of four college semesters). This requirement in the Middle East and East Asian Studies concentrations may be modified in special circumstances upon recommendation of the adviser and the consent of the International Programs director.

III. One of the following courses: HIST 3369 (U.S. Diplomatic History), or PLSI 1331 (Comparing Countries), or SOCI/URBS 1316 (Introduction to Human Geography).

IV. Required enrollment during each semester of residence in the minor in INTL 3100 (International Studies Colloquium). Course may be repeated for 6 hours, only 3 of which may be applied to the minor.
V. Concentrations (12-15 hours including courses taken while abroad).

International Studies concentrations are individual programs of study that are designed by students in consultation with the appropriate concentrations adviser. A student may propose courses from the concentration list (below), or with the approval of the adviser and program director, from among courses taken abroad or unlisted courses taken while at Trinity.

VI. At least 9 hours must be upper division.

VII. Internship Course option (INTL 4-01; maximum 3 hours).

VIII. Study Abroad recommended, with the advice of the minor adviser and study abroad adviser.

THE CONCENTRATIONS

International Studies concentrations are individual programs of study that are designed by students in consultation with the appropriate concentration adviser. A student may substitute courses taken abroad or special offerings that are not shown on the lists upon recommendation of the adviser and approval by the program director.

Concentrations and Faculty (*concentration coordinator and head adviser)

African Studies: Professor Anene Ejikeme*
East Asian Studies: Professors Donald N. Clark*, Stephen L. Field, Randall Nadeau
European Studies: Professors Nanette Le Coat*, Heather Sullivan
Mexico, the Americas, and Spain Program: Professors Arturo Madrid and Aaron Navarro
Middle East Studies: Professors David Lesch, Sussan Siavoshi
International Affairs: Professor Donald N. Clark
International Environmental Studies: Professors Richard Reed, David Ribble*
Global Health Studies: Professors Alfred Montoya and Robert Blystone*

GLOBAL HEALTH STUDIES (Professors Alfred Montoya and Robert Blystone*)

Students following the concentration in global health studies must take four courses distributed as follows: INTL 3301 Global Health and at least one course in each of the following topical areas: behavioral, science, and statistics.

• Behavioral Area
  ANTH 3345  International Issues in Health and the Environment (also listed as SOCI 3345)
  ANTH 3355  HIV/AIDS: Nature, Power, Populations (also listed as SOCI 3355)
  SOCI 2332  Sociology of Health and Illness
  SOCI 3345  International Issues in Health and the Environment (also listed as ANTH 3345)
  SOCI 3355  HIV/AIDS: Nature, Power, Populations (also listed as ANTH 3355)
**Science Area**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2306</td>
<td>Infectious Diseases</td>
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</tbody>
</table>

**Statistics Area**

<table>
<thead>
<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ANTH 3360</td>
<td>Research Methods: Applied Social Statistics (also listed as SOCI 3360)</td>
</tr>
<tr>
<td>MATH 1320</td>
<td>Statistical Methods</td>
</tr>
<tr>
<td>SOCI 3360</td>
<td>Research Methods: Applied Social Statistics</td>
</tr>
<tr>
<td>PSYC 2401</td>
<td>Statistics and Methods I</td>
</tr>
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</table>
## PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

**Department**: Business Administration  
**Proposed Course Title**: Global Business Culture  
**Proposed Course Number**: 3330  

<table>
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<th>Common Curriculum Status</th>
<th>Estimated number of seats added or deleted from the Understanding</th>
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<td>Yes</td>
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<tr>
<td>Revised Course</td>
<td>Now Proposed for Common Curriculum</td>
<td>Yes</td>
</tr>
<tr>
<td>Deleted Course</td>
<td>If yes, which Understanding or Skill</td>
<td>Yes (Old Number _____)</td>
</tr>
<tr>
<td>Number Change</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Adding Prerequisites</td>
<td>None</td>
<td></td>
</tr>
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### Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.)

The course prefix will be changed from BUSN 3330 to INTB 3330. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

### Curricular Impact Statement (What curricular trade-offs will result if this course is approved?)

Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes.

### Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.)

None

### Proposed Bulletin Description

N/A

### Present Bulletin Title and Description

N/A

<table>
<thead>
<tr>
<th>Instructor(s)</th>
<th>IS THIS COURSE</th>
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</thead>
<tbody>
<tr>
<td>Deli Yang</td>
<td>- cross-listed with another department? Yes</td>
</tr>
<tr>
<td></td>
<td>- a prerequisite for another course? Yes</td>
</tr>
<tr>
<td>Semester course will first be offered</td>
<td>If so, which one? MLL</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>- part of an interdisciplinary program? Yes</td>
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<td>Effective date of change</td>
<td>If so, which one(s)? International Studies</td>
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<td>Fall 2015</td>
<td>- a prerequisite or specific requirement for a major</td>
</tr>
<tr>
<td>Frequency of offering</td>
<td>or minor in another department or program? Yes</td>
</tr>
<tr>
<td>Once a year</td>
<td>If so, which one(s)?</td>
</tr>
<tr>
<td>Is a similar course offered in another department?</td>
<td>If any of the above responses is “Yes”, have you contacted the appropriate department(s)? Yes</td>
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<tr>
<td>Yes</td>
<td>Can a student enter this course with permission of the instructor without the prerequisite(s)? Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>If yes, attach explanation.</td>
<td></td>
</tr>
<tr>
<td>If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>None required</td>
<td></td>
</tr>
<tr>
<td>Are there needs for technological resources not currently available on campus?</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
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</table>

###ROUTING

Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration, Modern Language and Literature, and International Study Program.

Date: 09/01/2014
PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

Department Business Administration (Proposed Course Number) 3346
Proposed Course Title La Economía Española y la Unión Europea

<table>
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<th>Proposed Course Title</th>
<th>Common Curriculum Status</th>
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<tr>
<td>New Course</td>
<td>La Economía Española y la Unión Europea</td>
<td>Presently in Common Curriculum Yes No</td>
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<tr>
<td>Revised Course</td>
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<td>Deleted Course</td>
<td></td>
<td>If yes, which Understanding or Skill</td>
</tr>
<tr>
<td>Number Change</td>
<td>(Old Number ____ )</td>
<td>Estimated number of seats added or deleted from the Understanding</td>
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Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.):

The course prefix will be changed from BUSN 3346 to INTB 3346. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):

Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes.

Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.):

None

Proposed Bulletin Description: N/A

Present Bulletin Title and Description: N/A

Instructor(s) Vladimir Ruiz

Semester course will first be offered Spring 2015

Effective date of change Fall 2015

Frequency of offering Once a year

Is a similar course offered in another department? Yes No

If yes, attach explanation.

If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources? Yes No None required

Are there needs for technological resources not currently available on campus? Yes No

IS THIS COURSE

- cross-listed with another department? Yes No

  If so, which one? MLL & ECON

- a prerequisite for another course? Yes No

  If so, which one(s)?

- part of an interdisciplinary program? Yes No

  If so, which one(s)? International Studies

- a prerequisite or specific requirement for a major or minor in another department or program? Yes No

  If so, which one(s)?

  If any of the above responses is “Yes”, have you contacted the appropriate department(s)? Yes No

Can a student enter this course with permission of the instructor without the prerequisite(s)? Yes No

ROUTING

Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration, Department of Modern Languages and Literature, and International Study Program

Date: 09/01/2014
PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

Department Business Administration (Proposed Course Number) 3361

Proposed Course Title International Business Law

<table>
<thead>
<tr>
<th>Nature of Proposed Change</th>
<th>Common Curriculum Status</th>
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<tbody>
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<tr>
<td>Number Change</td>
<td>Estimated number of seats added or deleted from the Understanding</td>
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Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.):

The course prefix will be changed from BUSN 3361 to INTB 3361. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):

Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes

Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.):

None

Proposed Bulletin Description:

N/A

Present Bulletin Title and Description:

N/A

Instructor(s)

Robert Barnett

Semester course will first be offered
Spring 2015

Effective date of change
Fall 2015

Frequency of offering
once a year starting from spring 2015

Is a similar course offered in another department?
Yes ☑ No ☐

If yes, attach explanation.

If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources?
Yes ☑ No ☐

If you contacted the appropriate department(s)?
Yes ☑ No ☐
If any of the above responses is “Yes”, have you contacted the appropriate department(s)?
Yes ☐ No ☐

Can a student enter this course with permission of the instructor without the prerequisite(s)?
Yes ☑ No ☐

ROUTING

Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration

Date: 09/01/2014
PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

Department **Business Administration**

Proposed Course Title **International Business Research**

<table>
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<th>Proposed Course Number</th>
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<tr>
<td>Presently in Common Curriculum</td>
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<td>Now Proposed for Common Curriculum</td>
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Is this course - cross-listed with another department? Yes ✗ No
- a prerequisite for another course? Yes ✗ No
- part of an interdisciplinary program? Yes ✗ No
- a prerequisite or specific requirement for a major or minor in another department or program? Yes ✗ No
- beneficial? If of the above responses is "Yes", have you contacted the appropriate department(s)? Yes ✗ No
Can a student enter this course with permission of the instructor without the prerequisite(s)? Yes ✗ No

Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.):

The course prefix will be changed from BUSN 3363 to INTB 3363. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):

Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes

Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.):

None

Instructor(s) Deli Yang

Semester course will first be offered Summer as directed studies

Effective date of change Fall 2015

Frequency of offering Once a year

Is a similar course offered in another department? Yes ✗ No

If yes, attach explanation.

If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources? Yes ✗ No

Are there needs for technological resources not currently available on campus? Yes ✗ No

ROUTING

Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration, Modern Languages and Literature, and International Study Program

Date: 09/01/2014
PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

Department Business Administration
Proposed Course Title International Innovation

<table>
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Common Curriculum Status
Presently in Common Curriculum: Yes ☐ No ☒
Now Proposed for Common Curriculum: Yes ☐ No ☒
If yes, which Understanding or Skill
Estimated number of seats added or deleted from the Understanding

Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.):

The course prefix will be changed from BUSN 3365 to INTB 3365. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):
Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes

Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.):
None

Instructor(s)
Deli Yang

Semester course will first be offered
Spring 2015

Effective date of change
Fall 2015

Frequency of offering
Once a year

Is a similar course offered in another department?
Yes ☐ No ☒

If yes, attach explanation.
If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources?
Yes ☐ No ☒ None required ☒

Are there needs for technological resources not currently available on campus?
Yes ☐ No ☒

IS THIS COURSE
- cross-listed with another department? Yes ☐ No ☒

If so, which one?
- a prerequisite for another course? Yes ☐ No ☒

If so, which one(s)?
- part of an interdisciplinary program? Yes ☐ No ☒

If so, which one(s)?
- a prerequisite or specific requirement for a major or minor in another department or program? Yes ☐ No ☒

If so, which one(s)?
If any of the above responses is "Yes", have you contacted the appropriate department(s)? Yes ☐ No ☒

Can a student enter this course with permission of the instructor without the prerequisite(s)? Yes ☒ No ☐

ROUTING
Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration

Date: 09/01/2014
**PROPOSAL TO CREATE, REVISE OR DELETE A COURSE**

**Department** Business Administration  
**Proposed Course Title** Práctica Profesional en España  
**(Proposed Course Number) 3372**

<table>
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<td>Revised Course</td>
<td>Now Proposed for Common Curriculum: Yes ☒ No ☐</td>
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<tr>
<td>Deleted Course</td>
<td>If yes, which Understanding or Skill: ☐</td>
</tr>
<tr>
<td>Number Change</td>
<td>Estimated number of seats added or deleted from the Understanding: ☐</td>
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<td>Adding Prerequisites</td>
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**Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.):**

The course prefix will be changed from BUSN 3372 to INTB 3372. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

**Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):**

Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes

**Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.):**

None

**Proposed Bulletin Description:** N/A

**Present Bulletin Title and Description:** N/A

<table>
<thead>
<tr>
<th>Instructor(s)</th>
<th>IS THIS COURSE</th>
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<tbody>
<tr>
<td>Bladimir Ruiz</td>
<td>- cross-listed with another department? Yes ☒ No ☐</td>
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</table>

**Semester course will first be offered**

Spring 2015

**Effective date of change**

Fall 2015

**Frequency of offering**

Once a year

**Is a similar course offered in another department?**

Yes ☒ No ☐

**If yes, attach explanation.**

If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources? Yes ☒ No ☐ None required ☒

**Can a student enter this course with permission of the instructor without the prerequisite(s)?** Yes ☒ No ☐

**ROUTING**

Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration, Department of Modern Languages and Literature, and International Study Program

**Date:** 09/01/2014
PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

Department: **School of Business**
Proposed Course Title: **Internship in International Business**

(Proposed Course Number) **3396**

<table>
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<tr>
<td>New Course</td>
<td>Presently in Common Curriculum</td>
</tr>
<tr>
<td>Revised Course</td>
<td>Now Proposed for Common Curriculum</td>
</tr>
<tr>
<td>Deleted Course</td>
<td>If yes, which Understanding or Skill</td>
</tr>
<tr>
<td>Number Change</td>
<td>___ Estimated number of seats added or deleted from the Understanding</td>
</tr>
<tr>
<td>Adding Prerequisites</td>
<td>___</td>
</tr>
</tbody>
</table>

Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result):

The course prefix will be changed from BUSN 3396 to INTB 3396. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):

Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes

Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar):

None

Proposed Bulletin Description:

N/A

Present Bulletin Title and Description:

N/A

Instructor(s)

Richard Burr

Semester course will first be offered

Fall 2014

Effective date of change

Fall 2015

Frequency of offering

Once every semester

Is a similar course offered in another department?

Yes ☐ No ☒

If yes, attach explanation.

If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources?

Yes ☐ No ☒ None required ☒

Are there needs for technological resources not currently available on campus?

Yes ☒ No ☐

IS THIS COURSE
- cross-listed with another department?
  Yes ☐ No ☒
  If so, which one? _______

- a prerequisite for another course?
  Yes ☐ No ☒
  If so, which one(s)? _______

- part of an interdisciplinary program?
  Yes ☐ No ☒
  If so, which one(s)? _______

- a prerequisite or specific requirement for a major or minor in another department or program? Yes ☐ No ☒
  If so, which one(s)? _______

If any of the above responses is “Yes”, have you contacted the appropriate department(s)?

Yes ☐ No ☒

Can a student enter this course with permission of the instructor without the prerequisite(s)?

Yes ☒ No ☐

ROUTING

Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration

Date: **09/01/2014**
PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

Department Business Administration (Proposed Course Number) 4361
Proposed Course Title International Business Strategy

<table>
<thead>
<tr>
<th>Nature of Proposed Change</th>
<th>Common Curriculum Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td>Description Change</td>
</tr>
<tr>
<td>Revised Course</td>
<td>Title Change</td>
</tr>
<tr>
<td>Deleted Course</td>
<td>Editorial Change</td>
</tr>
<tr>
<td>Number Change</td>
<td>(Old Number _____)</td>
</tr>
<tr>
<td>Adding Prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.):

The course prefix will be changed from BUSN 4361 to INTB 4361. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):
Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes

Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.):
None

Proposed Bulletin Description: N/A
Present Bulletin Title and Description: N/A

Instructor(s) Deli Yang
Semester course will first be offered Fall 2014
Effective date of change Fall 2015
Frequency of offering once a year starting from fall 2014
Is a similar course offered in another department? Yes | No
If yes, attach explanation.
If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources? Yes | No | None required
Are there needs for technological resources not currently available on campus? Yes | No

IS THIS COURSE
- cross-listed with another department? Yes | No
If so, which one?
- a prerequisite for another course? Yes | No
If so, which one(s)?
- part of an interdisciplinary program? Yes | No
If so, which one(s)?
- a prerequisite or specific requirement for a major or minor in another department or program? Yes | No
If so, which one(s)?
If any of the above responses is “Yes”, have you contacted the appropriate department(s)? Yes | No
Can a student enter this course with permission of the instructor without the prerequisite(s)? Yes | No

ROUTING
Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration

Date: 09/01/2015
PROPOSAL TO CREATE, REVISE OR DELETE A COURSE

Department  Business Administration
Proposed Course Title  International Branding
(Proposed Course Number)  4362

<table>
<thead>
<tr>
<th>Nature of Proposed Change</th>
<th>Description Change</th>
<th>Title Change</th>
<th>Editorial Change</th>
<th>Old Number</th>
</tr>
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<tr>
<td>New Course</td>
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<tr>
<td>Adding Prerequisites</td>
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<td></td>
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</table>

Common Curriculum Status

<table>
<thead>
<tr>
<th>Presently in Common Curriculum</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Now Proposed for Common Curriculum</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If yes, which Understanding or Skill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Estimated number of seats added or deleted from the Understanding

Rationale (Explain why the change is being proposed, its relation, if any, to the major or minor program, and what curricular improvements will result.):

The course prefix will be changed from BUSN 4362 to INTB 4362. This is in line with the proposal to create a new program code: INTB for the existing International Business Program (IBP). Please see the proposal for detail. As a result, some courses especially designed for and/or closely relevant to the IBP will have a new course prefix: INTB to replace the original prefix for general business: BUSN. However, the course number and other contents remain the same.

Curricular Impact Statement (What curricular trade-offs will result if this course is approved?):

Revise the requirements for the Bachelor of Science degree in Business Administration with a concentration in International Business. Please refer to the Enclosed Document 1: COSB changes

Teaching Resources (Explain any impact on personnel, faculty contact hours, Common Curriculum and other course offerings, and involvement in First Year Seminar.):

None

Proposed Bulletin Description:

N/A

Present Bulletin Title and Description:

N/A

Instructor(s)

Deli Yang

Semester course will first be offered

Spring 2015

Effective date of change

Fall 2015

Frequency of offering

Once a year

Is a similar course offered in another department?

Yes ☑ No ☑

If yes, attach explanation.

If this course will demand additional library resources, equipment, renovation and/or remodeling, computer facilities and time, or have a significant impact on workload or budget, have you arranged for these resources?

Yes ☑ No ☑ None required ☑

Are there needs for technological resources not currently available on campus?

Yes ☑ No ☑

IS THIS COURSE

- cross-listed with another department? Yes ☑ No ☑

If so, which one? MLL

- a prerequisite for another course? Yes ☑ No ☑

If so, which one(s)?

- part of an interdisciplinary program? Yes ☑ No ☑

If so, which one(s) International Studies

- a prerequisite or specific requirement for a major or minor in another department or program? Yes ☑ No ☑

If so, which one(s)

If any of the above responses is “Yes”, have you contacted the appropriate department(s)? Yes ☑ No ☑

Can a student enter this course with permission of the instructor without the prerequisite(s)? Yes ☑ No ☑

ROUTING

Please list the appropriate departments that have reviewed and endorsed this proposal: Department of Business Administration, Department of Finance and Decision Sciences, Department of Accounting, Department of Economics, and Department of Health Care Administration, Modern Languages and Literature, and International Study Program.

Date: 09/01/2014
School of Business Majors Proposal

Linkage to TU Strategic Plan and TUSOB Mission Statement

TU Strategic Plan

- Experiential Learning
- Productive Collisions
- Global Engagement
- Inter-disciplinarity

TU School of Business Mission Statement.

The proposed majors have been formulated in response to the School of Business Mission Statement that, in turn, drew its inspiration from the University Strategic Plan. The Mission Statement includes measurable elements that stress liberal arts aspects of a student's development and link with the priorities of the new Trinity curriculum. We will be held accountable for the execution of this Mission Statement by both SACS and AACSB for purposes of accreditation. Please see the TUSOB Mission Statement below (as annotated with explanatory comments):

- “The School of Business offers an integrated, innovative undergraduate and graduate program for students who are well grounded in the liberal arts.”

Comment--Majors are structured so that 70+ credit hours are outside of the major requirement and at least 60 credit hours are outside of the School of Business.

Comment--Productive collisions and inter-disciplinarity continue to be promoted through programs such as ALE, the BA degree (which requires another major outside the School of Business), the Shanghai program, the minors and other meaningful collaborations across campus. These are expected to increase with the roll out of the new TU curriculum initiatives, particularly through the Major in Business Administration (concentrations in management or marketing).

- “Building on a firm understanding of the fundamentals of business and rigorous discipline-specific instruction, students continue to learn and apply advanced concepts experientially.”

Comment--Majors offer an opportunity to tailor requirements for specific subsets of business students to increase rigor and to prepare them for meaningful experiential learning opportunities involving external stakeholders (who are seeking liberally educated students with additional specific skill sets). This is particularly important in the areas of finance and accounting, where there is a great deal of regulatory oversight and a job market that emphasizes internship experiences and external certification, but is otherwise dominated by large state universities.

- “Our programs produce globally aware, ethically sensitive, technologically proficient graduates who think critically, communicate effectively, and understand business as a consequence of both field and classroom involvement.”

Comment—A few examples drawn from the anticipated major programs illustrate their benefit to our students and to the university. While these examples are not intended to be inclusive of all described objectives, they illustrate the role of the majors in implementation of the Mission Statement:

- Trinity’s accounting students are preferred hires of the Big 4 and other prestigious firms because of their grounding in the liberal arts, their ability to think critically and communicate effectively, and their work in the field. A designated major in accounting would continue the program’s considerable contributions in terms of experiential learning/field involvement and the development of global awareness, ethical sensitivity and technological proficiency, through involvement with external stakeholders.
The Business Administration major (with concentrations in management and marketing) will continue to provide multiple opportunities for engagement in consulting projects that immerse students in the broader community (both locally and internationally) thus supporting the experiential learning, external engagement, and global aspects of the TU Strategic Plan and the TUSOB Mission Statement.

The International Business major is directly responsive to the TU focus on global engagement and our Mission Statement objective on global awareness. Its existence as a designated major will also enhance Trinity’s image to outside stakeholders and allow it to play a more supportive role in the sponsorship of events that will benefit students across campus.

The BAT major, with its focus on the use of analytics and technology and inclusion of engagement with the outside business community, is directly responsive to a number of areas addressed in the TU Strategic Plan and the TUSOB Mission Statement—particularly their emphasis on technological proficiency, communication, and experiential learning/field involvement. Two courses that will be part of the BAT major (and that were approved by the UCC last year) have already engaged external constituents for extensive consulting projects.

The Finance major is being created in response to the need for increasing rigorous discipline-specific instruction by aligning its requirements to better match those of the Chartered Financial Analyst (CFA) Institute. It addresses the objective of global awareness by requiring International Finance, and the objective of producing ethically sensitive graduates by offering a Finance Professionalism and Ethics course. Additionally, students continue to learn and apply advanced concepts experientially via the Student Managed Fund course series and, via the increased internship opportunities that will be fostered by the major itself.

Why Now?

First, having majors will allow us to deliver a stronger and more rigorous program for our students, while enhancing rather than diminishing their opportunities for more “productive collisions” and interdisciplinary work. Student response to the proposed majors has been extremely positive and TUSOB faculty members are enthusiastic about the opportunity to do their part in preparing all Trinity students for a bright future.

Second, the School of Business is subject to AACSB accreditation as well as to SACS accreditation. Both AACSB and SACS require a set of learning objectives for each major in addition to a set of common objectives for the School of Business. As we attempt to implement our Mission Statement that draws its inspiration from the vision of various internal and external stakeholders and from the Trinity Strategic Plan, we will need a minimum of two assessments of our new learning objectives before we file our next accreditation report with AACSB in 2016. Accordingly, a timely approval of our majors is important for maintenance of accreditation. While development and assessment of new learning objectives means more work for the faculty of the School of Business, we believe that the benefit to our students will be significant.

Other Factors—Perceptions & Marketing

Whether we like it or not, we are in a competitive market as a University. One of our responses has been to enhance Trinity’s presence in the print and electronic media. The formation of separate majors within the School of Business will also help in this regard, as it makes us more comparable to outstanding business programs at other distinguished institutions such as Bucknell, Butler, Gonzaga, Furman, the University of Richmond, and Wake Forest. Ultimately, we are not seeking to attract MORE business majors. We are seeking to better serve our existing majors by increasing the quality and rigor of our programs in keeping with Trinity’s standard of excellence.
<table>
<thead>
<tr>
<th>Current COSB (TUSOB Majors and Minors)</th>
<th>Proposed Change</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Business Administration—all concentrations</td>
<td>BS—all proposed TUSOB majors; Requirement: “Completion of general electives outside of Business Administration sufficient to bring the total semester hours earned for a degree to 124.”</td>
<td>To clarify requirement regarding the number of hours that must be earned outside of the TUSOB. To maintain students’ liberal arts foundation in conformity with TUSOB Mission Statement.</td>
</tr>
<tr>
<td>BS in Business Administration—concentration in accounting (45 credit hrs*)</td>
<td>BS in Accounting (48 credit hrs*)</td>
<td>Better advising and coordination with MS in Accounting degree. Improved undergraduate assessment of learning goals congruent with Pathways Commission/AACSB/regulatory requirements.</td>
</tr>
<tr>
<td>MS in Accounting (30 credit hrs*)</td>
<td>No change</td>
<td>Not required at this time, except for conforming TUSOB references.</td>
</tr>
<tr>
<td>BS in Business Administration—concentration in marketing (45 credit hrs*)</td>
<td>No change</td>
<td>Not required at this time, except for conforming TUSOB references.</td>
</tr>
<tr>
<td>BS in Business Administration—concentration in management (45 credit hrs*)</td>
<td>No change</td>
<td>Not required at this time, except for conforming TUSOB references.</td>
</tr>
<tr>
<td>BS in Business Administration—concentration in international business (45 credit hrs*)</td>
<td>BS in International Business (51 credit hours*)</td>
<td>Responsive to TU Strategic Plan and TUSOB Mission Statement. Adds rigor. Raises level of modern foreign language requirement.</td>
</tr>
<tr>
<td>Minor in Business Administration Legal Studies (18 credit hrs*)</td>
<td>No change</td>
<td>Not required, except for conforming TUSOB references and existing policy disallowing TUSOB major.</td>
</tr>
<tr>
<td>N/A—this is a new area</td>
<td>BS in Business Analytics and Technology (40 credit hrs*)</td>
<td>Responsive to TU Strategic Plan and TUSOB Mission Statement. See details.</td>
</tr>
<tr>
<td>BS in Business Administration—concentration in finance (45 credit hrs*)</td>
<td>BS in Finance (51 credit hrs*)</td>
<td>Responsive to TU Strategic Plan and TUSOB Mission Statement. Alignment with requirements for becoming a CFA Recognized program. Increased rigor. See details.</td>
</tr>
<tr>
<td>BA in Business Administration (33 credit hrs*)</td>
<td>BA in Business (33 credit hrs*)</td>
<td>Clarification of existing policy requiring another major outside of the TUSOB and number of hours required outside of the TUSOB. Conforming language regarding TUSOB.</td>
</tr>
<tr>
<td>Minor in Business Administration (27 credit hrs*)</td>
<td>Minor in Business (27 credit hrs*)</td>
<td>Conforms TUSOB references and adds language disallowing a TUSOB major.</td>
</tr>
<tr>
<td>Current COSB (Interdisciplinary Minors)</td>
<td>Proposed Change</td>
<td>Rationale</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Arts, Letters and Enterprise (interdisciplinary minor with TUSOB participation)</td>
<td>No change</td>
<td>Participation in interdisciplinary minor supports TU Strategic Plan and TUSOB Mission Statement objectives.</td>
</tr>
<tr>
<td>Communication Management (interdisciplinary minor with TUSOB participation)</td>
<td>No change</td>
<td>Participation in interdisciplinary minor supports TU Strategic Plan and TUSOB Mission Statement objectives.</td>
</tr>
<tr>
<td>Sports Management (interdisciplinary minor with TUSOB participation)</td>
<td>No change</td>
<td>Participation in interdisciplinary minor supports TU Strategic Plan and TUSOB Mission Statement objectives.</td>
</tr>
</tbody>
</table>

*number of required credit hours to be completed within the School of Business

Departments or individual faculty members who would like to schedule a visit with someone from the School of Business to discuss this proposal and learn more about how it responds to the TU Strategic Plan and the TUSOB Mission Statement (which draws its inspiration from the TU Strategic Plan), may contact Dr. Linda B. Specht at lspecht@trinity.edu.
OVERVIEW

The School of Business offers five Bachelor of Science degrees and one Bachelor of Arts degree. The Bachelor of Science degrees are designed to accommodate those students who want to pursue specialized study in the following areas: accounting, finance, business analytics and technology, international business, and business administration (with concentrations in either marketing or management). The Bachelor of Arts degree is designed to accommodate those students who do not wish to pursue an in-depth study of one of the areas in business, but who also desire to undertake a double major, where one of those majors is business. These degree programs are accredited by AACSB International – The Association to Advance Collegiate Schools of Business International.

Students pursuing the Bachelor of Science degrees complete a core of 27 semester hours with additional major-specific requirements. Students pursuing the Bachelor of Arts degree complete a core of 27 semester hours and six hours of electives beyond that core. A student who pursues either a major or a minor in the School of Business must take at least 50% of the School of Business credit hours that apply toward his/her degree at Trinity University. Furthermore, at least 50% of the credit hours identified as major or concentration requirements for the Bachelor of Science degree in the School of Business must be taken at Trinity University.

The degree programs are designed to fulfill the needs of students who, upon graduation, intend immediately to pursue careers in business, government, or the non-profit sector, as well as those students who plan to undertake graduate study in business or law. The School of Business core includes those courses prospective employers are most apt to require and that are generally required as prerequisites for most Master of Business Administration degree programs, as well as being desired courses for graduate study in law.

Students should apply for admission to major in accounting, finance, business analytics and technology, international business, or business administration early in the sophomore year so that they may be assigned a major adviser. The advising process is important for all School of Business majors as it provides a basis for the development of a comprehensive program that best meets both the academic and career objectives of the student.

The general requirements for the Bachelor of Science and Bachelor of Arts degrees are listed below. For full admission to any School of Business major, a student must first complete ACCT 1301, BUSN 2301/ECON 2320, and ECON 1311 with grades of C or better.
REQUIREMENTS

BACHELOR OF SCIENCE IN ACCOUNTING DEGREE

The requirements for the Bachelor of Science in Accounting degree are as follows:

I. The common curriculum.

II. Core business curriculum (27 hours): ACCT 1301; BUSN 2301, 3302, 3303, 4301; FNCE 3301; MGMT 2301; MIS 2301; and MKTG 2301.

Note: ECON 1311 is prerequisite for FNCE 3301 and ECON 1312 is prerequisite for BUSN 4301. In order to satisfy these prerequisite requirements, ECON 1311 and ECON 1312 may not be taken on a pass/fail basis.

III. Accounting major requirements (21 hours):

A. Required courses (18 hours): ACCT 1302, 3341, 3342, 3343, 4344, and BUSN 3341.

B. Elective courses (3 hours): Students must complete at least three hours of business electives that may include ACCT 4397, ACCT 4697, or any other upper division course offered or cross-listed by any department in the School of Business. Whenever possible, students are encouraged to select courses that offer significant experiential components.

IV. Completion of an approved study abroad experience or the successful completion of a modern foreign language course numbered 2302, or its equivalent.

V. Completion of electives sufficient to bring the total semester hours earned for the degree to 124, and the total semester hours outside of the School of Business to at least 60.

Although not a requirement for the major, the norm is that students also complete a paid internship (ACCT 4697) during their senior year. Because the sequencing of courses is critical for students to be able to do so and to otherwise complete the academic requirements for the B.S. degree in four years, the following guidance is provided.

1. Year 1 & 2: Students should enroll in ACCT 1301, ACCT 1302. Students who intend to study abroad as a part of their major requirements should plan on completing study abroad prior to their junior year or during a summer.

2. Junior: Fall semester -- ACCT 3341; Spring semester -- ACCT 3342, ACCT 3343.

3. Senior: Fall semester -- ACCT 4344; Spring semester -- ACCT 4697, BUSN 3341, and BUSN 4301.

Note that a student intern will be enrolled for only 12 hours during the spring semester of the senior year; therefore, it is imperative that a minimum of 112 hours have been completed by the end of the fall semester senior year and that BUSN 3341 and BUSN 4301 be deferred until the spring semester senior year.
Prospective students should also note that the State of Texas requires that a CPA candidate complete a minimum of 150 credit hours in order to take the Uniform Certified Public Accountant Examination. This major only partially satisfies those educational requirements, so a student intending to sit for the CPA exam will also need to complete graduate study in accounting. The Department of Accounting in the School of Business offers a two-semester Master of Science in Accounting degree program which, in combination with the B.S. in accounting, completes the hour credit and course requirements for CPA candidacy. Students interested in learning more about the accounting program should contact the Chair of the Department of Accounting for additional information.

MASTER OF SCIENCE IN ACCOUNTING DEGREE

The two-semester Master of Science in Accounting degree program is structured to develop and perfect technical, theoretical, and interpersonal skills required of accounting professionals. This degree program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business International. Upon completion of the program of study, the student is awarded the degree of Master of Science in Accounting and has satisfied the educational requirements for the Uniform Certified Public Accountant Examination in the State of Texas.

The requirements for full admission to the program include:

I. Senior standing as an undergraduate student, or a baccalaureate degree.

II. Completion of six undergraduate Accounting courses (ACCT 1301, 1302, 3341, 3342, 3343, 4344) or their equivalent with acceptable grades. Students who do not have an undergraduate business degree will need three additional business courses to meet CPA exam requirements in Texas.

III. A grade point average of 3.00 or better on the last 60 hours of undergraduate level work and an average of 3.00 or better in the undergraduate major.

IV. Acceptable scores not more than five years old on the Graduate Management Admissions Test (GMAT).

V. Two letters of recommendation from professors or employers regarding the applicant’s character, motivation, and intellectual ability.

Students who do not meet the requirements for unconditional acceptance may be considered for acceptance on a provisional basis.

[Course listings will need to be added here in conformity with actions of the Graduate Commission.]
REQUIREMENTS

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE

The requirements for the Bachelor of Science in Business Administration degree are as follows:

I. The common curriculum.

II. Core business curriculum (27 hours): ACCT 1301; BUSN 2301, 3302, 3303, 4301; FNCE 3301; MGMT 2301; MIS 2301; and MKTG 2301.

Note: ECON 1311 is prerequisite for FNCE 3301 and ECON 1312 is prerequisite for BUSN 4301. In order to satisfy these prerequisite requirements, ECON 1311 and ECON 1312 may not be taken on a pass/fail basis.

III. Concentration requirements (12 hours):

A. Management Concentration: Students choosing this option should complete MGMT 3371 and 9 hours from the courses that follow: MGMT 3361, MGMT 3372, MGMT 3383, and MGMT 4371.

B. Marketing Concentration: Students choosing this option should complete MKTG 4381 and an additional 9 hours from the courses that follow: MKTG 3361, 3381, 3382, 3383, BUSN 3363, 4362.

IV. Completion of an approved study abroad experience or the successful completion of a modern foreign language course numbered 2302, or its equivalent.

V. Completion of electives to bring the total in School of Business courses to at least 45 semester hours.

VI. Completion of electives sufficient to bring the total semester hours earned for the degree to 124, and the total semester hours outside of the School of Business to at least 60.
BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS DEGREE

The requirements for the Bachelor of Science in International Business degree are as follows:

I. The common curriculum.

II. Core business curriculum (27 hours): ACCT 1301; BUSN 2301, 3302, 3303, 4301; FNCE 3301; MGMT 2301; MIS 2301; and MKTG 2301.

Note: ECON 1311 is prerequisite for FNCE 3301 and ECON 1312 is prerequisite for BUSN 4301. In order to satisfy these prerequisite requirements, ECON 1311 and ECON 1312 may not be taken on a pass/fail basis.

III. International business major requirements (24 hours):

A. Required courses (15 hours): MGMT 3361, FNCE/ECON 3361, MKTG 3361, INTB 3361, and INTB 4361.

B. International Business electives (3 hours): INTB/CHIN/INTL 3330, 3363, INTB 3365, 4362, or BUSN 3340.

C. Interdisciplinary International electives (3 hours): ANTH 3332/HCOM 3372, BUSN 3367, 3390, COMM 3322/HCOM 3374, ECON 3318, 3341, 3347, ECON 3342/HIST 3348, INTB/ECON/SPAN/INTL 3346, PLSI 3331, or another 3-hour course approved by the International Business faculty.

D. International experiential requirement (3 hours): International Business Internship (INTB 3396 or INTB 3372) with International Business Summer Program, Madrid Program, Shanghai Policy Program, or other pre-approved internship programs.

Note: University policy requires that all students intending to study abroad have a GPA of 2.75 or above. To satisfy the experiential requirement for the major, a student must have both an approved study abroad experience and an approved international internship overseas (a minimum of 120 hours of work experience with the sponsoring company or organization). All students are strongly encouraged to complete their international internship while they study abroad.

E. Language requirement: Foreign Language (3301 or 3302). Student must either complete a modern foreign language course (min. level 3301) or demonstrate fluency in a foreign language.

IV. Completion of electives sufficient to bring the total semester hours earned for the degree to 124, and the total semester hours outside of the School of Business to at least 60.
REQUIREMENTS

BACHELOR OF SCIENCE IN BUSINESS ANALYTICS AND TECHNOLOGY DEGREE

The requirements for the Bachelor of Science in Business Analytics and Technology degree are as follows:

I. The common curriculum.

II. Core business curriculum (27 hours): ACCT 1301; BUSN 2301, 3302, 3303, 4301; FNCE 3301; MGMT 2301; MIS 2301; and MKTG 2301.

Note: ECON 1311 is prerequisite for FNCE 3301 and ECON 1312 is prerequisite for BUSN 4301. In order to satisfy these prerequisite requirements, ECON 1311 and ECON 1312 may not be taken on a pass/fail basis.

III. Business analytics and technology major requirements (13 hours): MIS 1101, 3303, BUSN 3304, 3305, and 4302).

IV. Additional courses in mathematics and computer science (6 hours): MATH 1307 or 1311, and CSCI 1320

V. Completion of an approved study abroad experience or the successful completion of a modern foreign language course numbered 2302, or its equivalent.

VI. Completion of electives sufficient to bring the total semester hours earned for the degree to 124, and the total semester hours outside of the School of Business to at least 60.
BACHELOR OF SCIENCE IN FINANCE DEGREE

The requirements for the Bachelor of Science in Finance degree are as follows:

I. The common curriculum.

II. Core business curriculum (27 hours): ACCT 1301; BUSN 2301, 3302, 3303, 4301; FNCE 3301; MGMT 2301; MIS 2301; and MKTG 2301.

Note: ECON 1311 is prerequisite for FNCE 3301 and ECON 1312 is prerequisite for BUSN 4301. In order to satisfy these prerequisite requirements, ECON 1311 and ECON 1312 may not be taken on a pass/fail basis.

III. Finance major requirements (24 hours):

A. Required Courses (18 hours): FNCE 3352, 3362, FNCE 3351/ECON 3356, FNCE/ECON 3361, and ACCT 3341, 3342.

B. Elective courses (6 hours): FNCE 3363, 3366, 4362, 4363, or 4366.

IV. A grade of C or higher in FNCE 3301.

V. Completion of an approved study abroad experience or the successful completion of a modern foreign language course numbered 2302, or its equivalent.

VI. Completion of electives sufficient to bring the total semester hours earned for the degree to 124, and the total semester hours outside of the School of Business to at least 60.

It is critical for students to plan their coursework carefully because many courses are fall-only or spring-only offerings. To complete the academic requirements for the B.S. degree in four years, the following guidance is provided.

1. Students who intend to study abroad as a part of their major requirements should plan on completing their study abroad either prior to their junior year or during a summer term.

2. Sophomore spring semester or junior fall semester - FNCE 3301.

3. Junior fall semester - FNCE 3301 (if not already taken) and ACCT 334.

4. Junior spring semester - FNCE 3352, FNCE 3362, and ACCT 3342.

5. Senior fall semester - FNCE 3351/ECON 3356 and FNCE/ECON 3361.

6. Senior fall semester – elective FNCE 3363 (Student Manage Fund I) prerequisites include FNCE 3352 and FNCE 3362, interview in junior spring semester.
REQUIREMENTS

BACHELOR OF ARTS IN BUSINESS DEGREE

The requirements for the Bachelor of Arts Degree with a major in Business are as follows:

I. The common curriculum.

II. Core business curriculum (27 hours): ACCT 1301; BUSN 2301, 3302, 3303, 4301; FNCE 3301; MGMT 2301; MIS 2301; and MKTG 2301.

Note: ECON 1311 is prerequisite for FNCE 3301 and ECON 1312 is prerequisite for BUSN 4301. In order to satisfy these prerequisite requirements, ECON 1311 and ECON 1312 may not be taken on a pass/fail basis.

III. Completion of another major outside the School of Business.

IV. Completion of six hours of electives in the School of Business.

V. Completion of electives sufficient to bring the total semester hours earned for the degree to 124, and the total semester hours outside of the School of Business to at least 60.

MINOR IN BUSINESS

In addition to the degree programs offered to business majors, the School of Business offers a minor in Business to students who would like to explore the subject of business in depth but whose primary interests lie elsewhere. Requirements for the minor are the completion of at least 24 semester hours of School of Business courses. The following seven courses are required for completion of the minor: ACCT 1301, BUSN 2301, BUSN 3302, MIS 2301, MGMT 2301, MKTG 2301, and FNCE 3301*.

In addition, one three-hour upper-division elective course within the School of Business must be taken. None of the courses used to satisfy these requirements may be taken Pass/Fail.

*Students should note that ECON 1311 is prerequisite for FNCE 3301. In order to satisfy this prerequisite requirement, ECON 1311 may not be taken on a Pass/Fail basis.

Note: If a student wishes to pursue a minor in Business and a minor in Business Administration Legal Studies, the courses required by one minor cannot simultaneously be counted to fulfill the requirements of the other. Moreover, a student may not complete a major offered in the School of Business and a minor in Business.

[Course listings for all School of Business courses will have to be added here.]
CALL TO ORDER
President Dennis Ahlburg called the meeting to order. He reported that the number of first-year applications received to date is 5 percent greater than the number of applications at the same time last year. He also thanked the faculty and staff for their support during the past five years of his presidency.

VICE PRESIDENT FOR FACULTY AND STUDENT AFFAIRS
Vice President for Faculty and Student Affairs Michael Fischer continued the meeting as chair. He noted that he plans to distribute detailed information on the opening of the three new centers – the Center for Student Success, the Center for Experiential Learning and Career Success, and the Center for International Citizenship – in the near future. As Interim President during the Spring 2015 semester, he plans to focus on promoting these centers to various external audiences.

Finally, Vice President Fischer thanked the faculty for their enthusiastic contributions to the implementation of the new general education curriculum.

APPROVAL OF THE MINUTES OF THE ACADEMIC FACULTY ASSEMBLY OF OCTOBER 24, 2014
A motion was made and seconded to approve the Minutes of the Academic Faculty Assembly of October 24, 2014.

APPROVAL OF CANDIDATES FOR DEGREES TO BE CONFERRED AT WINTER COMMENCEMENT
A motion was made and seconded to approve the candidates for degrees to be conferred at Winter Commencement on December 20, 2014. Alfred Rodriguez, Registrar, offered two corrections. The motion carried, and the amended list was approved, contingent upon the candidates’ satisfactory completion of their respective degree requirements.

REPORT FROM THE FACULTY SENATE
Professor Adam Urbach, Chair of the Faculty Senate, provided an update on the search for a new President of Trinity University. He noted that the three presidential finalists met with various campus representatives in November 2014.

Professor Urbach then presented a motion to revise policies governing membership in and election to the Faculty Senate (Faculty and Contract Staff Handbook, Chapter 2A, Article IV). The motion carried.
Professor Urbach then presented a motion to revise the amendment procedure for the Statement on Faculty Development (*Faculty and Contract Staff Handbook*, Chapter 4A, Article V). The motion carried.

Professor Urbach then presented a motion to revise the Academic Honor Code (*Faculty and Contract Staff Handbook*, Chapter 6J). The motion carried.

Finally, Professor Urbach presented a motion to revise policies governing the Student Evaluation of Courses and Faculty (*Faculty and Contract Staff Handbook*, Chapter 6H).

A motion was made and seconded to amend one sentence, as follows:

> Normally, evaluations are to be completed in class, normally during the last 10 class days of the fall and spring semesters, and during the last 5 class days of the summer semester.

The motion carried.

The motion to revise policies governing the Student Evaluation of Courses and Faculty was adopted, as amended.

**REPORT FROM THE UNIVERSITY CURRICULUM COUNCIL**

Professor Glenn Kroeger, Chair of the University Curriculum Council, reported that the Council will need to schedule some additional meetings in the Spring 2015 semester to deal with the large number of proposals related to the implementation of the new curriculum.

**ADJOURNMENT**

There being no further business, the meeting was adjourned at 2:57 p.m.

Respectfully submitted,

Duane Coltharp
Secretary of the Faculty Assembly
APPENDIX

Here follow the motions that were presented at the meeting of the Academic Faculty Assembly on December 11, 2014.
ARTICLE IV: THE FACULTY SENATE

A. Membership

(The Amended by the Academic Faculty Assembly on October 21, 2011; approved by the Board of Trustees on February 17, 2012.)

The Faculty Senate shall be composed of twenty members of the Academic Faculty who do not hold administrative positions above the rank of departmental Chair, who, at the time of election, are completing at least their second academic year on the faculty of Trinity University.

The Faculty Senate shall include a Chair and a Vice Chair/Chair-elect. The Vice Chair/Chair-elect shall be elected at large and will succeed to Chair of the Faculty Senate after completing a two-year term. To be eligible for this position, a faculty member must, at the time of election, have tenure and have served on the faculty at Trinity University for at least five years.

Six members shall be elected at large from those faculty members holding the rank of professor for the following academic year.

Six members shall be elected at large from those faculty members holding the rank of associate professor for the following academic year.

Six members shall be elected at large from those faculty members holding the rank of assistant professor or instructor for the following academic year. For all purposes of representation assistant professor and instructor are considered one rank.

B. Terms of Office

(The Amended by the Academic Faculty Assembly on October 21, 2011; approved by the Board of Trustees on February 17, 2012.)

Senate elections will be held each year. The normal term of office for members of the Senate shall be three years. Following election, the Vice Chair/Chair-elect will serve in that office for a term of two years, followed by a two-year term as Chair (for a total of four years). If an elected Vice Chair/Chair-elect is not available to succeed to the office of Chair, an election at large will be held to fill both the office of Vice Chair/Chair-elect and the office of Chair.

At the conclusion of a regular three-year term on the Senate, or at the conclusion of any consecutive terms which extend longer than two years, a member is ineligible for re-election for one year. Neither may the Chair succeed to a second term without an interval of at least one year. However, a currently sitting member of the Senate may, in any year of the term, be a candidate for the office of Vice Chair/Chair-elect. Consequently, that member could serve as many as seven consecutive years on the Senate.
C. Nomination

Immediately after the annual announcement of promotion and tenure decisions, the Faculty Senate shall distribute lists of the Academic Faculty members who are eligible to hold membership in the Senate. Listing shall be by rank for the following academic year as supplied by the Office of the Vice President for Faculty and Student Affairs.

Nominations for filling vacancies in the Senate, other than that of the Vice Chair/Chair-elect, shall be by petition in writing and bearing signatures of two members of the Academic Faculty of the same rank as the nominee for the current academic year.

Nominations for the position of Vice Chair/Chair-elect of the Faculty Senate may be made by petition to the Senate in writing and bearing the signatures of two voting members of the Academic Faculty.

These signed petitions shall be in the hands of the Senate within two weeks following original distribution.

D. Election

By one week after receipt of the nominations, the Faculty Senate shall distribute ballots to members of the Academic Faculty. The ballot shall bear the names of all the nominees, categorized by rank. Each Academic Faculty member may vote for a number of nominees within each rank equaling the number of vacancies in each rank. When within any single rank terms of different length are being filled, the nominees for all vacancies within the rank shall be listed together on a single slate, and the terms awarded according to the order of total votes received.

Elections shall be by plurality, except in the case of the Vice Chair/Chair-elect. If a tie should occur, the Senate shall conduct a runoff election. If a second tie should occur, the Senate shall determine the outcome by lot. To be valid, ballots must be returned to the Senate not later than four class meeting days following distribution. Ballots shall be counted and results posted immediately after the elections.

Election of the Vice Chair/Chair-elect shall be by majority. If no candidate receives a majority on the first ballot, the Senate shall conduct a runoff election with the names of the leading candidates whose combined votes constitute a majority of the votes cast. This process shall be repeated, if necessary, until one candidate has received a majority of the votes cast.
Newly elected Senators shall assume their duties at the first Senate meeting after completed elections, replacing members whose terms have just expired.
Section 4A

V. AMENDMENT

Changes to this Statement on Faculty Development may be proposed by the FDC or by the Faculty Senate. Proposed changes will be circulated in writing to the Academic Faculty at least fourteen days prior to the stated meeting of the Academic Faculty Assembly at which they will be considered. The changes will become effective if passed by a two-thirds majority of those present and voting at that meeting, and subsequently ratified by the Board of Trustees.
Proposal to change:

Honor Code policy on designation of Honor Council faculty advisors and alternates
April 10, 2014

The current policy has not been revised since the original implementation of the Honor Code back in 2004. The policy proved early on to be unwieldy and has not been followed in practice for a number of years. The issue concerns the designation of alternates, originally meant to be appointed to two-year terms, with no provision for their moving into the position of a faculty advisor. The primary role originally envisioned for such alternates apparently was to step in as a substitute at a hearing if both of the faculty advisors were unable to attend a scheduled hearing. This could easily lead to an alternate with little or no actual experience suddenly needing to oversee a hearing to make sure that procedures were properly followed.

The proposed revision would do two things: 1) eliminate the designation of an alternate by the Faculty Senate, using instead a newly created “faculty-advisor-elect” as an alternate, and having as a fall-back the most recent available former Honor Council faculty advisor to sit in on a hearing if needed; and 2) create the new position of a “faculty-advisor-elect” to be designated by the Faculty Senate to start at the beginning of any year in which a faculty advisor is completing a three-year term. This faculty-advisor elect would begin attending hearings from time to time throughout the year of his or her appointment, alongside one or both of the primary faculty advisors. The faculty-advisor-elect could serve as an alternate if he or she had already attended at least two hearings. The faculty-advisor-elect would, the following year, automatically replace the faculty advisor who has completed a three-year term. The faculty-advisor-elect would then serve a three-year term as faculty advisor. This apprenticing period for the faculty-advisor-elect is strongly supported by the two current faculty advisors and the current alternate.

As for the first change above regarding the possible use of former faculty advisors as alternates, we note that back in 2004, there were no experienced faculty advisors to call upon, so an alternate had to be designated. Now that is no longer the case and recent former faculty advisors are now readily available. Over the last few years, when there was no alternate designated (an oversight), former honor council faculty advisors have in fact served well as back-ups—but it should be noted that this was a rare occurrence. The new “faculty-advisor-elect” in one sense simply replaces the old “alternate” under most circumstances, unless she or he has had little or no experience attending hearings.

By implementing the second change, creating the position of faculty-advisor-elect, we hope to make clear that this person will then eventually become a “full service” faculty advisor, who in the meantime can serve, under certain conditions, as an alternate. In addition, this change explicitly provides the faculty-advisor-elect with the opportunity to gain experience attending hearings.

Below is the current policy in blue, followed by the proposed revisions in red (note that the responsibilities of the faculty advisors remain the same).

7) Two faculty members and one alternate, designated by the Faculty Senate, serve staggered terms as Academic Honor Council advisors. Two faculty members are appointed to three-
year terms, and the alternate is appointed to a two-year term. The primary roles of the Academic Honor Code Advisors are to ensure due process, to provide historical continuity for the Academic Honor Council and to assist the Office of Academic Affairs with dissemination of information concerning the Academic Honor Council and implementation of the Academic Honor Code.

[Proposed amendments, sections 7, 8, 9, and 10:]

7) Two Academic Honor Council faculty advisors serve staggered, three-year terms. An Academic Honor Council faculty-advisor-elect will be appointed by the Faculty Senate to serve during the final year of a faculty advisor’s three-year term. The faculty-advisor-elect, beginning the following year, will then serve a three-year term as Academic Honor Council Advisor.

8) The primary roles of the Academic Honor Code Advisors are to ensure due process, to provide historical continuity for the Academic Honor Council and to assist the Office of Academic Affairs with dissemination of information concerning the Academic Honor Council and implementation of the Academic Honor Code.

9) The faculty-advisor-elect attends hearings from time to time throughout the year of his or her appointment, alongside one or both of the primary faculty advisors, in order to gain experience prior to their service as a faculty advisor.

10) In cases where both Academic Honor Council advisors are unable to attend a scheduled hearing, the faculty-advisor-elect, if he or she has previously attended at least two hearings as a faculty advisor, may serve as an alternate. Otherwise, the most recent available former Honor Council faculty advisor will be called upon by the currently serving Honor Council advisors to serve as an alternate.
Motion to revise Chapter 6H of the *Faculty and Contract Staff Handbook*, with changes to go into effect in time for Spring 2015 course evaluations.

(6H) STUDENT EVALUATION OF COURSES AND FACULTY

(Amended by the Academic Faculty May 1, 1984. Revised April 29, 1991. Revised October 19, 2007.)

For a summary of recent changes to this chapter, see Chapter 9A: Summary of Recent Revisions to this Handbook.

Student evaluation of instruction is a necessary but incomplete mechanism for the evaluation of the total performance of an instructor. Kenneth Doyle, in his book, Student Evaluation of Instruction, illustrates the inadequacy of using only student evaluation of courses to evaluate the overall performance of a faculty member, as this mechanism taps only one source of information (students) using only one medium (questionnaire). This mechanism assesses the immediate reaction to the stimuli or input of the course materials, the instructor, and the social and physical environment in which the course occurred; it does not give an evaluation of a more reflective assessment which only time and retrospection can provide.

In addition to its singular nature as a source and medium, the student evaluation of instruction partially assesses only the teaching component of a faculty member’s contribution to the Trinity University community. It does not directly assess a faculty member’s scholarly, artistic, or professional productivity, service to the community, or service to the profession. The systematic evaluation of members of the faculty should include mechanisms of evaluation for all these areas.

In addition, evaluation should be viewed as an essential and necessary part of the University’s nature and function, and should apply to all members of the University community, including administrators.

I. PURPOSE FOR COURSE EVALUATIONS
The purposes for student evaluation of courses and faculty are:

A. To furnish information for the individual faculty member to use in assessing his/her course content and presentation.

B. To provide the individual student with an opportunity to offer constructive criticism to his/her instructor.

C. To provide the individual faculty member with data that may be used in support of his/her considerations for promotion, tenure, and salary increments.
D. To provide the student body with a voice in developing and maintaining an effective Faculty and curriculum.

E. To provide data that may assist in making curricular decisions.

II. FORMATIVE AND SUMMATIVE USES OF COURSE EVALUATIONS
Student course/instructor evaluations shall be administered, in combination with other measures of teaching effectiveness, for formative (i.e., for faculty self-improvement) and for summative (i.e., for merit salary, reappointment, promotion, and tenure) purposes.

A. Student course/instructor evaluations shall be used for summative purposes (i.e., for merit salary, reappointment, promotion, and tenure) only in combination with other measures of teaching effectiveness. Separate measures, agreed upon by the tenured members of each department, will be described in a report to the Vice President for Faculty & Student Affairs, and the report will be sent to the Committee for the Evaluation of Courses and Faculty. Any changes in a department’s method should be documented in the same manner.

B. The instrument to be used for student course/instructor evaluations will consist of a University-wide form, with a set of items common to all uses and a set of items specific to the academic department or curricular unit (e.g., First-Year Seminar Steering Committee). Departments may develop sets of items for different types of courses (e.g., lab vs. lecture). The specific items will be included in the report to the Vice President for Faculty and Student Affairs and the Committee for the Evaluation of Courses and Faculty (together with the description of additional measures described in Section II.A). The use of the student course/instructor evaluation instrument for summative purposes is compulsory every semester, including summer school. However, there will be no evaluation of courses and faculty using the University-wide forms for classes taught off campus during the summer. Faculty wishing to evaluate such courses may do so using their own or departmental forms.

C. A compilation of the comments, along with mean and median values (calculated to one decimal place), the percentages and frequencies of responses for each of the numerical questions, and the number of registered students who responded to the survey, will be provided to the faculty member after grades are due. The completed instrument shall be collected, tabulated, and returned to the faculty member under the supervision of the Committee for the Evaluation of Courses and Faculty. The summary reports shall include the percentages and frequencies of responses to all questions. Means, calculated to one decimal point, and medians will also be provided on all evaluative questions unless departments request not to receive them. The original forms and the tabulations shall be returned to the instructor after grades are due. Copies of the
tabulations shall be sent to the Chair of the department. Each faculty member will give the original summative forms for courses taught during each semester to the departmental Chair after having had an opportunity to examine them. They will be returned to the faculty member after the merit review process is completed by the departmental Chair. In the case of departmental Chairs, the same process will be followed by substituting the Vice President for Faculty & Student Affairs (VPFSA) for the Chair.

D. Every faculty member shall share his or her teaching evaluations with the department chair for the annual merit review process or, in the case of part-time faculty, to help assess teaching performance. The faculty member may write an analysis of the evidence for teaching effectiveness as part of the annual Summary of Professional Activities. The Chair shall write his or her own analysis of the evidence, from both student course/instructor evaluations and additional measures, as part of the annual merit review and send a copy of this analysis to the faculty member. The faculty member may write a rejoinder response to the Chair’s analysis directly to the VPFSA, to be included in the merit review documentation. In the case of departmental Chairs, the same process will be followed by substituting the VPFSA for the Chair.

E. The University shall provide faculty members with support services which will aid them in the improvement of teaching skills.

III. GUIDELINES FOR THE COURSE EVALUATION INSTRUMENT
The instrument for student evaluation of courses and faculty shall meet the following guidelines:

A. At least some of the questions shall allow for narrative responses.

B. The common questions will be proposed by a committee jointly appointed for this purpose by the Faculty Senate and the Association of Student Representatives Student Government Association, with the understanding, however, that a majority of the committee shall consist of members of the Academic Faculty.

C. The common questions shall be approved, prior to their use, by the Academic Faculty.

D. The Office of Academic Affairs will prepare envelopes containing the University-wide evaluation forms for all classes, regardless of size. For classes of under five students, departments may decide what to do for themselves. Individual faculty members should thus confer with their departmental Chairs to determine what to do in these classes. The office of Information Technology Services (ITS) in cooperation with the departmental administrative assistants will set up online evaluation forms for all courses. Normally, evaluations are to be completed in class during the last 10 class days of the fall and spring semesters, and during the last 5 class days of the summer semester.

In some cases, due to concerns about the anonymity of students, departments may decide that no courses of fewer than five students should be evaluated. In other cases, departments may decide to conduct evaluations of such courses using their own instruments and procedures for this
purpose. In still other cases, departments may choose to use the University-wide forms for these small classes.

When the University-wide form is chosen, in some instances it may be desirable to combine different classes. Departments in cooperation with ITS will generate combined evaluation forms for these classes. However, to simplify the task for the Office of Information Technology Services (ITS), the evaluations, even though from different courses, should still be placed in one official white envelope, with its white label unaltered. ITS must know unambiguously what single course identification number under which to enter the data from all the surveys in the envelope. It will be up to the individual faculty and departments to remember what courses were thus combined. Any official white envelopes not used, along with any blank survey forms, should be returned to the Office of Academic Affairs.

E. In consultation with the Committee for the Evaluation of Courses and Faculty, the Office of Academic Affairs will develop and implement a method for orienting all incoming students to the process of course/instructor evaluation.

IV. AMENDMENT
Following approval by the Faculty Senate, proposed amendments to this document shall be circulated in writing to the Academic Faculty at least fourteen (14) days prior to the stated meeting of the Academic Faculty Assembly at which they will be considered. If passed by a majority of those present and voting at that meeting, they shall become effective at the beginning of the next academic year.
CALL TO ORDER
Interim President Michael Fischer called the assembly to order. A moment of silence was held to mark the recent passing of Professor Michael Kearl.

Interim President Fischer then offered some remarks on the following topics:

- The University has permanently revoked the charter of the Trinity chapter of the Pi Kappa Alpha fraternity.
- Chuck White, Vice President for Information Resources, Communications, and Marketing, and his team have been instrumental in the naming of the new general education curriculum (now called the Pathways curriculum).
- Doug Hawthorne, Chair of the Board of Trustees, has established subcommittees of board members who will support key university initiatives, including admissions and financial aid, the three centers envisioned in the Trinity Tomorrow strategic plan, and the School of Business.
- The Office of Alumni Relations and Development faces challenges because of significant staff turnover in recent years. A search is under way for a new Vice President for Alumni Relations and Development, and Interim President Fischer will chair the search committee.

APPROVAL OF THE MINUTES OF THE ACADEMIC FACULTY ASSEMBLY OF DECEMBER 11, 2014
A motion was made and seconded to approve the Minutes of the Academic Faculty Assembly of December 11, 2014. The motion carried.

REPORT FROM THE FACULTY SENATE
Professor Diane Smith, Vice Chair of the Faculty Senate, reported that the Senate has recently concluded elections to replace those faculty members who are scheduled to rotate off the Senate during the Spring 2015 semester. Professor Smith also noted that the Board of Trustees has appointed a transition team to assist Dr. Danny Anderson as he prepares to assume the office of University President.

REPORT FROM THE UNIVERSITY CURRICULUM COUNCIL
Professor Glenn Kroeger, Chair of the University Curriculum Council, reported that the UCC has so far approved courses for inclusion in four of the five Approaches to Creation and Analysis in the Pathways curriculum. The UCC will address the remaining curricular elements in the near future.

Professor Kroeger then presented a motion to create a Minor in Teaching and Learning.
A motion was made and seconded to delete the words “and Learning” from the title. The motion carried.

The motion to create a Minor in Teaching was adopted, as amended.

Professor Kroeger then presented a motion to revise policies governing transfer credit (Courses of Study Bulletin, Enrollment Information). The motion carried.

Finally, Professor Kroeger presented a motion to revise the Curricular Guidelines associated with the Pathways curriculum (Faculty and Contract Staff Handbook, Chapter 2B, Article VII). The motion carried.

**ADJOURNMENT**
There being no further business, the meeting was adjourned at 3:04 p.m.

Respectfully submitted,

Duane Coltharp
Secretary of the Faculty Assembly
APPENDIX

Here follow the motions that were presented at the meeting of the Academic Faculty Assembly on March 20, 2015.
MOTION TO CREATE A MINOR IN TEACHING AND LEARNING

Proposal:

To create a Minor in Teaching and Learning within the Department of Education.

Background and rationale:

For many years, the Education department has offered a select set of undergraduate courses that serve four primary functions: support of the Common Curriculum; career exploration for students considering teaching; recruitment of students into the education program; and fulfillment of state and university requirements for admission into the Master of Arts in Teaching program.

Consolidating the undergraduate offerings in Education into pathways that lead toward a minor could accomplish two objectives. First, it could incentivize students to strategically take education courses to better prepare them for the MAT program and their future teaching careers, providing increased numbers of prospective teachers with deeper backgrounds in special education or English as a Second Language. Second, it could encourage a broader array of students who wish to gain some depth of experience in education, but who do not want to teach as a profession, to take a coherent series of coursework. This group would include students who wish to teach English abroad or who hope to pursue service initiatives such as the Peace Corps after graduation.

Initial conversations with students about the possibility of proposing a minor in education have been met with great enthusiasm.

The proposed minor utilizes existing coursework and faculty and aligns the courses in different pathways for students depending upon their interest.
Proposed handbook language:

**MINOR IN TEACHING AND LEARNING**

The Minor in Teaching and Learning allows students to select a focus on either elementary education (23 hours) or secondary education (20 hours) with a concentration on working with students with special needs or who are English language learners. Completion of the minor fulfills the prerequisites for admission to the MAT program; however, prerequisites can be fulfilled with select coursework outside of the minor (see MAT prerequisites). The minor is designed for students who are preparing to become teachers or who are interested in teaching English abroad or pursuing service opportunities such as the Peace Corps or City Year.

I. Core Courses for the Minor: (6 hours)
   
   EDUC 1331 Understanding Exceptional Learning in School and Society
   EDUC 3320 Growing Up in America

II. Plus two courses in either English as a Second Language (ESL) or Special Education:

   A. ESL Concentration: (6 hours)
      
      EDUC 3344 Teaching in the Bilingual Classroom
      EDUC 3345 Principles and Practices for Teaching English Learners

   B. Special Education Concentration: (6 hours)
      
      EDUC 3330 Teaching Students with Learning and Behavioral Problems
      EDUC 3332 Reading Difficulties with Diverse Populations

III. Students will then select either the Elementary or Secondary Pathway:

   A. Elementary Pathway: (11 required hours)
      
      EDUC 2201 Practicum: Early Childhood Teaching Exploration
      EDUC 3301 Field Seminar in Elementary Literacy
      EDUC 3341 Teaching Science in Elementary School
      EDUC 3351 Mathematics in Elementary School

   B. Secondary Pathway: (8 required hours)
      
      EDUC 2202 Practicum: Secondary Teaching Exploration
      EDUC 3302 Field Seminar in Secondary

   Plus 3 additional hours of electives from among the following courses:

   EDUC 4102 Secondary Advanced Field Seminar (up to 3 hours of credit allowed)
   EDUC 1310 Seminar on Urban Education Policy and Practice
   EDUC 4338 Teaching Reading in Secondary Schools
   EDUC 3342 Teaching Science and Mathematics in Secondary Schools
   HIST 3388 Methods of Instruction in History

Other ESL or Special Education courses not taken for the concentration (above)
MOTION TO REVISE POLICIES GOVERNING TRANSFER CREDIT

Proposal:

To revise the policies governing Transfer Credit in the chapter titled “Enrollment Information” in the Courses of Study Bulletin.

Rationale:

In the context of transfer credit policies, these proposed revisions of the Courses of Study Bulletin attempt to foreground the rule that was approved by the Academic Faculty Assembly on January 31, 2014 – namely, that courses fulfilling the Approaches to Creation and Analysis requirement and the Interdisciplinary Cluster requirement within the new “Pathways” curriculum must be completed in residence at Trinity.

At the same time, these revisions carve out a reasonable exception for true transfer students, who would otherwise be severely disadvantaged by the new policy.

Proposed bulletin copy:

Credit From Other Institutions and by Examination

TRANSFER CREDIT

Trinity University evaluates, and may accept, credit earned at other regionally accredited educational institutions. The basis for approval of transfer credit is that the courses are appropriate to the Trinity curriculum. Thus credit may be given to courses whose content is such that they are or could be appropriately offered at Trinity University. Transfer credit will be evaluated and posted to the academic record only for students currently enrolled at Trinity University. Courses with a grade of D+ or lower will not be accepted for transfer credit. Courses completed at another institution at the lower-division level, including all courses completed at a community or junior college, will transfer as lower-division credit even if the closest equivalent Trinity University course is at the upper division.

The University does not recognize the Associate of Arts degree for a set number of hours of credit. Each course is evaluated separately to determine if it can apply toward a Trinity degree.

Transfer credit must be reported on official transcripts sent directly to Trinity University by the other institution. Hand carried transcripts are not accepted as official documents.

Trinity students who plan to take courses at another institution during the summer or during a semester’s absence and wish to transfer credit to apply toward a degree must have signed approval in advance from their faculty adviser, the chair of the department for the course being transferred, and the Registrar. Approval forms are available from the Registrar. In the case of foreign
enrollment information

institutions, see the procedure under Study Abroad (below).

A maximum of 18 semester hours of external credit may be used to satisfy the Understandings of the Common Curriculum. Common Curriculum transfer credit is subject to the policy and procedure for credit from other institutions and by examination as stated in this bulletin. Transfer credit shall satisfy the Common Curriculum requirements for the same Understanding as the equivalent Trinity University course shown on the current list of courses approved for the Common Curriculum. Transfer credit may also be approved if a course not offered at Trinity University substantially satisfies the criteria for an Understanding.

Trinity University does not limit the number of credit hours that may be accepted as transfer credit. However, the University does require students to complete courses fulfilling the Approaches to Creation and Analysis and the Interdisciplinary Cluster in residence at Trinity. Exceptions to this rule are made for transfer students, whose transfer credit may be applied to the Approaches to Creation and Analysis requirements and will be evaluated on a case-by-case basis.

Students should be aware of the following residency requirements:

- At least 62 credit hours must be earned in residence to complete a baccalaureate degree.
- At least 15 credit hours of each major must be earned in residence, and at least 12 of those hours must be upper division.
- The last 30 credit hours before graduation must be earned in residence.

Exceptions for study abroad: Students with 62 or more semester hours earned at Trinity who wish to enroll in an approved study abroad program in their senior year may be exempted from the last 30 hours-in-residence requirement. Students who transfer to Trinity with 50 or more credit hours may count up to 15 semester hours of approved study abroad credit toward the 62-hour residency requirement. These same exceptions apply to special semester domestic programs approved by the Office of Study Abroad.
MOTION TO REVISE CURRICULAR GUIDELINES 
(FACULTY AND CONTRACT STAFF HANDBOOK, CHAPTER 2B, ARTICLE VII)

The Committee for the Assessment of the Common Curriculum requests clarification of current language included in some of the learning outcomes of the Global Awareness and Understanding Diversity capacities. As currently stated, some individual outcomes actually encompass multiple learning proficiencies, rather than addressing a specific aspect of student achievement. Before finalizing the assessment plans for these capacities, the CACC would like to confirm that the faculty’s intention was to adopt these broad learning outcomes and that the current language is satisfactory. Alternatively, the CACC suggests the following minor changes (strikethroughs and bold text) to some of the GA and UD outcomes that would help focus their scope to a specific learning objective.

Global Awareness (GA)

A. Learning Outcomes
Upon successful completion of a Global Awareness (GA) course, students will have demonstrated the ability to:

- analyze major historical events and processes that have given the regions in question their unique cultural character or affected their relations with other regions and peoples of the world. (NO CHANGE)
- identify and articulate the perspectives and or values of diverse peoples, groups, institutions, and or cultures of regions outside the United States.
- gather and evaluate information from scholarly sources concerning the perspectives and values of the peoples of regions outside the United States. (NO CHANGE)

Understanding Diversity (DV UD)

A. Learning Outcomes
Upon completion of an Understanding Diversity (DV) course, students will have demonstrated the ability to:

- identify and articulate the diverse human experiences, identities, and or cultures in the United States.
- analyze how social and or cultural systems adapt to changing historical circumstances.
- analyze differences in power and privilege among groups and how these differences may lead to the domination, exploitation, and or exclusion of some groups by others.
- gather and evaluate information from scholarly sources concerning diversity. (NO CHANGE)
CALL TO ORDER
Interim President Michael Fischer called the meeting to order and offered remarks on the following topics.

- Professor Ben Surpless (Geosciences) has agreed to chair the Quality Enhancement Plan committee, which will coordinate the selection of Trinity’s next QEP.

- The discount rate for the incoming first-year class is 2.8 percent lower than this year’s discount rate. Net tuition revenue per student has increased by approximately 9%. These are important steps toward developing a sustainable financial aid budget.

- By most measures, including grade point average and ACT test scores, the academic profile for the incoming first-year class is stronger than this year’s academic profile – another positive sign. Trinity Tower Scholars Day continues to be very successful in bringing high-achieving students to Trinity.

- To date, Trinity has received 622 deposits from incoming first-year students, with the target for first-year deposits being 640. Efforts are under way to increase that total and to retain those students who have deposited.

- Based on the available enrollment data – the number of first-year and transfer students, the discount rate, and the net tuition revenue per student – the University has concluded that it will be able to fund the budget presented to the Board of Trustees in February, including faculty and staff salary increases.

- In order to build on the admissions success of the past two years, Trinity will need to continue investing in its educational programs; implementing an aggressive marketing plan; fine-tuning the effectiveness of its financial aid strategies; and underwriting more of the financial aid budget with endowed funds.

- In response to two challenges from Trustee Ted Beneski, Alumni Relations and Development has acquired 831 new alumni donors (measured against a goal of 515) and has received $27,228 in donations from parents (against a goal of $25,000). This fiscal year, alumni giving rose to more than 15 percent.
APPROVAL OF THE MINUTES OF THE ACADEMIC FACULTY ASSEMBLY OF MARCH 20, 2015

A motion was made and seconded to approve the minutes of the Academic Faculty Assembly of March 20, 2015. The motion carried.

APPROVAL OF CANDIDATES FOR DEGREES TO BE CONFERRED AT THE MAY 16, 2015, COMMENCEMENT

A motion was made and seconded to approve the list of candidates for degrees to be conferred at the May 16, 2015, Commencement. The motion carried, and the list was approved, conditional upon the candidates’ satisfactory completion of their respective degree requirements.

REPORT FROM THE FACULTY SENATE

Professor Adam Urbach, Chair of the Faculty Senate, summarized the major Senate accomplishments for the 2014-15 academic year.

- The Senate completed the development of a junior faculty leave policy during the Fall 2015 semester, and this policy was approved by the Academic Faculty Assembly.

- A working group chaired by Professor Cabral Balreira (Mathematics) has formulated a statement articulating the value of faculty scholarship, and the administration has committed to an annual publication that will highlight the scholarly achievements of the Trinity faculty.

- The Senate has invited Dr. Stephen Lewis, president emeritus of Carleton College, to hold a series of meetings with Trinity faculty members in order to discuss issues related to faculty governance and culture. Dr. Lewis held the first round of meetings in February and will hold another round of meetings in May.

Professor Urbach thanked all those faculty members who served on the Senate during the 2014-15 academic year. He also thanked the interim administration for continuing to move ahead with the implementation of the Pathways curriculum and the Trinity Tomorrow strategic plan.

REPORT FROM THE UNIVERSITY CURRICULUM COUNCIL

Professor Glenn Kroeger, Chair of the University Curriculum Council, reported that courses have been approved for inclusion in all elements of the Pathways curriculum. Professor Kroeger thanked this year’s members of the UCC as well as all those faculty members who have contributed to the implementation of the Pathways curriculum.

Finally, Professor Kroeger presented a motion to revise the Grading System (Courses of Study Bulletin, Academic Regulations). The motion carried.

REPORT FROM THE ACADEMIC HONOR COUNCIL

Professor Curtis Brown, Advisor to the Academic Honor Council, presented a report on the activities of this year’s Honor Council.
To date, the Honor Council has held 44 hearings involving 52 students accused of violating the Academic Honor Code.

Of those students, 75 percent were found responsible; 14 percent were found not responsible; and another 11 percent were found not responsible but issued a letter of warning.

Under the new four-tiered sanctioning system, 21 percent of the students who were found responsible this year were assigned a Class 1 sanction; 9 percent were assigned a Class 2 sanction; 27 percent were assigned a Class 3 sanction; and 40 percent were assigned a Class 4 sanction – the most serious sanction available.

Of the students who have been found responsible so far this year, 56 percent were first-year students; 12 percent were sophomores; 17 percent were juniors; and 15 percent were seniors.

Professor Mackenzie Brown (Religion) has been working with students to develop a replacement for the CD-ROM that is currently used to educate students who have been found responsible for violating the Honor Code.

Under the leadership of Co-Chairs McKenzie Quinn and Austin Haworth, the Honor Council has finished working on a number of revisions to the Honor Code. These revisions will be brought to the Academic Faculty Assembly during the 2015-16 academic year.

PRESENTATION OF DISTINGUISHED ACHIEVEMENT AWARDS
Interim President Michael Fischer announced the recipients of the Distinguished Achievement Awards and presented each recipient with a commemorative medal and an award of $2,000.

- Junior Faculty Awards for Distinguished Teaching and Research
  Michele Johnson (Biology) and Nicole Marafioti (History)

- Award for Distinguished University, Community, and Professional Service
  Christine Drennon (Sociology and Anthropology)

- Award for Distinguished Advising
  Kate Ritson (Art and Art History)

- Award for Distinguished Scholarship, Research, or Creative Work or Activity
  Mackenzie Brown (Religion)

ADJOURNMENT
Interim President Fischer encouraged faculty and staff members to attend the President’s end-of-the-year reception in the foyer of the Dicke/Smith Art and Music Building following the faculty assembly. There being no further business, the meeting was adjourned at 3:20 p.m.
Respectfully submitted,

Duane Coltharp
Secretary of the Faculty Assembly
APPENDIX

Here follow the motions that were presented to the meeting of the Academic Faculty Assembly on May 5, 2015.
Grades

GRADING SYSTEM

The grading system at Trinity involves letter grades which are assigned a quality point value per semester hour of credit as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior Excellent</td>
<td>4.000</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.667</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.333</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.000</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.667</td>
</tr>
<tr>
<td>C+</td>
<td>Average Adequate</td>
<td>2.333</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.000</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.667</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.333</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.000</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.000</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn from course</td>
<td>0.000</td>
</tr>
<tr>
<td>PP</td>
<td>Passing in a pass/fail course</td>
<td>0.000</td>
</tr>
<tr>
<td>FF</td>
<td>Failing in a pass/fail course</td>
<td>0.000</td>
</tr>
<tr>
<td>PR</td>
<td>in progress (thesis course only)</td>
<td>0.000</td>
</tr>
</tbody>
</table>

All A, B, C, and D grades are passing grades. A grade of W is not included in computing grade averages. Grades of I and PR are not included in the grade average. If the student is unable to finish the thesis during the second semester, the thesis advisor upon evaluation of the work the student has completed to date can change the first semester “PR” grade to “PP” or “FF”. Courses in which F and FF grades are received must be repeated at Trinity to receive credit.

I, PR, W, FF and PP grades carry no grade point average. Hours earned with PP grade will count toward the student’s total hours for graduation.