

Senate Minutes

April 17, 2025 (updated)

Members present: *Al-Shabrawey, Aloj, Ball, Barry, Battles, Baxa, Boruff-Jones, Brumer, Carpenter, Carver, Chamra, Golinski, Coleman, Corcoran, Craig, Demsky, Dinda, Edrisinha, Eis, Eldridge, Garcia, Glover, Guessous, Hansen, Hartmus, Hay, Insko, Keifer, Kies, Knox, Kobus, Kondratek, Landolt, Latcha, Lehman-Pace, Ligocki, Margerum-Leys, McMillon, Miller, Mitton, Naus, Olawoyin, Ostergaard, Pierce, Qian, Reger, Rutledge, Rodriguez, Shesko, Stanton, Tilashalski, Underwood, Wadsworth, Wasserman, Wendell, Wenz, Williams*

Members absent: *Carey, Gemechu, Goble, Merchant, Rawashdeh, Thompson, Tiegs, Trivedi, Underwood, Zhu*

Associate Provost Banes-Berceli called the meeting to order at 3:10 P.M.

SUMMARY OF ACTION ITEMS

Motion approved for MS in Smart Manufacturing

Procedural motion approved for Senate committees

A. INFORMATION ITEMS

Associate Provost Banes-Berceli provided the opportunity for Senate members to ask questions or provide comments on the Agenda Information Items numbered 1.1.1 through 1.3. 31 (items as identified in the agenda that follows the minutes). There were no comments and so she moved on to the next item on the agenda, as follows:

1.4 Classroom Use & Academic Scheduling Committee Update (Chris Goeth, Karen Miller)

Karen Miller and Chris Goeth from the Committee about Classroom were present with an update from the Use and Academic Scheduling Committee. Mr. Goeth reviewed the most common time modules. He noted that their work continued the work of last year's committee. The committee decided it would be best to understand how time modules are used, which led to finding that the secondary modules were being used 20% of the time. Furthermore, instructors wanted to continue to use the secondary modules. The policy about classroom use would promote the use of the secondary models. It also improves clarity and transparency in the time module guidelines, and intends to support the needs that programs have. They hope to collaborate with departments offering classes outside the time modules to coordinate integration into a time module.

1.5 Academic Calendar Development Committee Update (Tricia Westergaard and Mike Latcha)

Tricia Westergaard and Mike Latcha were present from the Academic Calendar Development Committee to provide and update. Ms. Westergaard referred to the Survey Results Overview from the survey that was done in the Fall semester for calendar preferences. She reminded Senators that the reason for the survey was to educate the campus community about calendar impacts, get better input by the community, and figure out what changes might be helpful. She noted that there was a pretty strong survey participation with 876 respondents from across the campus (faculty, staff, students). It was an online survey with multiple choice and open-ended questions. Key findings indicated that 48% of faculty/staff want to retain the 8 month academic calendar which is important because the length of the academic year has implications, in particular with the summer session. 68% support two non-overlapping sessions for the Summer with 75% of faculty preferring a condensed summer term or have no preference. Mr. Latcha observed that the survey reinforced the need to be sensitive to clinical and other programs that need as much as 6 full sessions. Ms. Westergaard indicated that 80% of students and 40% of faculty support a weekday study day before finals so that it doesn't include the weekend. Students favored a longer fall break (2 days). No consensus emerged about a later winter start and timing of the break. Most respondents supported having the Wednesday before Thanksgiving off whereas other holidays had mixed opinions (for example, election day, Juneteenth). She said their first goal is to share these results for which there is a link to the complete results/information. Mission critical is to finalize the 2026-2027 calendar that needs to be done by June 1, 2025. Ms. Westergaard concluded by saying they will take a deeper dive into all of this during the next academic year.

1.6 Senate Mental Health Committee Update (Susan McCarty)

Susan McCarty was present from the Mental Health committee with an update. She indicated that OU students have a mental health debt upon arrival because the student to counselor ratio is terrible in Michigan. Similarly, OU is understaffed with the lowest staff ratio by far in Michigan, in the Counseling Center. She said that Student Counseling in SEHS does a great job which saves the university a lot of money. She gave an update concerning mental health from the Police Department (welfare checks, mental health calls, mental health petitions). She noted that mental health is the #1 reason students leave educational programs. The committee notes that a 5% increase in retention can translate into \$5, 000,000 in revenue so mental health resources can have a positive impact on the revenue. They believe that UWill is a program that should remain in service, because it has helped mitigate some of the worst of the OUCC waitlists. Their recommendations are for the university to hire a Caseworker to provide support and resources to the general student population, to monitor high-risk students, and to help students navigate between counseling centers and other resources.

Provost Updates

B. APPROVAL OF THE MINUTES of March 20, 2025

There was a motion to approve the minutes of March 20, 2025 (Guessous, Latcha).

The motion was approved (43 yes, 1 no).

C. OLD BUSINESS

SUBSTANTIVE MOTION from the Graduate Council to establish a new Master of Science (M.S.) in Smart Manufacturing to begin Fall 2025 to (1) create and sustain a program that will graduate students in the upcoming

field of smart manufacturing, (2) harmonize the department and the school's research towards this critical new area of manufacturing, (3) create a pathway for research and development grants from the federal and state government, as well as local industry, (4) Increase the visibility of the department, school and the university, and (5) attract national and international students looking for knowledge in smart manufacturing areas and help with enrollment; Department of Industrial and Systems Engineering, College of Arts and Sciences and the School of Engineering and Computer Science. (Vijitashawa Pandey)

MOVED *that the Senate approve the Graduate Council recommendation to establish a new Master of Science (M.S.) in Smart Manufacturing to begin Fall 2025.*

The motion was approved (44 yes, 1 no).

D. NEW BUSINESS

1. PROCEDURAL MOTION to staff faculty on Senate Standing Committees.

MOVED *that the persons below be appointed to the committees designated: (Guessous, Eis)*

Senate Ad Hoc Policy 482 Language Review Committee

Doug Wendell (CAS)
Doug Carr (CAS)
Robert Sidelinger (CAS)
Clark Ausloos (SEHS)
Sumi Dinda (SHS)
Laila Guessous (SECS)
Carolyn Tieppo (SON)
Tammy Grace (SBA)
Dwayne Baxa (SOM)
Shawn McCann (UL)

The motion was approved (44 yes, 1 no).

2. SUBSTANTIVE MOTION from the Senate University Library Committee to disband the University Library Committee. (Kate Rogeau)

MOVED *to disband the Senate University Library Committee as presented. (Rutledge, Guessous)*

Kate Rogeau was present to explain the reasoning for this motion. She reviewed what the charge of this committee has been. She explained that they are moving to disband this committee because the rationale of the charge no longer aligns with what they actually do. She said that the library currently has liaisons to departments who take care of those responsibilities.

Mr. Dinda asked why there are library faculty members who think the committee should be kept. She indicated that the library faculty members actually are in favor of disbanding. Ms. Rodriguez observed that for many years, the Library Committee has not been addressing the tasks of the charge and instead has been an event committee.

She added that communication between the library and the campus is being done differently now, because times have changed. Mr. Eldridge who served a term on the committee expressed his enthusiasm for the Authors at Oakland event and he asked who would take over that event. She replied that this event will be continued because it is a celebration of campus authors, and they will put out a call for volunteers to be on the Authors event committee. She encouraged interested faculty members to step up.

3. SUBSTANTIVE MOTION brought forward by the Graduate Council to revise the Dual Degree Graduate Programs Policy to remove a specific percentage of coursework overlap that is allowed, and instead requires that there is an explanation provided in the proposal for how the program learning outcomes for each of the degrees will be achieved through the course requirements to begin Summer 2025

MOVED to accept the revisions to the Dual Degree Graduate Programs Policy as outlined. (Guessous, Eis)

4. SUBSTANTIVE MOTION brought forward by The Committee on Academic Recovery and Success (CARS) proposing an updated University Dropping and Withdrawing from Classes policy that extends the deadline to withdraw from a class and earn a W grade through the final day of classes (i.e., last day before final exams). The updated policy, which was approved by both UCUI and Graduate Council, is a student-centered policy aimed at enhancing student persistence and retention and decreasing negative academic and financial aid consequences for students who experience academic or personal challenges during the semester. (Neil Baumgartner, Audra Slocum)

MOVED to accept the revisions to the University Dropping and Withdrawing from Classes Policy as outlined. (Guessous, Eis)

First Reading: Amendable, debatable eligible and not eligible for final vote at this meeting

Neil Baumgartner (Assistant VP of Advising) and Audra Slocum from the CARS committee were present to explain this policy. He pointed out that CARS is a relatively new Senate committee which has discussed how to improve retention and student success. *(It is noted that this is an inaccurate statement. CARS is not a senate committee. It is a university level committee managed out of the Provost's Office.)* He explained that they wanted to reconsider a policy about the withdrawal deadline, one reason for which is to prevent students from being on probation. He pointed out that the policy was approved by UCUI and the Grad Council. He asserted that only 1/3 of OU students graduate in four years. The committee is focused on students experiencing academic difficulties that delay graduation. He stated that of the students on probation only 30% came back after the first year. The committee is looking at ways for students to stay and ultimately earn their degree. He pointed out that at Northern Michigan University, retention improved when they instituted this policy because there was a decrease in F grades as well as an increase in W grades. Ms. Slocum continued with further rationale. She said: 1). With the policy there is an increased chance of

success—students not being forced to decide about withdrawing after the 10th week, by giving them a longer chance to pursue the fullness of the semester, and salvage a passing grade. If they are ultimately unsuccessful, being able to be involved close to the end makes it easier the next time they take the course. There are a range of reasons that may cause a student to need to withdraw, as well as academic difficulty. 2). The new policy would put the student in the position of making informed decisions. Students need accurate and timely information which is limited by the 10th week. Some courses don't give the total view of their academic success until the end of the semester. Students may not always have access to timely information about their success by the 10th week. They may decide to change their major after the 10th week which can cause damaging effects on their overall GPA. 3). The policy would reduce the negative financial impacts for students that are facing these challenges. Students have paid for the class, they won't be getting a refund, so they should be able to stay in longer. In addition, financial Aid will only pay for one re-attempt at a course. Mr. Baumgartner emphasized the actual changes from the current policy which include that the new policy moves the 'W' date to the last day of classes. Students would have a W grade on the transcript. The student would be responsible for tuition charges. He said that this policy would apply to all terms (summer/fall/winter) and all classes (grad and undergrad).

Following this presentation, numerous individuals stepped up to the microphones to express opinions, some in favor and some opposed, to this new policy. The following summary comes with a reminder that the Senate meetings are recorded, and the recordings are housed and available for viewing in the library archives for anyone interested in watching the unusually lengthy comments made at this meeting.

A summary of the comments expressing approval included:

- ☐ Personal recollections by Senators back to their freshman experience when difficulties during the first year on campus at the end led to a lack of success such that this policy would have been helpful to turn things around and get back on track;
- ☐ In the athletic area, this policy would help student athletes, many of whom have high grade points, but if they need to repeat a course, this policy would help them because they would be able to stay in the course longer and therefore be better prepared the next time around. The new policy would lead to their ultimate academic success.
- ☐ Student testimonials about mental health struggles that had an impact on the ability to succeed in the freshman year. Students believe the priority should be to fight for student success. This policy would assist struggling students at the time when they need the help and give them the open space to go to their professors and discuss the issues that they are experiencing.
- ☐ Both grad and undergrad students may not know by the 10th week of classes whether they are succeeding or not, and so they are not able to make an informed decision. This policy would allow them more time to decide if they should withdraw and be a useful off ramp in many situations for students who are not sure what to do. The problem of students not having enough feedback early enough in the semester to make an informed decision about whether to withdraw was re-iterated as a core issue with the 10th week withdrawal policy.
- ☐ From the financial aid perspective, students earn their aid by attending through 60% of a course which means aid is withdrawn when the 10th week withdrawal

falls a couple of days before the 60% week. The new policy would prevent that from happening.

- ☐ The impact on graduate admissions has been a concern but this policy would not have a negative impact on the general population of students, even though extensive 'W's are not good for graduate admission.
- ☐ North Michigan has not had flagrant abuse of this policy by students, and there are more students there who are passing their classes because they have additional time with the material, so it is a good policy.
- ☐ We should not be afraid of change such as moving to this new policy which would be a policy to help struggling students.
- ☐ The policy would do a lot to help students with mental health issues.
- ☐ The suggestion was made to amend the policy for Gateway courses and not higher level courses.

A summary of comments expressing concern or disapproval include:

- ☐ The policy was not posted soon enough for Senate members to review it adequately
- ☐ We are not North Michigan and this policy will cause problems for professional schools.
- ☐ This policy lumps together students who are failing and students who have had a family crisis, for example, and need to withdraw. There is a need to distinguish from the point of view of the types of students that are being admitted to Medical Schools because a 'W' can be disadvantageous to students applying. Therefore there needs to be a more granular approach to withdrawals.
- ☐ We are already doing withdrawals on a case by case basis, so there is no need for this new policy.
- ☐ Being able to withdraw so late would mean students would be able to do student evaluations/assessments of the class and this could potentially negatively affect faculty members in their tenure review process in the case of a negative evaluation. This issue needs to be addressed before the new policy would take effect.
- ☐ The lack of transcript notation would prevent faculty from knowing if a student has previously taken the course and might already have access to tests or answer keys and already have access to tests.
- ☐ There could be a negative effect on group projects where the withdrawing student might leave their group hanging.
- ☐ It might enable students to effectively 'purchase' a higher GPA by withdrawing instead of accepting a lower grade, with a student retaking a course until they get an 'A' grade.
- ☐ Historically, OU has had four different withdrawal policies and one similar to this was tried and only lasted a couple of years back in the 70s.
- ☐ There are students who drop very late and the class disappears from their transcript. Late withdrawals are handled on a case by case basis in the Dean's office but a blanket statement might lead to flagrant abuse.
- ☐ It's not good if the goal here is to fix our stats, meaning to get fewer D and F grades. This might be a benefit to OU, but it is not clear that this helps the students.
- ☐ If we really want to help our students, the policy should come with a refund. Students with lots of funds will benefit, but students with financial problems will not have that advantage, so it will favor students who have better financial circumstances.
- ☐ It is not clear if students would be able to change an 'F' to a 'W' after the 'F' grade is turned in on SAIL.

- From the departmental point of view, departments and courses are targeted when they have a high 'W' rate. This policy would have to involve a re-evaluation of what a 'W' means so as not to penalize academic units if there are more 'W's in the future.

5. **PROCEDURAL MOTION** to approve and conduct a fully virtual University Senate Meeting on May 15, 2025 for the purpose of concluding unfinished business from this April 17, 2025 meeting and items on the attached agenda.

(Eis, Guessous)

Comment: [Proposed May 15, 2025 agenda](#)

A motion was made to amend the agenda for a May meeting to include the new withdrawal policy (Rodriguez, Carver)

This motion did not pass (15 yes, 29 no).

The motion to approve the May agenda as originally presented was approved (38 yes, 5 no).

E. ADJOURNMENT

The meeting was adjourned at 4:45 P.M.

Respectfully submitted,
Dikka Berven (Senate secretary)

Oakland University Senate Agenda

Meeting Details

April 17, 2025

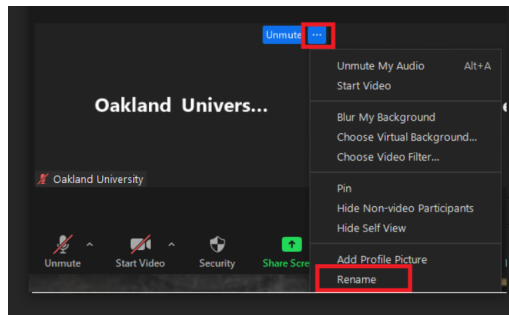
Meeting Time: 3:10 pm

Oakland Center - Please join in person in the Oakland Center Banquet Room B or via ZOOM Registration Link

Meeting Materials and Documents

Only elected senators may vote:

- Vote Yes (1) or No (2)
- If you wish to Abstain, simply do not vote
- If you are attending remotely, please rename yourself for voting purposes. To rename yourself-- hover over individual icon (2) click the 3 horizontal dots (3) click “rename” and rename yourself using SEN and first and last name (ie: SENKevinBall, SENKarenMiller)



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- If senators leave the meeting, or join late, they are required to indicate *via* the Zoom chat for the minutes. Your departure or arrival may affect having a quorum that is necessary for a vote.
- If attending virtually and have a question or comment, please raise your virtual hand. Comments in the chat will not be read aloud.

Agenda

1. Informational Items

1.1. Graduate Program Items

- 1.1.1. **Mechanical Engineering, Master of Science, graduate program modification** to begin Fall 2025, to include an option with vehicle dynamics and controls systems courses; Department of Mechanical Engineering, School of Computer Science and Engineering (Laila Guessous)
- 1.1.2. **Mechanical Engineering, Doctor of Philosophy, graduate program modification** to begin Fall 2025, to provide more flexibility to the doctoral advisory committee in directing the course selection of students by

changing the wording for depth areas selection; Department of Mechanical Engineering, School of Computer Science and Engineering (Laila Guessous)

- 1.1.3. **Physician Assistant Science, Master of Physician Assistance Science, graduate program modification** to begin Fall 2025, revision to the curriculum to remove two courses whose content is being integrated into other courses, and to add two new courses to align with the accrediting agency's (ARC-PA) standards and the program competency blueprint); Department of Clinical and Diagnostic Science, School of Health Sciences (Kristine Thompson)
- 1.1.4. **Engineering Management, Master of Science, graduate program modification** to begin Fall 2025, revision to the curriculum to remove one course and add two additional courses to the options listed under required courses; Department of Industrial and Systems Engineering, School of Engineering and Computer Science (Vijitashwa Pandey)
- 1.1.5. **Industrial and Systems Engineering, Master of Science, graduate program modification** to begin Fall 2025, revision to the curriculum to add one additional course to the options listed under required courses; Department of Industrial and Systems Engineering, School of Engineering and Computer Science (Vijitashwa Pandey)
- 1.1.6. **Systems Engineering, Master of Science, graduate program modification** to begin Fall 2025, revision to the curriculum to add one additional course to the options listed under required courses; Department of Industrial and Systems Engineering, School of Engineering and Computer Science (Vijitashwa Pandey)
- 1.1.7. **Social Work: Advanced Standing Program, Master of Social Work, new graduate concentration**, program modification to convert two specializations into concentrations in Advanced Social Work Practice in Behavioral Health and School Social Work; Department of Sociology, Anthropology, Social Work and Criminal Justice, College of Arts and Sciences (Maria Beam)
- 1.1.8. **Social Work: Traditional Program, Master of Social Work, new graduate concentration**, program modification to convert two specializations into concentrations in Advanced Social Work Practice in Behavioral Health and School Social Work.; Department of Sociology, Anthropology, Social Work and Criminal Justice, College of Arts and Sciences (Maria Beam)
- 1.1.9. **Orthopedics, Graduate Certificate, discontinue a graduate certificate**, discontinuing this certificate because of no enrollment.; Department of Human Movement Sciences, School of Health Sciences (John Krauss)
- 1.1.10. **Doctor of Philosophy in Education: Counseling, graduate program modification** to begin Fall 2025, to reduce total degree credits from 64 to 60, in addition, the new 2024 CACREP standards no longer require doctoral students to have a separate doctoral-level practicum, but rather require doctoral students to complete internships totaling 600 hours; Department of Counseling, School of Education and Human Services (Jennifer Matthews, Michael Chaney)
- 1.1.11. **Higher Education Leadership, Master of Education, graduate program modification** to begin Fall 2025, making one elective course required and one required course an elective and ensure that all graduates have a foundational understanding of college student development; Department of Organizational Leadership, School of Education and Human Services (Thandi Sulé)

1.2. **Undergraduate Program Items**

- 1.2.1. **Clinical and Diagnostic Sciences, B.S., Specialization in Medical Laboratory Science (MLS)**, modification to the major by adding a course in laboratory management to the requirements; Department of Clinical and Diagnostics Sciences, School of Health Sciences (Christina Lim, Kristine Thompson)

1.3. **Combined Graduate & Undergraduate Items**

- 1.3.1. **French Language and Literature, B.A./Court Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Court Administration, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.2. **French Language and Literature, B.A./Criminal Justice Leadership, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Criminal Justice Leadership, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.3. **French Language and Literature, B.A./Health Care Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Health Care Administration, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.4. **French Language and Literature, B.A./Local Government Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Local Government Management, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.5. **French Language and Literature, B.A./Nonprofit Organization and Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Nonprofit Organization and Management, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.6. **German Language and Literature, B.A./Court Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Court Administration, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.7. **German Language and Literature, B.A./Criminal Justice Leadership, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Criminal Justice Leadership, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.8. **German Language and Literature, B.A./Health Care Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Health Care Administration, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)

- 1.3.9. **German Language and Literature, B.A./Local Government Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Local Government Management, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.10. **German Language and Literature, B.A./Nonprofit Organization and Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Nonprofit Organization and Management, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.11. **International Relations, B.A./Court Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a International Relations degree that want to pursue a career in Court Administration, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.12. **International Relations, B.A./Criminal Justice Leadership, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a International Relations degree that want to pursue a career in Criminal Justice Leadership, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.13. **International Relations, B.A./Health Care Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a International Relations degree that want to pursue a career in Health Care Administration, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.14. **International Relations, B.A./Local Government Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a International Relations degree that want to pursue a career in Local Government Management, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.15. **International Relations, B.A./Nonprofit Organization and Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a International Relations degree that want to pursue a career in Nonprofit Organization and Management, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.16. **Japanese Language and Literature, B.A./Court Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Court Administration, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.17. **Japanese Language and Literature, B.A./Criminal Justice Leadership, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Criminal Justice Leadership, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.18. **Japanese Language and Literature, B.A./Health Care Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a

- world language degree that want to pursue a career in Health Care Administration, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.19. **Japanese Language and Literature, B.A./Local Government Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Local Government Management, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.20. **Japanese Language and Literature, B.A./Nonprofit Organization and Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a world language degree that want to pursue a career in Nonprofit Organization and Management, Department of Modern Languages and Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.21. **Political Science, B.A./Court Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a political science degree that want to pursue a career in Court Administration, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.22. **Political Science, B.A./Criminal Justice Leadership, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a political science degree that want to pursue a career in Criminal Justice Leadership, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.23. **Political Science, B.A./Health Care Administration, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a political science degree that want to pursue a career in Health Care Administration, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.24. **Political Science, B.A./Local Government Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a political science degree that want to pursue a career in Local Government Management, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.25. **Political Science, B.A./Nonprofit Organization and Management, Graduate Certificate, Combined B.A. and Graduate Certificate, a new combined BA to Graduate Certificate program** for students pursuing a political science degree that want to pursue a career in Nonprofit Organization and Management, Department of Political Science, The College of Arts and Sciences (Matt Fails)
- 1.3.26. **Management Information Systems, Bachelor of Science / Information Technology Management, Master of Science, Combined B.S./M.S., combined degree program modification** to begin Fall 2025, to get undergraduate students invested in graduate education earlier and reducing the length and cost of the graduate program; Department of Decision and Information Sciences, School of Business Administration (Vijayan Sugumaran)

- 1.3.27. **English Language Arts for Educators, Bachelor of Arts / Master of Arts in Teaching Secondary Education, Combined B.A./M.A.T., combined degree program modification** to begin Fall 2025, to get undergraduate students invested in graduate education earlier and reducing the length and cost of the graduate program. The Graduate Council confirmed that these changes that impact the combined program were approved by GC in October 2024; Department of English, Creative Writing, and Film, College of Arts and Sciences and Department of Teaching and Learning, School of Education and Human Services (Beth Dawson-CAS, Anthony Francis-SEHS)
- 1.3.28. **Integrated Science, Bachelor of Arts / Master of Arts in Teaching Secondary Education, Combined B.A./M.A.T., combined degree program modification** to begin Fall 2025, to get undergraduate students invested in graduate education earlier and reducing the length and cost of the graduate program. The Graduate Council confirmed that these changes that impact the combined program were approved by GC in October 2024; Department of Physics, College of Arts and Sciences and Department of Teaching and Learning, School of Education and Human Services (Beth Dawson-CAS, Anthony Francis-SEHS)
- 1.3.29. **Mathematics for Educators, Bachelor of Arts / Master of Arts in Teaching Secondary Education, Combined B.A./M.A.T., combined degree program modification** to begin Fall 2025, to get undergraduate students invested in graduate education earlier and reducing the length and cost of the graduate program. The Graduate Council confirmed that these changes that impact the combined program were approved by GC in October 2024; Department of Mathematics and Statistics, College of Arts and Sciences and Department of Teaching and Learning, School of Education and Human Services (Beth Dawson-CAS, Anthony Francis-SEHS)
- 1.3.30. **Mathematics for Educators, Bachelor of Science / Master of Arts in Teaching Secondary Education, Combined B.S./M.A.T., combined degree program modification** to begin Fall 2025, to get undergraduate students invested in graduate education earlier and reducing the length and cost of the graduate program. The Graduate Council confirmed that these changes that impact the combined program were approved by GC in October 2024; Department of Mathematics and Statistics, College of Arts and Sciences and Department of Teaching and Learning, School of Education and Human Services (Beth Dawson-CAS, Anthony Francis-SEHS)
- 1.3.31. **Social Studies with History for Educators, Bachelor of Arts / Master of Arts in Teaching Secondary Education, Combined B.A./M.A.T., combined degree program modification** to begin Fall 2025, to get undergraduate students invested in graduate education earlier and reducing the length and cost of the graduate program. The Graduate Council confirmed that these changes that impact the combined program were approved by GC in October 2024; Department of History, College of Arts and Sciences and Department of Teaching and Learning, School of Education and Human Services (Beth Dawson-CAS, Anthony Francis-SEHS)
- 1.4. **Classroom Use & Academic Scheduling Committee Update** (Chris Goeth, Karen Miller)
- 1.5. **Academic Calendar Development Committee Update** (Tricia Westergaard, Mike Latcha)
- 1.6. **Senate Mental Health Committee Update** (Susan McCarty, Terry Dibble)

1.7. **Provost Updates**

2. Roll Call

Approval of [Minutes from March 20, 2025](#)

3. Old Business

- 3.1. **SUBSTANTIVE MOTION** from the Graduate Council to establish a new Master of Science (M.S.) in Smart Manufacturing to begin Fall 2025 to (1) create and sustain a program that will graduate students in the upcoming field of smart manufacturing, (2) harmonize the department and the school's research towards this critical new area of manufacturing, (3) create a pathway for research and development grants from the federal and state government, as well as local industry, (4) Increase the visibility of the department, school and the university, and (5) attract national and international students looking for knowledge in smart manufacturing areas and help with enrollment; Department of Industrial and Systems Engineering, College of Arts and Sciences and the School of Engineering and Computer Science. (Vijitashawa Pandey)

MOVED that the Senate approve the Graduate Council recommendation to establish a new Master of Science (M.S.) in Smart Manufacturing to begin Fall 2025.

Second Reading: Amendable, debatable and eligible for final vote at this meeting

Comment: M.S. in Smart Manufacturing Proposal
Graduate Council Approval
UAC Recommendation
SBRC Recommendation
SPRC Recommendation
University Library Report
Proforma
Letter of Support - Dean Louay Chamra

4. New Business

- 4.1. **PROCEDURAL MOTION** to staff faculty on Senate Standing Committees.

MOVED that the persons below be appointed to the committees designated:

Senate Ad Hoc Policy 482 Language Review Committee
Doug Wendell (CAS)
Doug Carr (CAS)
Robert Sidelinger (CAS)
Clark Ausloos (SEHS)
Sumi Dinda (SHS)
Laila Guessous (SECS)
Carolyn Tieppo (SON)
Tammy Grace (SBA)
Dwayne Baxa (SOM)
Shawn McCann (UL)

- 4.2. **SUBSTANTIVE MOTION** from the Senate University Library Committee to disband the University Library Committee. (Kate Rogeau)

MOVED to disband the Senate University Library Committee as presented.

First Reading: Amendable, debatable eligible and not eligible for final vote at this meeting

Comment: Rationale to disband the Senate University Library Committee

- 4.3. **SUBSTANTIVE MOTION** brought forward by the Graduate Council to revise the Dual Degree Graduate Programs Policy to remove a specific percentage of coursework overlap that is allowed, and instead requires that there is an explanation provided in the proposal for how the program learning outcomes for each of the degrees will be achieved through the course requirements to begin Summer 2025 (Brandy Randall)

MOVED to accept the revisions to the Dual Degree Graduate Programs Policy as outlined.

First Reading: Amendable, debatable eligible and not eligible for final vote at this meeting

Comment: Dual Degree Graduate Programs Policy Proposed Language

- 4.4. **SUBSTANTIVE MOTION** brought forward by The Committee on Academic Recovery and Success (CARS) proposing an updated University Dropping and Withdrawing from Classes policy that extends the deadline to withdraw from a class and earn a W grade through the final day of classes (i.e., last day before final exams). The updated policy, which was approved by both UCUI and Graduate Council, is a student-centered policy aimed at enhancing student persistence and retention and decreasing negative academic and financial aid consequences for students who experience academic or personal challenges during the semester. (Neil Baumgartner, Audra Slocum)

MOVED to accept the revisions to the University Dropping and Withdrawing from Classes Policy as outlined.

First Reading: Amendable, debatable eligible and not eligible for final vote at this meeting

Comment: University Dropping and Withdrawing from Classes Policy: Proposed Language

and Current Language

UCUI Minutes (2-18-25, 3-4-25, 4-1-25)

Graduate Council Minutes (3-24-25)

Senate Presentation

Withdraw Policy Rationale and Questions Responses

History of OU Withdrawal and Repeat Course Policies

Draft memo - UGCC response to change in Withdraw Policy

- 4.5. **PROCEDURAL MOTION** to approve and conduct a fully virtual University Senate Meeting on May 15, 2025 for the purpose of concluding unfinished business from this April 17, 2025 meeting and items on the attached agenda.

Comment: Proposed May 15, 2025 agenda

5. Good and Welfare

Adjourn