

FORT WAYNE SENATE AGENDA  
MONDAY  
February 14, 2022  
12:00 P.M., Via Webex

1. Call to order
2. Approval of the minutes of January 10
3. Acceptance of the agenda – A. Marshall
4. Reports of the Speakers of the Faculties
  - a. Deputy Presiding Officer – N. Younis
  - b. IFC Representative – A. Livschiz
5. Report of the Presiding Officer – J. Nowak
6. Special business of the day
  - a. Purdue West Lafayette Senate Update – T. Cooklev
7. Unfinished business
8. Committee reports requiring action
  - a. Budgetary Affairs Subcommittee (Senate Document SD 21-16) – S. Betz
  - b. Educational Policy Committee (Senate Document SD 21-17) – S. Hanke
  - c. Educational Policy Committee (Senate Document SD 21-18) – S. Hanke
  - d. Executive Committee (Senate Document SD 21-19) – A. Marshall
  - e. Executive Committee (Senate Document SD 21-20) – A. Marshall
  - f. Executive Committee (Senate Document SD 21-21) - A. Marshall
9. New business
10. Question time
  - a. (Senate Reference No. 21-30) – C. Erickson
11. Committee reports “for information only”
  - a. Civics Literacy Proficiency Requirement Ad Hoc Committee (Senate Reference No. 21-28) – A. Downs
  - b. Curriculum Review Subcommittee (Senate Reference No. 21-29) – S. Johnson
12. The general good and welfare of the University
13. Adjournment\*

\*The meeting will adjourn or recess by 1:15 p.m.

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
B. Buldt				C. Ortsey
A. Livschiz				
A. Marshall				
A. Nasr				
J. Nowak				
D. Tembras				
N. Younis				

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**Attachments:**

- “Approval of Filling in of a Vacancy in the Budgetary Affairs Subcommittee” (SD 21-16)
- “Academic Calendar for 2024-2025” (SD 21-17)
- “Expanding Class Scheduling Options” (SD 21-18)
- “Senate Ad-hoc Committee on Community Engagement” (SD 21-19)
- “Amendment to the Bylaws-Subcommittee Task Force Amendment” (SD 21-20)
- “Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory” (SD 21-21)
- “Question Time – re: Program Finder on PFW Homepage” (SR No. 21-30)
- “Civics Literacy Proficiency Requirement Ad Hoc Committee – Summary of Activities and Recommendation” (SR No. 21-28)
- “Certificate in Cultural Resource Management” (SR No. 21-29)

MEMORANDUM

TO: Executive Committee

FROM: Zafar Nazarov, Chair  
Budgetary Affairs Subcommittee

DATE: January 14<sup>th</sup>, 2022

SUBJECT: Approval of filling in of a vacancy in the Budgetary Affairs Subcommittee

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WHEREAS, The Bylaws of the Senate provide (5.1.5.1.) that “Senate subcommittees shall have the power to fill subcommittee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting and to the guidelines established in sections 5.1.2 and 5.1.5.”; and

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that “No one may serve on more than four Senate committees and/or subcommittees in a given academic year”; and

WHEREAS, The Bylaws of the Senate provide (5.1.5.) that “Voting Faculty must comprise at least 2/3 of the voting membership of any subcommittee”;

WHEREAS, There is one vacancy on the Budgetary Affairs Subcommittee; and

WHEREAS, Shubham Singh (Doermer School of Business) is a voting faculty and is not already serving on more than three Senate committees and/or subcommittees in the current academic year;

BE IT RESOLVED, That the Executive Committee requests that the Senate approve Shubham Singh for this appointment.

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
Stacy Betz				
Shawyna Koorsen				
Andrew Kopec				
Elizabeth Keller				
Zafar Nazarov				
Harold Odden				
Aranzazu Pinan-Llamas				
Christa Van De Weg				
Yuan Zhang				

MEMORANDUM

From: Steven A. Hanke, Chair of the Educational Policy Committee

Subject: Academic Calendar for 2024-2025

Date: December 6, 2021

Disposition: To the Presiding Officer for Implementation

Whereas, the Educational Policy Committee has prepared and approved the academic calendar for 2024-2025

BE IT RESOLVED, that the Senate approve the academic calendar for 2024-2025

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
Hosni Abu-mulaweh				Cheryl Hine
Stacy Betz				Terri Swim
Patricia Eber				
Steven Hanke				
Ann Marshall				
Kate White				

## ACADEMIC CALENDAR FOR 2024-2025

### Fall Semester, 2024

Monday	26 August	Full Term and First Eight-Week Session Begin
Friday	30 August	Classes Suspended at 4:30 p.m. (Labor Day Recess)
Tuesday	3 September	Classes Resume
Mon.-Tues.	21-22 October	Fall Recess
Wednesday	23 October	Classes Resume and Second Eight-Week Session Begins
Tuesday	26 November	Thanksgiving Recess Begins After Last Class
Monday	2 December	Classes Resume
Mon.-Sun.	16-22 December	Final Exam Week/Last Week of Classes

### Spring Semester, 2025

Monday	13 January	Full Term and First Eight-Week Session Begin
Monday	20 January	Martin Luther King Jr. Holiday
Mon.-Sun.	10-16 March	Spring Recess
Monday	17 March	Classes Resume and Second Eight-Week Session Begins
Friday	18 April	Classes Suspended at 4:30 p.m.
Monday	21 April	Classes Resume
Mon.-Sun	5-11 May	Final Exam Week/Last Week of Classes
Wednesday	14 May	Tentative Date of Commencement

### Summer Semester, 2025

Monday	12 May	Summer Semester Begins
Monday	19 May	Full Term and First Six-Week Session Begin
Friday	23 May	Classes Suspended at 4:30 p.m. (Memorial Day Recess)
Tuesday	27 May	Classes Resume
Friday	27 June	First Six-week Session Ends at 4:30 p.m.
Monday	30 June	Second Six-Week Session Begins
Thursday	3 July	Classes Suspended at 4:30 p.m. (Independence Day Recess)
Friday	4 July	Independence Day Holiday Observed
Monday	7 July	Classes Resume
Friday	8 August	Second Six-Week Session Ends at 4:30 p.m.
Sunday	24 August	Summer Semester Ends

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steven A. Hanke, Chair of the Educational Policy Committee

DATE: 1/10/2022

SUBJ: Expanding Class Scheduling Options

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WHEREAS, The Bylaws of the Senate provide (5.3.3.2.1.) that the Educational Policy Committee shall be concerned with “policies for scheduling classes”; and

WHEREAS, the PFW Strategic Plan states that our Students First core value should lead us to consider all strategic decisions from the perspective of student impact; and

WHEREAS, more class scheduling options would provide greater flexibility to our students; and

WHEREAS, the data for Spring 2022 enrollment (as of December 3, 2021) indicates higher enrollment for two-day (9:00 -10:15 AM and 10:30-11:45 AM) a week morning courses (1,336 enrolled students in T/R morning courses) compared to three-day (8:00 – 8:50 AM, 9:00-9:50 AM, 10:00-10:50 AM and 11:00-11:50 AM) a week morning courses (906 enrolled students in MWF morning courses); and

WHEREAS, the current Class Scheduling Patterns for Fall and Spring semesters has both three-day a week (MWF) and two-day a week (MW) courses scheduled in the afternoons so it is possible to have three-day a week courses scheduled on the same days as two-day a week courses; and

WHEREAS, there is adequate available classroom space on Fridays to allow for one-day a week, three-hour courses to be offered on Fridays; and

WHEREAS, the current scheduling pattern includes Fridays 4:30 - 7:20 PM and 6:00 - 8:50 PM options while those comparable timeslots for other weekdays are 4:30 - 7:15 PM and 6:00 - 8:45 PM;

BE IT RESOLVED beginning in the Fall 2023 semester, the Classroom Scheduling Patterns include MW from 9:00-10:15 am and 10:30-11:45 am; and

BE IT FURTHER RESOLVED beginning in the Fall 2023 semester, the Classroom Scheduling Patterns include 9:00 AM-11:45 AM, 1:30-4:15 PM, 4:30-7:15 PM and 6:00-8:45 PM times on Fridays.

**Approved**

Hosni Abu-mulaweh

Patricia Eber

Stacy Betz

Steven Hanke

Ann Marshall

**Opposed**

**Abstention**

**Absent**

Kate White (Sabbatical)

**Non-Voting**

Kari Smith

Terri Swim

MEMORANDUM OF RESOLUTION

TO: Fort Wayne Senate

FROM: A. Marshall  
Executive Committee

DATE: December 6, 2021

SUBJ: Senate Ad-hoc Committee on Community Engagement

WHEREAS, a number of faculty on the PFW campus, including professors, lecturers, and clinical faculty, have focused on community engagement endeavors as central to their research and/or teaching; and

WHEREAS, questions have been raised about what policies PFW should enact to make clear that these community engagement endeavors are adequately rewarded for purposes of promotion and tenure; and

WHEREAS, faculty and student engagement with local, national, and international organizations and the public at-large can positively impact student retention, student social mobility, health and well-being, environmental sustainability, and related goals ([2020 PFW Strategic Plan](#)); and

WHEREAS, Section 5.4.1. of the Bylaws empowers the Senate to create an ad-hoc committee when it believes that a specially constituted group is necessary to accomplish a particular task;

BE IT RESOLVED THAT, a Senate Ad-hoc Committee on Student Engagement be created; and

BE IT FURTHER RESOLVED THAT, this Committee have seven voting members that constitute a representative from each PFW College, namely the Doermer School of Business, Liberal Arts, Sciences, Engineering, Technology and Computer Science, Visual and Performing Arts, School of Education, and Helmke Library; and

BE IT FURTHER RESOLVED THAT, each College will submit a name of a person to serve on this Ad Hoc Committee to the Executive Committee by a date of February 18<sup>th</sup>, 2022, if they have not already done so; and

BE IT FURTHER RESOLVED THAT, at its first meeting, the Committee shall elect a Chair of the Ad Hoc Committee from one of its voting members; and

BE IT FURTHER RESOLVED THAT, this Committee be tasked with gathering input from faculty, especially those involved in community engaged teaching, research, and service, on how the university should best document, track, measure the impact of, and/or reward such



engagement activities; and

BE IT FURTHER RESOLVED THAT, this Committee include in its efforts a consideration that PFW may intend to undertake efforts to reestablish its Carnegie Community Engagement classification; and

BE IT FURTHER RESOLVED THAT, since “Ad hoc committees cannot be carried over to a new academic year without special authorization by the Senate” (Senate Bylaws 5.4.3), that, with this resolution, that the Senate authorizes this Ad-hoc Committee’s to, first, begin its work from February of 2022 through April of 2022, and then to reconvene this work in fall of 2022, with a deadline of submitting a preliminary report to both the Faculty Senate Executive Committee and to the Faculty Affairs Committee by October 1, 2022.

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
B. Buldt				C. Ortsey
A. Livschiz				
A. Marshall				
A. Nasr				
J. Nowak				
D. Tembras				
N. Younis				

TO: Fort Wayne Senate

FROM: Ann Marshall, Chair of the Executive Committee

DATE: January 18, 2022

SUBJ: Amendment to the Bylaws--Subcommittee Task Force Amendment

WHEREAS, the Subcommittee Task Force is, in the words of Section 5.3.6. of the Senate Bylaws, designed to “ensure the efficient and timely operation of the policy committees of the Senate”; and

WHEREAS, the Subcommittee Task Force has not been utilized for this purpose in recent memory; and

WHEREAS, the Executive Committee wishes to revivify the Subcommittee Task Force by, in part, assigning it a task to demonstrate to the other Senate committees how it is supposed to operate; and

WHEREAS, the Executive Committee is a “service committee” under Section 5.2. of the Bylaws; and

WHEREAS, the current language of the Bylaws does not allow the Executive Committee to directly call the Subcommittee Task Force into action because only policy committees can take that step; and

WHEREAS, the Executive Committee believes that service committees should be able to take advantage of the existence of the Subcommittee Task Force even though they have no subcommittees of their own; and

WHEREAS, the Executive Committee is aware that the Subcommittee Task Force currently lacks a sufficient number of members to take on any task; and

WHEREAS, the Executive Committee will not expect the Subcommittee Task Force to take any actions until it possesses an adequate membership; and

WHEREAS, the Executive Committee hopes that interest in serving on the Subcommittee Task Force will be increased at the upcoming committee and subcommittee elections by the impending assignment due to be given to the Subcommittee Task Force; and

WHEREAS, the secondary effects of an earlier amendment to the Bylaws dealing with a subcommittee (SD 21-1, as amended) were not fully accounted for in that document;

BE IT RESOLVED, that Section 5.3.6. of the Bylaws be amended in the following manner:

“In order to ensure the efficient and timely operation of the **service and** policy committees of the Senate, Voting Faculty and lecturers shall be elected to the Subcommittee Task Force. The Subcommittee Task Force shall be called into service by the Executive Committee when a **service or** policy committee is not able to complete work that is deemed to be important and not already the responsibility of an existing subcommittee. **A service or policy committee** ~~Policy committees~~ may request that the Executive Committee call the Subcommittee Task Force into service. The Executive Committee shall respond to **such** requests ~~from policy committees~~ within two weeks. When the Subcommittee Task Force is called into service, the Executive Committee shall issue an enabling memo.”; and

BE IT FURTHER RESOLVED, that the second sentence of Section 5.3.6.1. of the Bylaws be amended in the following manner:

“**A service or policy committee** ~~Policy committees~~ requesting that the Subcommittee Task Force be called into service shall recommend to the Executive Committee the administrators, clerical or support staff, administrative/professional staff, and student representatives it deems appropriate.”; and

BE IT FURTHER RESOLVED, that Section 5.3.3.2.3 of the Bylaws be amended in the following manner:

“The Educational Policy Committee shall establish ~~seven~~ **eight** subcommittees: a Grade Appeals Subcommittee, an Honors Program Council, an International Education Advisory Subcommittee, a Curriculum Review Subcommittee, a Graduate Subcommittee, a Campus Appeals Board, ~~and~~ a General Education Subcommittee, **and an Advising Subcommittee.**”

<b>Approved</b>	<b>Opposed</b>	<b>Abstention</b>	<b>Absent</b>	<b>Non-Voting</b>
B. Buldt				C. Ortsey
A. Livschiz				
A. Marshall				
A. Nasr				
J. Nowak				
D. Tembras				
N. Younis				

TO: Purdue University Fort Wayne Senate  
FROM: Ann Marshall, Executive Committee  
Steve Carr (COM Faculty Member)  
Mary Ann Cain (ENGL Senator)

RE: Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory  
Date: 15 December 2021

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

**WHEREAS** our [University Principles](#) affirm the importance of academic freedom to the proper functioning of universities consistent with the American Association of University Professors' [1940 statement of Principles on Academic Freedom and Tenure](#); and,

**WHEREAS** faculty have responsibility for the curriculum through our governing body, as stated in VI.B. of The Constitution of the Faculty of Purdue University Fort Wayne; and,

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

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

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

**WHEREAS** Purdue University Fort Wayne’s [Mission](#) is to “educate and engage our students and communities with purpose by cultivating learning, discovery, and innovation in an inclusive environment;” and,

**WHEREAS** the University [Diversity Statement](#) calls for “creating an environment that enhances learning by recognizing the inherent worth of all individuals,” by encompassing “differences of culture, background, and experience among individuals and groups,” which can include but not limited to “differences of race, ethnicity, color, gender, sexual orientation, gender identity or expression” and other identities; and,

**WHEREAS** in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate knowledge of the histories of Black, Indigenous, and People of Color (BIPOC); or of the histories of Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGTBQIA); or of the history and the policies that have contributed to social inequities and the targeting of these and other identities simply on the basis of who people were, Purdue University Fort Wayne has a responsibility and opportunity to help build equity and social justice through our curriculum and teaching;

RESOLUTION:

**THEREFORE BE IT RESOLVED** that Senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or by the Boards of Trustees who violate norms and principles of collaboration and shared governance; and,

**BE IT FURTHER RESOLVED** that the Senate stands with our K-12 colleagues throughout the country who may be affected by pernicious legislation simply because these educators seek to teach the truth in U.S. history and civics education; and,

**BE IT FURTHER RESOLVED** that Senate calls upon President Mitch Daniels, Chancellor Ronald Elsenbaumer, and Vice Chancellor of Academic Affairs Carl Drummond all to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees when they violate norms and principles of collaboration and shared governance; and,

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

Background:

- Scholarly Groups Condemn Laws Limiting Teaching on Race (New York Times, June 16, 2021)
- Texas 'critical race theory' bill limiting teaching of current events signed into law (ABC13, June 16, 2021)

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

**Approved**

B. Buldt  
A. Livschiz  
A. Marshall  
A. Nasr  
J. Nowak  
D. Tembras  
N. Younis

**Opposed**

**Abstention**

**Absent**

**Non-Voting**

C. Ortsey

Question Time

Could the administration please explain the reasoning behind the new “Program Finder: Who Are You” on the PFW homepage? I am puzzled why the administration would think these “Cards” with titles such as “Budding Einstein” (“Relatively speaking, you have big ideas too”), “Spotlight Star” (“If anyone needs you, they just look for the spotlight”), and “Born Leader” (“You know how to inspire a team”) would be attractive to students (and to their parents). To what extent were departments and programs consulted about these descriptions, descriptions that have nothing to do with actual career guidance? Not only does the whole concept seem flawed, but also the execution leaves something to be desired. The category “Born Leader” could conceivably include every one of PFW’s departments and programs, but leaves out, for example, Women’s Studies (while every other Political Science offering is listed) and suggests a History minor, but not a major.

C. Erickson



**MEMO**

To: Senate Executive Committee  
 From: Civics Literacy Proficiency Requirement Ad Hoc Committee  
 Re: Summary of activities and recommendation  
 Date: January 7, 2021

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**The Requirement Mandated by the Purdue University Board of Trustees**

The requirement mandated by the Purdue University Board of Trustees (BOT) is that all students pass a civics literacy exam with an 80% or better. The exam is administered on-line out of West Lafayette. The exam can be taken at any point during a student's time in the Purdue University system.

**West Lafayette Program**

West Lafayette has a second mandatory component. Students must complete one of three "pathways."

1. Attend six approved civics-related events
2. Complete 12 podcasts created by the Purdue Center for C-SPAN Scholarship and Engagement that use C-SPAN material (Students have to complete a written assignment after listening to a podcast. The Civics Literacy Proficiency Requirement Ad Hoc Committee (Ad Hoc Committee) was told the assignments are likely to be graded by graduate assistants.)
3. Complete an approved course

**Meetings with the Ad Hoc Committee**

The Ad Hoc Committee has met with:

- Purdue University West Lafayette Provost Jay Akridge
- Purdue University West Lafayette Dean of the College of Liberal Arts David Reingold
- Director of Student Life and Leadership James Velez
- Registrar's Office
  - Registrar Cheryl Hine
  - Associate Registrar Tara Lewis
  - Associate Registrar Kim De Leon
  - Business Analyst Christa Van De Weg
  - Business Analyst Crystal Milton
  - IU Registration System Liaison Kari Smith
- Director of the Office of Diversity and Multicultural Affairs Rhonda Meriwether

**Recommendation**

1. All students in the Purdue University system have to pass the exam with a grade of 80% or better.
2. All PFW students have to complete one of three pathways. (These are described as three separate pathways for explanatory purposes. The reality is that there is only one pathway – complete some combination of events and broadcasts that equals six (6).
  - 2.1. Path One: Attend six (6) approved events.
    - 2.1.1. A series of events will be held around Constitution Day (9/17).

- 2.1.2. There will be at least one event to which K-12 students can be invited as a recruitment tool.
- 2.1.3. There will be at least one event to which the public will be invited as a way to build connections to the community.
- 2.1.4. Student Life and Leadership likely can assist with tracking attendance at events.
- 2.1.5. Capacity will need to be built so that a similar series of events can be held during the spring semester around another civically significant date.
- 2.2. Path Two: Listen/watch six (6) approved broadcasts
  - 2.2.1. A list of recordings held by College Access Television at PFW and WBOI will be identified annually.
  - 2.2.2. Some of the recordings may be events mentioned above.
  - 2.2.3. The recordings will be available through Brightspace (or any other LMS used by PFW).
- 2.3. Path Three: Mix and match events and broadcasts to equal six (6)
  - 2.3.1. This will provide flexibility for students.
  - 2.3.2. This provides flexibility for unpredictable circumstances that might cancel events.
- 3. Oversight and administration
  - 3.1. Civics Literacy Proficiency Subcommittee
    - 3.1.1. Subcommittee of the Educational Policy Committee
    - 3.1.2. Membership: The Civics Literacy Proficiency Subcommittee shall consist of a representative of the Registrar's Office (non-voting), a representative of the office of Student Life and Leadership (non-voting), the Director of the Civics Literacy Proficiency Program, and four members of the Voting Faculty and lecturers/senior lecturers elected at large by the Voting Faculty subject to the restriction that at least three Major Units be represented. The Director shall chair the committee and vote only to break tie votes.
    - 3.1.3. Responsibilities: The Civics Literacy Proficiency Subcommittee shall:
      - 3.1.3.1. Establish, review, and revise the learning objectives of the program
      - 3.1.3.2. Work with relevant offices at PFW such as the Registrar's Office and Student Life and Leadership, and the Assessment Office to ensure methods for verifying attendance, development and administration of artifacts that can be used for assessment, and completion of the requirement
      - 3.1.3.3. Establish the assessment plan for the program
      - 3.1.3.4. Approve events and broadcasts for inclusion in the program
      - 3.1.3.5. Review the annual assessment report and make recommendations to the Director and Senate based on the assessment report
  - 3.2. Director
    - 3.2.1. A full-time faculty member should be selected to run this program.
    - 3.2.2. The Director should be the PFW faculty representative for the Civics Literacy System Coordinating Group.
    - 3.2.3. The Director should be part of the structure of the Office of Academic Affairs.
    - 3.2.4. The Director should be awarded a release from one course in the fall and one course in the spring.
    - 3.2.5. The Director should be paid a stipend during the summer.

- 3.3. Staff: This program involves every undergraduate student at PFW and will require a great deal of administrative duties. The Director will need the assistance of a staff person on at least a half time basis.

### **Issues To Be Researched and Resolved**

There are several administrative issues that need to be investigated and/or resolved before the start of the 2022 fall semester. There is a possibility that failure to resolve one or more of these issues will result in PFW not being able to offer the additional component.

1. The required exam will be taken through Brightspace. There is no existing interface from Brightspace to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Brightspace will have to be entered manually into Banner.
2. The Community software used by Student Life and Leadership to track attendance at events receives data from Banner, but there are no automated processes for sending Community data back to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Community will have to be manually entered into Banner.
3. Brightspace can be used for the broadcasts, but there is no automated way for completion of the broadcasts to be sent to Banner. An interface will have to be prioritized and built by IT Services. Until that interface can be investigated, prioritized, built, tested and installed, any information in Community will have to be manually entered into Banner.
4. Zero credit hour courses or non-course requirements are options for how participation is tracked. Each comes with issues to be investigated further and resolved. Fortunately, PFW Registrar's Office is communicating with WL Registrar's office in an attempt to align approaches and processes.
5. The completion of this requirement has to appear on transcripts.
6. It is not clear at this time how transfer students will be handled? This is a more significant issue, if the requirements in Fort Wayne and West Lafayette are not the same.
7. Job descriptions for the Director and Staff person have to be developed.

### **No Course Pathway at this Time**

The ad hoc committee does not recommend a course pathway at this time. Issues related to financial aid, capacity of course offerings, impact on the PFW General Education Program, degree-specific curriculum maps, and other issue have to be investigated before a recommendation can be made.

**TO:** 2021-22 Senate Executive Committee  
Ann Marshall, Chair  
**FROM:** Sarah S. LeBlanc, Chair, Curriculum Review Subcommittee  
**DATE:** January 13, 2022  
**SUBJECT:** Certificate in Cultural Resource Management

The Curriculum Review Subcommittee supports the proposal from the Department of Anthropology and Sociology, for their proposed Communication in Cultural Resource Management. We find that the proposal requires no Senate review.

Thank you for your attention in this matter.

**Approving**

Laurel Campbell  
Behin Elahi  
Teresa Hogg  
Shannon Johnson  
Sarah LeBlanc  
Jaiyanth Daniel  
Haowen Luo

**Not Approving**

**Absent**

Terri Swim, exofficio (non-voting member)

## **Degree/Certificate/Major/Minor/Concentration Cover Sheet**

Date:

Institution: Purdue

Campus: Fort Wayne

School or College:

Department:

Location:                      50% or more online: Yes      No

County:

Type:

Program name:

Graduate/Undergraduate:

Degree Code:

Brief Description:

Rationale for new or terminated program:

CIP Code:

Name of Person who Submitted Proposal:

Contact Information (phone or email):

## **Request for a New UNDERGRADUATE Certificate Program**

Campus: Fort Wayne

Proposed Title of Certificate Program: Certificate in Cultural Resource Management

Projected Date of Implementation: Fall Semester 2022

**NOTE: Undergraduate Certificates generally require 12-27 credits of undergraduate-level academic work.**

I. Why is this certificate needed? (Rationale, including market research)

The Certificate in Cultural Resource Management (CRM) will train students in identifying and investigating cultural resources, such as archaeological and historical sites, structures, and artifacts, and developing plans for their preservation, curation, and ethical use. These activities are conducted to comply with the numerous legal statutes, mandates, and regulations affecting historical or cultural properties. The certificate meets or exceeds the requirements for the student to be hired as an “archaeological technician” (Federal government), “archaeological fieldworker” (Indiana), “field crew member” (Mississippi), “archaeological technician II” (California), and comparable designations elsewhere in the U.S. The certificate will prepare students for careers working for professional archaeological firms, environmental consulting and management firms, museums and archives, and relevant local, state, and federal government agencies. If approved, this certificate would be the only certificate or minor in cultural resource management in Indiana, and one of a relatively small number in the United States.

Training in Cultural Resource Management in Indiana has been in decline over the past 10 years due to faculty retirements and departures, the closure of Ball State’s master’s program in archaeology that focused on CRM, and a shift in research focus in Indiana Anthropology Departments away from CRM and North American archaeology towards research conducted on other continents. This decline in training, however, is not due to declining industry need. U.S. archaeological firms employing over 10,000 CRM professionals generated \$1 billion in revenue in 2016 (ACRA 2019) and environmental consulting firms, who frequently complete both environmental and cultural resource assessment and compliance work and employ far larger numbers, generated \$15 billion in revenue in 2019 (IBIS World 2020). The U.S. Bureau of Labor Statistics’ *2020-2030 Occupational Outlook Handbook* reports 7% growth for anthropology and archaeology but indicates that most employment (27%) is in scientific and technical consulting, which includes CRM. Local CRM firms report the need to advertise nationally and regularly hiring entry-level positions from across the US due to the lack of local talent (Odden 2020, personal communication). The recently signed \$1.2 trillion “Infrastructure Investment and Jobs Act” (Pub. L. 117-58) will lead to considerable growth in the CRM industry as they will be needed to determine compliance with federal, state, and local regulations for these new projects. The proposed certificate would provide education and practical training in a subfield of anthropology with considerable opportunities for employment in the region and nationally. The certificate would also be useful for students interested in historical preservation, museum curation, environmental consulting, and those interested in pursuing graduate studies in archaeology and related fields.

II. In narrative form, explain the major topics to be covered in the curriculum of the certificate.

The core courses will provide a strong introduction to archaeology as a discipline and CRM as a field of study and career. This will include an introduction to the study of archaeological artifacts,

architecture, sites, and cultural landscapes to understand cultural history and reconstruct past lifeways. Students will receive instruction in the complex laws, regulations, and ethical concerns surrounding the investigation, excavation, and preservation of cultural, historical, and archaeological remains. Students will also receive extensive laboratory and field training, including a six-week-long archaeological field school, and training in technical report writing. There will be instruction in the archaeology of North America, an area of study that is critical to anyone pursuing CRM as a profession and those with broader interest in cultural and historical preservation. Finally, students will complete an elective course in Anthropology, Biology, Geology (EAPS), or History that complements and extends their education in CRM. These courses include topics such as basic geology, the use of GIS in mapping, history of Colonial American, human osteology, and environmental science.

- III. How does this certificate complement the campus/college/departmental mission? Explain any relationship to existing programs on the campus or within the university.

This certificate is consistent with the Anthropology Program's mission of helping students acquire a comprehensive and integrated knowledge base within the discipline and the skills to apply this knowledge in their professional lives or post-graduate education. This certificate is consistent with the campus mission of championing student success by providing an educational resource that offers intellectual and economic advancement. The certificate also enables the university to enhance quality of place for the region by providing training necessary for regional development and historical preservation.

- IV. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.)

Certainly, the most innovative feature of the program is that instruction and training are provided both by PFW academics and professional archaeologists with years of experience in cultural resource management. The Anthropology Program has a close relationship with the environmental consulting firm RESCOM Environmental Corp that was formalized with a signed memorandum of understanding in 2020. Two of RESCOM's leadership team, Jamie Cochran-Smith (Vice President of Cultural Resources) and Andrew Smith (Chief Operating Officer) are now also Professors of Practice at PFW, and regularly teach three different courses for us, including the archaeological field school. This blend of training by both academics and professionals is rare in the social sciences.

The Anthropology Program also has an active and ongoing collaborating with the Indiana Department of Natural Resources Department Division of Historical Preservation and Archaeology (IN-DNR DHPA). The DHPA has been providing archaeological materials extracted from around the state but not yet analyzed for use in our archaeological laboratory methods course (ANTH 40002), which is a unique pedagogical opportunity for students. The Anthropology Program also has an agreement with DHPA so that our students can intern in their offices in Indianapolis for academic credit.

- V. What methods of delivery will be used for this program (check all that apply)?

- Residential
- Hybrid
- Online

Are all courses to be offered hybrid or online approved in Curriculog for that mode of delivery?  Yes  No

Two of the core courses / 6 credits (ANTH 20003 and 31300) must currently be completed online, and an additional 6 credits can be completed online depending upon the student's choice of elective and instructional modality for ENGL 23401. All remaining coursework is completed in-person.

- VI. List the major student learning outcomes (or set of performance-based standards) for the proposed certificate.

After completing the required coursework and archaeological field school to complete the certificate, students will be able to:

- Explain key concepts, theories, and perspectives of archaeology and Cultural Resource Management (CRM).
- Understand and apply Federal resource laws, regulations, and requirements surrounding cultural, historical, and archaeological remains.
- Demonstrate proficiency in the basic field techniques associated with CRM, including surveying, mapping, spatial analysis, and excavation.
- Identify and properly categorize historical and culturally significant sites, structures, and artifacts common to the Midwestern United States.
- Demonstrate proficiency in laboratory methods associated with the identification, analysis and preservations of physical artifacts.
- Communicate research findings effectively to diverse stakeholders, including the scientific community, government agencies, landowners, and the general public.

- VII. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

- Student portfolio, including selected graded assignments from the core courses and self-reflective narratives
- Survey of certificate recipients every two years after graduation over an eight-year period
- Report of archaeological field school supervisors on general student performance

Results from these assessments will be reviewed by the Anthropology Program every three years and used to improve the certificate program as needed.

- VIII. Describe target audience to be served as well as the goal for the number of participants. What are the admission requirements?

Students most interested in this certificate program will be Anthropology, History, and Biology majors and minors, and those who are interested in pursuing careers in cultural resource management, historical preservation, museum curation, and environmental consulting. The target audience may also include students interested in pursuing graduate work in archaeology, history, and environmental sciences.

Given the lack of formalized training in CRM in Indiana and existence of this as a “stand-alone” certificate, the target audience will also include students with undergraduate degrees interested in pursuing CRM as a career. We will actively promote the program through the Society for American Archaeological website and Anthropology, History, and Biology departments at other universities in the Midwest, particularly in areas with reciprocal tuition agreements. We think the ability of students to complete much of the degree online followed by a single Summer and Fall Semester in Fort Wayne may make the certificate particular appealing to those living relatively close to Fort Wayne.



The admissions requirement is a minimum GPA of 2.5. Students who pursue the certificate after receiving a baccalaureate degree must first be formally admitted to PFW.

- IX. List all specific program completion requirements, including all required courses, minimum course GPA, minimum overall GPA to earn certificate, maximum number of transfer credits, etc.

The proposed certificate requires a total of 21 or 22 credits depending upon the student's choice of electives. Students must receive a minimum grade of C- in all courses. A maximum of 9 transfer credits are allowed. Students pursuing a minor in Anthropology in addition to the certificate must have at least nine (9) credit hours in ANTH courses that do not count towards the certificate.

***Core Courses (12 credit hours)***

Name	Course	Credits	Modality	Pre-Reqs
Introduction to Prehistoric Archaeology	ANTH 20003	3	Online only	None
Archaeology of North America	ANTH 31300	3	Online only	None
Archaeological Methods & Techniques	ANTH 40002	3	In-person	None
Technical Report Writing	ENGL 23401	3	Online and in-person	ENGL 13100

***Archaeological Fieldwork Experience (6 credit hours)***

Name	Course	Credits	Modality	Pre-Reqs
Fieldwork in Archaeology	ANTH 40501	6	In-person	None

*Note:* Students may also complete this requirement by completing an approved archeological field school of the equivalent duration.

***Electives (3 – 4 credits)***

Name	Course	Credits	Modality	Pre-Reqs
Environmental Science	BIOL 34900	3	In-person	Jr or Sr standing
Elementary Surveying	CM 20400	3	In-Person	MA 15400
General Geology and lab	EAPS 10001 or 10003 & 10002	4	Both in-person & online (10001); in-person (10002)	None
Technical Writing Projects	ENGL 42100	3	Online	ENGL 23401
Physical Systems of the Environment	GEOG 10700	3	Online	None
Mapping our World / GIS	GEOG 23700	3	In-person	None
Colonial America	HIST 30101	3	Varies	None
Revolutionary America	HIST 30201	3	Varies	None
The United States from 1789-1865	HIST 30302	3	Varies	None
The American West	HIST 31801	3	Varies	None
Public History <sup>1</sup>	HIST 32503	3	In-person	None
Atlantic World 1400 – 1600	HIST 36001	3	Varies	None

*Note:* <sup>1</sup> HIST 32503 is only eligible when the variable title is "Public History".

- X. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.) of resources.

The library allows full-text access to relevant journals, including *American Antiquity*, *Journal of Archaeological Science*, *Journal of Cultural Heritage*, *Archaeology of Eastern North America*, *Canadian Journal of Archaeology*, *Historical Archaeology*, *Central States Archaeological Journal*, *Journal of Archaeological Method and Theory*, *Journal of Archaeological Research*, and *Southeastern Archaeology*. All relevant maps and government documents are freely available online.

The Department of Anthropology & Sociology needs two resources to create and maintain the certificate program:

(1) *Sufficient LTL Funding*

Three of the required core courses (ANTH 31300, 40002, and 40501) and 12 of the required 21 credits hours for the certificate are taught by Professors of Practice Jamie Cochran-Smith and Andrew Smith. Their compensation is drawn from the Department of Anthropology & Sociology's limited term lecturer budget. For FY2023, their compensation will be \$13,248 based on the current LTL pay scale. Compensation for other LTLs teaching for the department is expected to be \$13,248 for a total predicted annual need of \$26,496. The department's original FY2022 LTL budget of \$23,332 was adjusted sharply downwards to an unmanageable \$8,156, which left us unable to pay for our LTLs even in Fall 2021. The certificate's success relies on a more realistic budget.

(2) *Basic archaeological field equipment*

We request a one-time grant of \$985 to cover the cost of purchasing basic field archaeology equipment for use in the summer archaeological field school (ANTH 40501). An itemized list is provided in an appendix.

- XI. Include a Liaison Library Memo.

See attached.

Liaison Librarian Memo

Date: 10/28/21

From: Ann Marshall

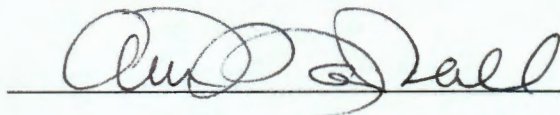
To: Hal Odden

Re: Certificate in Cultural Resource Management (CRM)

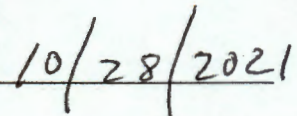
Describe availability of library resources to support proposed new program:

Helmke Library already subscribes to databases related to this program, as listed on the library resource questionnaire. Full text journal content is available through existing subscriptions and additional content may be accessed with document delivery. Acquisition of books to support the program can be purchased within the existing Helmke Library budget. If new subscriptions are needed at a future date, they may need to be funded by an increase in the Library's budget. Currently, the Library is able to support the new Certificate in Cultural Resource Management.

Comments:



*Liaison Librarian Signature*



*Date*

**Appendix: Requested funding for Archeological Equipment Purchases**  
 Proposal for new Certificate in Cultural Resource Management

As indicated in section X, the Anthropology Program requests \$984.38 in funds to purchase equipment for two courses associated with the proposed certificate: primarily ANTH 40501 “Fieldwork in Archaeology”, which would be the 6-credit hour course in which the summer archaeological field school will be taught, but also ANTH 40002 “Archaeological Methods & Techniques.” Lab fees are assessed when students enroll in these two courses, but those lab fees cover the cost of consumables (e.g., Ziplock bags, survey tape and string, photocopying) and replacement of damaged equipment. There are insufficient to cover the cost of purchasing the full range of necessary, new equipment.

Attached you will find an invoice from Forestry Supplies Inc, an approved Purdue FW vendor, for the equipment in question. I have replicated the items and pricing below but with additional information on the items’ uses.







Item	Price	Quantity	Extended Price
Archaeology Photo Board (used to label unit, site, stratigraphic level, and date in excavation photos)	\$161.95	1	\$161.95
Garmin GPSMAP 78 GPS receiver (used in initial surveying of large areas)	\$199.99	2	\$399.98
Munsell Soil Color Book (to aid color identification of archaeological specimens, rocks, animal pelage, etc. in soil)	\$227.00	1	\$227.00
Digital microscope 200x (for analysis of artifacts)	\$99.95	1	\$99.95
Hand trowel, 4.5” x 2.5” with pointed blade (for excavation)	\$18.25	4	\$73.00
	Shipping		\$22.50
	Tax		\$0
	Total		\$984.38

# Confirm Information

**Step 1:** Review the order information.

**Note:** To complete your purchase, you **MUST** click the Place This Order button at the bottom of this page.

<b>Billing Address</b> Purdue University Fort Wayne Harold Odden Dept Anthro and Sociology 2101 E Coliseum Blvd Fort Wayne, IN 46805 <a href="#">Edit Billing</a>	<b>Shipping Address</b> Same as Billing <a href="#">Edit Shipping</a>	<b>Payment</b> Open Account <a href="#">Edit Payment</a>	<b>Shipping Method</b> UPS Ground Shipping Ship Complete <a href="#">Edit Ship Method</a>
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	Item#	Name	Qty	Stock	Notes	Item Price	Item Total	
	53416	Forestry Suppliers Photo Board and Scales	1	In Stock		161.95	\$161.95	
	39097	Garmin GPSMAP 78 GPS	2	In Stock		199.99	\$399.98	
	77321	Munsell Soil Color Book	1	In Stock		227.00	\$227.00	
	61106	American Scientific USB Digital Microscope, 200x	1	In Stock		99.95	\$99.95	
	53696	Marshalltown Trowel, Pointing, 4-1/2" x 2-1/4" Blade	4	In Stock		18.25	\$73.00	
<a href="#">Edit Items</a>							<b>Subtotal:</b>	\$961.88
						<b>Shipping:</b>	\$22.50	
						(Tax only collected on orders shipped to Mississippi) <b>Tax:</b>	\$0.00	
						<b>Weight Total:</b> 10.1lbs	<b>Total:</b> <b>\$984.38</b>	

**Step 2:** Include Any Special Instructions (Optional)

**PO Number:**

**Special Instructions:**

Purdue University Fort Wayne  
**Gainful Employment (GE) Form**  
 (must accompany Graduate Certifications Proposals)

**TO BE COMPLETED BY DEPARTMENT CHAIR/DIRECTOR**

**Application for Review for Title IV Federal Student Aid Eligibility**

**NAME OF PROGRAM:** Cultural Resource Management Certificate

**DEPARTMENT:** Anthropology and Sociology **SCHOOL/COLLEGE:** College of Liberal Arts

A program eligible to participate in Title IV federal student aid would be considered a Gainful Employment Program if it can be completed as a standalone certificate program and prepares students for “gainful employment in a recognized occupation.” A review and documentation of these criteria is essential prior to program implementation. Failure to meet these criteria may jeopardize Purdue University's eligibility to award federal student financial aid or take part in other programs under the Higher Education Act. Final approval for eligibility may be determined by the U.S. Department of Education.

QUESTION	ELIGIBILITY CRITERIA
1. Is this a standalone certificate program?	1. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2. Is the student required to be enrolled in a degree-seeking program while pursuing this certificate?	2. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3. Would this certificate alone prepare a student for gainful employment in a recognized occupation?	3. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If YES, list the Standard Occupation Code(SOC): <u>19-3091.00</u> <i>(The Department of Labor's Standard Occupational Code (SOC) must be provided to show the occupation that the program prepares students to enter and can be found on the Department of Labor's O*NET website - <a href="http://www.onetonline.org">http://www.onetonline.org</a>)</i>
4. Is the program a one-year minimum training program that leads to a degree (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation?	4. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  If YES, describe how this program prepares the student for gainful employment:  <u>The Certificate meets or exceeds the requirements for employment as an "archeology fieldworker" in Indiana (312 Ind. Admin. Code 21-3-4 sec 4e), for Federal employment in the archeology series (GS 0193), and comparable positions in other U.S. states</u>
<b>***If you answered NO to all of the above – STOP HERE. Certificate is not eligible for Gainful Employment***</b>	

AREA OF REVIEW	ELIGIBILITY CRITERIA
Academic Year Definition Requirements	<p>Number of weeks of instructional time per academic year for this program: <u>  32  </u> In an academic year, a full-time student must complete at least <u>  24  </u> semester hours.</p> <p>(NOTE: Federal regulations define academic year as a period of a minimum of 30 weeks of instructional time. In an academic year, a week of instructional time is any week in which at least one day of regularly scheduled instruction or examination occurs, or at least one day of study for exams for final exams if it occurs after the last scheduled day of classes for the semester. Instructional time does not include periods of orientation, counseling, vacation, or any other activity not related to class preparation or examinations. Internships, cooperative education, and independent study are forms of instruction that may be included in the definition of academic year. For an undergraduate educational program, an academic year is a period a full-time student must complete at least 24 semester hours.)</p> <p>The length of the program is <u>  less than 1  </u> academic years. (Federal regulations require that the program length is at least two academic years and provides an associate, bachelors, graduate, or professional degree or a one-year training program that leads to a degree or certificate (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation.)</p> <p><b>Department Head (please attach a Program of Study documenting the following):</b></p> <ul style="list-style-type: none"> <li>• This program prepares students for gainful employment in the same or related recognized occupation as an educational program that has previously been designated as an eligible program at Purdue University Fort Wayne.</li> </ul>
Document(s) Required	If program proposal and approvals (Faculty Senate, Vice Chancellor for Academic Affairs, and Provost's Office, and the Indiana Commission for Higher Education, if applicable) are not on file with the Office of Academic Affairs, you may be asked to provide documentation.

*Harold Odden*

12/12/2021

Signature: Department Head

Date

When Completed Send to: Ron Herrell, Director of Financial Aid,  
Purdue University Fort Wayne  
2101 E. Coliseum Blvd, KT 103B  
Fort Wayne, IN 6805  
rherrell@pfw.edu

Office Use: This program is

       **Eligible** – Based on submitted documentation, the Division of Financial Aid has determined that this certificate IS ELIGIBLE for Title IV federal student aid.

       **Ineligible** – Based on submitted documentation, the Division of Financial Aid has determined that this certificate IS INELIGIBLE for Title IV federal student aid.

Signature: Director of Financial Aid

Date