



Faculty Senate Meeting
Thursday, January 24, 2013
3:30 p.m. - 5:30 p.m., Adelbert Hall, Toepfer Room

AGENDA

3:30 p.m.	Approval of Minutes from the December 19, 2012 Faculty Senate Meeting, <i>attachment</i>	R. Dubin
3:35 p.m.	President's and Provost's Announcements	B. Snyder B. Baeslack
3:40 p.m.	Chair's Announcements	R. Dubin
3:45 p.m.	Report from the Executive Committee	S. Garverick
	Report from Secretary of the Corporation	C. Trembl
3:50 p.m.	Motion to Approve: Resolution on TOEFL Score Requirement, <i>attachments</i>	R. Bischoff
4:05 p.m.	Motion to Approve: Ethics Minor, <i>attachment</i>	L. Hengehold
4:10 p.m.	Motion to Approve: Graduate Certificate in Classics, <i>attachment</i>	R. Sternberg C. Burroughs
4:15 p.m.	Motion to Approve: Resolution on Course Evaluations Statement of Purpose, <i>attachment</i>	C. Cano
4:30 p.m.	Siegal Lifelong Learning Program	B. Amkraut
4:45 p.m.	Motion to Approve: JD/MA Program in Art History and Museum Studies, <i>attachment</i>	C. Nard



Faculty Senate Meeting

Thursday, January 24, 2013

3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

Members Present

Bruce Averbook
Bud Baeslack
Karen Beckwith
Christine Cano
Gary Chottiner
David Crampton
Chris Cullis
William Deal
Nicole Deming
Robin Dubin
Karen Farrell
Taryn Fitch
John Fredieu

Steve Garverick
Alfredo Hernandez
Thomas Kelley
Kurt Koenigsberger
Deborah Lindell
Joseph Mansour
Frank Merat
Sonia Minnes
Ray Muzic
Dale Nance
Alan Rocke
Sandra Russ

Robert Savinell
Benjamin Schechter
JB Silvers
David Singer
Martin Snider
Barbara Snyder
Alan Tartakoff
Lee Thompson
Mark Votruba
Gillian Weiss
Rebecca Weiss
Xin Yu

Members Absent

Daniel Akerib
Hussein Assaf
Joseph Baar
Ronald Blanton
Lee Blazey
Richard Buchanan
Matthias Buck
Elizabeth Click
Lisa Damato

Peg DiMarco
Thomas Egelhoff
Steven Fox
Patricia Higgins
Mark Joseph
Erin Lavik
Zheng-Rong Lu
Laura McNally
Greggory Mentele

Kathryn Mercer
William Merrick
Leena Palomo
Simon Peck
Bonnie Richley
Matt Sobel
Randall Toy
Nicholas Ziats

Others Present

Brian Amkraut
Daniel Anker
Christine Ash
Richard Bischoff
Charles Burroughs
Melissa Burrows
Donald Feke

David Fleshler
Laura Hengehold
Arnold Hirshon
Craig Nard
Ermin Melle
Marilyn Mobley
Dean Patterson

John Sideras
Lynn Singer
Rachel Sternberg
Shannon Swiatkowski
Colleen Trembl
Jeff Wolcowitz

Call to Order

Professor Robin Dubin, chair, Faculty Senate, called the meeting to order at 3:30 p.m.

Approval of minutes

The minutes of the Faculty Senate meeting of December 19, 2012 were approved as submitted.

President's announcements

President Barbara Snyder made the following announcements:

1. All senators are encouraged to attend the annual Martin Luther King Convocation being held at the Amasa Stone Chapel on January 25. Lani Gunier, scholar and civil rights activist, will be the featured speaker.
2. To date, approximately 18,000 undergraduate applications have been received; a 22% increase over last year and a 150% increase since 2008. Credit goes to Rick Bischoff, Vice President, Enrollment Management and his team, as well as to faculty who have assisted in recruitment efforts. Admitted student receptions are underway.
3. As of 12/31/12, \$787 million has been raised towards the university's capital campaign goal.
4. A discussion document for a tobacco-free campus is being drafted. The document will be reviewed by the Faculty Senate Personnel Committee and feedback will be sought from numerous campus groups. The university is also sponsoring a nicotine cessation program.
5. The President referred senators to the brochure on the Safe Workplace program. Lynn Singer, Jes Sellers and Dick Jamieson are leading the charge for this program. Deputy Provost Lynn Singer said that they encourage comments and suggestions from faculty.

Provost's announcements

Provost Bud Baeslack said that progress is being made on the strategic plan and that an all-day session for the steering committee and working groups is being held next week.

Chair's announcements

Prof. Robin Dubin, chair, Faculty Senate made the following announcements:

1. There will be a report at the next Faculty Senate meeting on the Safe Workplace program.
2. The Faculty Interest Survey (for Faculty Senate standing committees) has been sent out and Prof. Dubin encouraged all senators to complete it and talk with their colleagues about doing the same. Standing committees are very important to the Senate's work.
3. The FSCUE approved a one-term course approval process.
4. The new Faculty Paid Parental Leave Policy has been posted on the Faculty Senate website with an updated interpretive guide.
5. The Faculty Handbook states that the Faculty Senate shall review all provisions of the Constitution at least once every 5 years. The Faculty Senate Executive Committee has determined that the Constitution and the Faculty Senate By-Laws will be reviewed during the 2013-14 academic year. If senators have any issues with the Faculty Handbook or Senate By-laws, they should notify Prof. Dubin.

Report from the Executive Committee

Prof. Steven Garverick, chair-elect, Faculty Senate said that at the January 14th Executive Committee meeting, Eileen Anderson-Fye gave an update on the activities of the President's Commission on Child Care Options. She will give a full report to the Faculty Senate later this spring. The Executive Committee also received reports from the SODM and WSOM representatives on the activities of their respective schools.

Report from Secretary of the Corporation

Ms. Colleen Trembl, deputy counsel, reported that the CWRU Board of Trustees Executive Committee, at their January meeting, approved/amended 9 endowments totaling approximately \$2,360,000. The committee approved 24 junior and 20 senior faculty appointments and 3 faculty reappointments to named professorships.

The Trustees approved the Faculty Senate Resolution to Amend the Faculty Handbook:

1. To formalize the policy regarding faculty paid parental leave
2. To formalize the policy regarding modified faculty workload

The trustees also approved the Faculty Senate Resolution to Approve the Merger of the Department of Mathematics and the Department of Statistics to create the new Department of Mathematics, Applied Mathematics and Statistics.

Resolution on TOEFL Score Requirement

Rick Bischoff, Vice President of Enrollment Management, presented data on the GPA's of international first year students within each school/college and within specific TOEFL bands. The Executive Committee had requested this data in order to consider the FSCUE's recommendation to maintain the current TOEFL score requirement of 90 for the fall of 2013. Mr. Bischoff said that he is cognizant of the difficulties faculty face when teaching students with insufficient English skills and will admit students primarily in the 95-100 TOEFL score range. A decision to maintain the current TOEFL score of 90 will provide his office with the flexibility needed to meet the international admissions goal for the fall of 2013. This decision will be reviewed annually. The Faculty Senate voted to approve the resolution on the TOEFL score requirement. *Attachment*

Motion to Approve Ethics Minor

Professor Laura Hengehold, CAS, presented the Philosophy Department's new minor in ethics. The minor would allow students in all fields to pursue a concentrated study in ethics from multiple perspectives. The Faculty Senate voted to approve the ethics minor. *Attachment*

Motion to Approve Graduate Certificate in Classics

Professor Charles Burroughs, CAS, presented the Graduate Certificate in Classics. Professor Rachel Sternberg has been the champion of this post-baccalaureate program which would allow students to increase their knowledge in classics beyond the undergraduate level. The Certificate could be earned in one year, and they expect 3-5 students. The Faculty Senate voted to approve the Graduate Certificate in Classics. *Attachment*

Motion to Approve Resolution on Course Evaluations Statement of Purpose

The FSCUE is proposing that an agreement be reached on the purpose of course evaluations before it begins its review of course evaluation questions. Professor Christine Cano presented the proposed language drafted by the FSCUE on the primary and secondary purposes of course evaluations. The Faculty Senate voted to approve the Course Evaluations Statement of Purpose. *Attachment*

Siegal Lifelong Learning Program

Brian Amkraut, Executive Director of the Laura and Alvin Siegal Lifelong Learning Program, provided the Senate with an introduction to the program. The Lifelong Learning Program is a new initiative combining the existing highly-regarded adult education programs at CWRU and the Siegal College. The program

currently offers non-degree classes to approximately 1500-2000 people on an annual basis. Mr. Amkraut said that he would like to see attendance double over the next 3 years. CWRU's adult education programs have traditionally served individuals over the age of 55, but Mr. Amkraut said that they are looking to develop new programming for the younger adult population. Bringing the community to campus has multiple benefits and can increase attendance at other university events such as lectures and workshops. Mr. Amkraut encouraged all faculty to participate by teaching classes and providing suggestions for new programming.

Motion to approve JD/MA Program in Art History and Museum Studies

Professor Craig Nard presented the JD/MA program in Art History and Museum Studies. This dual degree program would prepare students to practice law in fields such as intellectual property for the arts, among others. The Faculty Senate voted to approve the JD/MA in Art History and Museum Studies.
Attachment

The meeting was adjourned at 5:30 p.m.

Approved by the Faculty Senate

A handwritten signature in cursive script that reads "Rebecca Weiss".

Rebecca Weiss
Secretary of the University Faculty

January 24, 2013 Secretary report to Faculty Senate

January 15, 2013 Executive Committee meeting of the Board of Trustees

Resolutions to approve new endowments totaling approx. \$2,360,000

MSASS	\$27K – scholarship support from annuity
WSOM	\$200K – unrestricted estate gift to be used for scholarship per BRS
NURSING	\$46K – unrestricted estate gift to be used for scholarship per BRS
CAS & ENG	\$2M gift from Gelfand Family Charitable Fund for STEM (Science, Technology, Engineering, and Mathematics) Center
VEALE	\$17K – maintenance of Veale Convocation, Athletic and Recreation Center – annuity
MED	\$70K –estate gift to be used for School of Medicine Annual Fund
LAW	Amend Fund to provide scholarship support for Editor-In-Chief of the Law Review
ENG	Amend Armington Professorship has sufficient funds to provide support for a second Arthur P. Armington Professorship – value as of October 31, 2012 \$4.5M
LAW	Amend Adelstein Environmental Fund -

The usual and customary new Junior and Senior Faculty Appointments and Re-appointment to Named Professorships.

24 - Jr. Faculty Appts.	MED – 6, CCLCM – 16, NUR – 2
20 – Sr. Faculty Appts.	DEN – 1, MED – 6, WSOM – 2, CCLCM - 11
3 - Faculty Re-Appointments to Named Professorships	<p>Stan Gerson to the Asa and Patricia Shiverick – Jane B. Shiverick Professorship in Hematological Oncology</p> <p>Xinmiao Zhang to the Timothy E. and Allison L. Schroeder Professorship in Computer Science and Engineering</p> <p>Robert Elston to the Amasa B. Ford M.D. Professorship in Geriatric Medicine</p>

The Trustees approved the Faculty Senate Resolution to Amend the Faculty Handbook:

- 1) formalize policy regarding faculty parental leave
- 2) formalize policy regarding modified faculty workload

BOT approved the Faculty Senate Resolution to Approve the Merger of the Department of Mathematics and the Department of Statistics to create the new Department of Mathematics, Applied Mathematics and Statistics

Undergraduate TOEFL Requirement Faculty Senate

Rick Bischoff
Vice President for Enrollment Management
January 23, 2013

International Student TOEFL Profile

Admits

	Fall 2011	Fall 2012
TOEFL \geq 100 (% of TOEFLs)	292 (43%)	429 (64%)
TOEFL between 90 and 99	299 (44%)	230 (35%)
TOEFL between 80 and 89	87 (13%)	6 (<1%)

Deposits

	Fall 2011	Fall 2012
TOEFL \geq 100 (% of TOEFLS)	20 (28%)	40 (52%)
TOEFL between 90 and 99	35 (49%)	37 (48%)
TOEFL between 80 and 89	16 (23%)	0

GPA's of Students within TOEFL Score Ranges

	TOEFL	75-80	81-85	86-90	91-95	96-100	101-105	106-110	111-115	116-120
GPA	3.7-4.0	0	1	5	4	4	4	3	1	0
	3.4-3.7	0	3	3	9	3	1	1	0	0
	3.0-3.4	1	2	1	3	5	2	1	1	0
	2.7-3.0	0	0	2	1	1	0	2	0	1
	2.4-2.7	1	0	3	0	2	0	1	0	0
	2.0-2.4	0	0	4	1	0	0	1	0	0
	0-2.0	0	0	1	2	0	0	0	0	0

**Fall 2011 and 2012 First Year
Cumulative GPA by Division and TOEFL Band**

Fall 2012	TOEFL<90		TOEFL>=90 and <100		TOEFL>=100	
Division	GPA	Count	GPA	Count	GPA	Count
Engineering			3.25	11	3.30	10
Management			3.56	4	2.72	7
Nursing			3.13	1		
Sciences and Math			3.25	10	3.33	14
Social Sciences			2.78	3	2.79	6
Undecided			3.51	7	3.40	5

Fall 2011	TOEFL<90		TOEFL>=90 and <100		TOEFL>=100	
Division	GPA	Count	GPA	Count	GPA	Count
Arts			2.12	1		
Engineering	1.63	3	3.01	7	2.56	5
Humanities			3.19	2	3.37	1
Management	3.12	5	2.08	5		
Nursing					3.23	1
Pre-Professional			2.40	1	3.56	6
Sciences and Math	2.40	5	3.29	12	3.22	2
Social Sciences	3.10	2	2.70	5		
Undecided	2.36	1	3.43	3	2.98	4



CASE WESTERN RESERVE
UNIVERSITY EST. 1826

FACULTY SENATE

January 24, 2013

FACULTY SENATE RESOLUTION REGARDING TOEFL SCORE REQUIREMENTS

WHEREAS, on February 16, 2011, the Faculty Senate approved an increase in the TOEFL score requirement for fall 2013 international undergraduate applicants (including transfer students) from 90 to 100; and

WHEREAS, the Faculty Senate Committee on Undergraduate Education's (FSCUE's) Subcommittee on Admission and Aid (the "Admissions Committee") at its November 5, 2012 meeting recommended maintaining the TOEFL score requirement of 90 (the "Recommendation"); and

WHEREAS, at its November 27, 2012 meeting, FSCUE endorsed the Recommendation; and

WHEREAS, on January 14, 2013, the Faculty Senate Executive Committee voted that the Recommendation should be placed on the agenda for consideration by the Faculty Senate at its January 24, 2013 meeting;

NOW, THEREFORE, BE IT RESOLVED, THAT
the TOEFL score requirement for international undergraduate applicants and transfer students shall remain at the current level of 90 and continuing efforts will be made to increase the TOEFL score without sacrificing international admission goals. The Admissions Committee will revisit this [question] annually and make a commitment to maintain the quality of the international student population at Case Western Reserve University.

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(instructions on back)

Docket # _____

College/School: Arts and Sciences

Department: Philosophy

PROPOSED: major
 minor
 program
 sequence
 degree

TITLE: Minor in Ethics

EFFECTIVE: Fall (semester) 2012 (year)

DESCRIPTION:

The Philosophy Department's Minor in Ethics allows undergraduate students in any field to pursue a concentration of studies in Ethics from multiple perspectives: theoretical and practical, philosophical and empirical/ interdisciplinary. The goal is to encourage analytical reflection on the principles and situations of ethical action, social, interpersonal, or individual, in historical and contemporary contexts.

The existing minor in philosophy requires PHIL 101 (Introduction to Philosophy) and four other PHIL courses at the 200-300 level. The Ethics minor differs from the existing minor in that PHIL 305 (Ethics), PHIL 205 (Contemporary Moral Problems) and one of several identified courses in a field other than Philosophy are required, in addition to PHIL 101.

Justification/Learning outcomes:

Students learn to identify ethical problems and opportunities. At the end of their study, they should be able to state principles for resolving those problems, identify philosophical drawbacks to those principles, and situate them with respect to the history of Western ethical traditions and cross-disciplinary or cross-cultural responses to those problems. They should learn to distinguish between philosophically normative and empirical or sociological justifications for action.

Structure of the minor:

Like the existing minor in Philosophy, the minor in Ethics would consist of five courses:

1. PHIL 101 Introduction to Philosophy
2. PHIL 305 Ethics (history and problems) (requires PHIL 101 or instructor consent)
3. PHIL 205 Contemporary Moral Problems
 - a. PHIL 206 Experiential Contemporary Moral Problems also satisfies.
4. One course approaching an ethical problem/topic in greater depth, chosen from:
 - a. PHIL 330 Topics in Ethics
 - b. PHIL 271 Bioethics: Dilemmas
 - c. PHIL 304 Science and Engineering Ethics
 - d. PHIL 315 Topics in Philosophy (significant ethics content)
 - e. PHIL 317 War and Morality
 - f. PHIL 334 Political and Social Philosophy
 - g. PHIL 356 Comparative Philosophy
 - h. PHIL 399 Capstone (topic in Ethics)
5. One course approaching ethics from an interdisciplinary or empirical perspective, chosen from:
 - a. BETH 315 Short-Term Study Abroad
 - b. RLG 115 Ethical Problems in Local Perspective
 - c. RLG 315 Justice, Religion, and Society
 - d. RLG 350 Jewish Ethics
 - e. COGS 272 Morality and Mind (RLG 272)
 - f. COGS 305 Moral Boundaries and the Limits of Science
 - g. COGS 363 Philosophy and Social Neuroscience
 - h. SOCI 349 Social Inequality
 - i. Select University Seminars

Note: Some of these courses may have their own prerequisites
We anticipate that this list will grow and change over time

APPROVED

A.S. Exec. Comm
10-11-12

A.S. Faculty 10-19-12
A.S. CEP 10-31-12

Some students may wish to earn a minor in Ethics as well as in Philosophy, or in addition to a major in Philosophy. A student in this minor program may count no more than six credit-hours to another major or minor.

Is this major/minor/program/sequence/degree: new
 modification
 replacement

If modification or replacement please elaborate: _____

Does this change in major/minor/program/sequence/degree involve other departments? Yes No

If yes, which departments? Religious studies, Sociology, Cognitive Science, Bioethics

Contact person/committee: _____

SIGNATURES:

	DATE
Department Curriculum Chair(s)/Program Directors: <u>Peter J. Hagan (CRSN)</u>	<u>24 Feb 2012</u>
Department Curriculum Chair(s)/Program Directors: <u>[Signature]</u>	<u>3/2/12</u>
Department Curriculum Chair(s)/Program Directors: <u>[Signature]</u>	<u>3/2/12</u>
Department Curriculum Chair(s)/Program Directors: <u>[Signature]</u>	<u>3/2/12</u>
Department Chair: <u>Laura E. Hunsicker</u>	<u>3/2/12</u>
College/School Curriculum Committee Chair: <u>[Signature]</u>	<u>10-3/12</u>
College/School Dean(s): <u>[Signature]</u>	<u>10-3/12</u>
UF Curriculum Committee Chair: _____	

File copy sent to: Registrar Office of Undergraduate Studies/Graduate Studies
 Other: _____

DEPARTMENT OF PHILOSOPHY MINOR IN ETHICS PROPOSAL

Description: The Philosophy Department's Minor in Ethics allows undergraduate students in any field to pursue a concentration of studies in Ethics from multiple perspectives: theoretical and practical, philosophical and empirical/interdisciplinary. The goal is to encourage analytical reflection on the principles and situations of ethical action, social, interpersonal, or individual, in historical and contemporary contexts.

Justification/Learning outcomes:

Students learn to identify ethical problems and opportunities. At the end of their study, they should be able to state principles for resolving those problems, identify philosophical drawbacks to those principles, and situate them with respect to the history of Western ethical traditions and cross-disciplinary or cross-cultural responses to those problems. They should learn to distinguish between philosophically normative and empirical or sociological justifications for action.

Proposal: Minor in Ethics (narrative in keeping with CAS guidelines)

Introduction:

The purpose of a minor in Ethics offered by the Philosophy Department is to give undergraduate students with theoretical or practical interest in ethics the opportunity to take a concentrated series of classes on the subject as an intellectual supplement to their coursework in another discipline or pre-professional program of study. Pre-medicine, pre-law, engineering, business and other majors who would not ordinarily identify themselves as candidates for a minor in "Philosophy" may wish to gain enhanced understanding of the range of ethical approaches and issues as professionals and citizens.

1. How is the proposed program important to the department?

The program will increase enrollments in philosophy courses and allow us to foreground the expertise of our faculty in Ethics, the arrival of a new Beamer-Schneider Professor in Ethics, and our involvement with the Inamori International Center for Ethics and Excellence. We hope that it will also serve as a springboard for further collaboration with Bioethics, the School of Law, the Social Justice Institute, and other bodies on campus, including the identification or creation of suitable undergraduate courses. It will certainly show commitment to the Ethics Alliance portion of the University's Strategic Plan. Finally, it may enhance the department's ability to apply for certain grants in collaboration with those other entities.

2. Perceived need or market for the program?

The program will appeal to students who might have chosen a minor in philosophy, but also those outside of Arts and Sciences looking for a coherent way to satisfy breadth requirements that will enhance their preparation for a profession in medicine, engineering, or other fields. However, it would ensure that the Philosophy department continues to provide the core undergraduate instruction in this area.

The existing minor in philosophy requires PHIL 101 (Introduction to Philosophy) and four other courses at the 200-300 level. The Ethics minor differs from the existing minor in that PHIL 305 (Ethics), PHIL 205 (Contemporary Moral Problems) and one of several identified courses in a field other than Philosophy are required, in addition to PHIL 101 and another PHIL course dealing with ethics or moral philosophy.

3. Projected costs necessary to mount the program?

No additional resources would be required. It is a matter of packaging existing strengths in a way that will make them recognizable to students as something that fits in their schedule and is intellectually beneficial. We are currently teaching PHIL 305 every year and one or two topical courses every year; Bioethics regularly offers their course as well.

4. Projected income associated with the new program?

At the moment, it is not anticipated that this minor would increase revenue in any substantial way.

Rationale for the College and University

5. How does the proposed program

- a. move forward the college's strategic plan in regards to the goals for undergraduate and graduate education?

This minor contributes to the activity of the Ethics Alliance. It also may lay the groundwork for a masters program in Philosophy at some point in the future.

- b. Strengthen the discipline through scholarship?

This minor provides opportunities for specialists in ethics, inside or outside the Philosophy department, to teach on their research topics and to involve undergraduates in their research.

- c. Foster collaboration across disciplines?

This minor provides a structured context for developing long-term commitments to shared research and teaching on topics related to ethics in Bioethics, Law, Religion, the Social Justice Institute, and other fields in which

partners have yet to be identified. It should contribute to the enhancement and consistency of the curriculum available to undergraduate students, and provide outlets for faculty who have been involved in the Ethics Table or Ethics Alliance to develop new courses.

c. Increase attractiveness of the department and the college?

This minor provides students outside the usual clientele for majors and minors in philosophy with a reason to take classes and interact with the philosophy department. It will attract students who wish to pursue further education related to bioethics or public policy. It may enable us to partner more easily with faculty in other fields seeking grants that require an ethics component.

Detailed Description of the Program

Like the existing minor in Philosophy, the minor in Ethics would consist of five courses:

1. PHIL 101 Introduction to Philosophy
2. PHIL 305 Ethics (history and problems) (requires PHIL 101 or instructor consent)
3. PHIL 205 Contemporary Moral Problems
 - a. PHIL 206 Experiential Contemporary Moral Problems also satisfies.
4. One course approaching an ethical problem/topic in greater depth, chosen from:
 - a. PHIL 330 Topics in Ethics
 - b. PHIL 271 Bioethics: Dilemmas
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 - e. PHIL 317 War and Morality
 - f. PHIL 334 Political and Social Philosophy
 - g. PHIL 356 Comparative Philosophy
 - h. PHIL 399 Capstone (topic in Ethics)
5. One course approaching ethics from an interdisciplinary or empirical perspective, chosen from:
 - a. BETH 315 Short-Term Study Abroad
 - b. RLGN 115 Ethical Problems in Local Perspective
 - c. RLGN 315 Justice, Religion, and Society
 - d. RLGN 350 Jewish Ethics
 - e. COGS 272 Morality and Mind (RLGN 272)
 - f. COGS 305 Moral Boundaries and the Limits of Science
 - g. COGS 363 Philosophy and Social Neuroscience
 - h. SOCI 349 Social Inequality
 - i. Select University Seminars

Note: Some of these courses may have their own prerequisites.

We anticipate that this list will grow and change over time.

Some students may wish to earn a minor in Ethics as well as in Philosophy, or in addition to a major in Philosophy. A student in this minor program may count no more than six credit-hours to another major or minor.

III

CWRU Action Form for Majors/Minors/Programs/Sequences/Degrees
(Instructions on back)

Docket # _____

College/School: _____ College of Arts & Sciences

Department: _____ Classics _____

PROPOSED: _____ major
_____ minor
 program
_____ sequence
_____ degree

APPROVED
A&S CEP 12-16-11
A&S XCom 2-10-12
A&S Faculty 3-30-12

TITLE: _____ Graduate Certificate Program in Classics, CWRU

EFFECTIVE: _____ Fall _____ (semester) _____ 2013 _____ (year)

DESCRIPTION:

The purpose of a graduate certificate program in Classics, known in our wider discipline as a post-baccalaureate certificate – or “post-bac” for short – is to prepare students who started “late” with Greek and Latin (i.e., after high school) for graduate work in Classics and related fields such as Philosophy, Art History, Medieval Studies, etc. As a rule, such students need to solidify their language skills and gain experience in reading large quantities of Greek and/or Latin at an advanced speed. Our one-year program will provide a bridge to full-fledged graduate study, although some individuals may choose to pursue our certificate simply as a means of enriching their lives. It is also possible that high school Latin teachers will find our post-bac useful for maintaining and upgrading their teaching credentials.

In accordance with industry standards, our certificate will require at least two semesters of language study, with at least 6 credit hours of Greek and/or Latin each semester. Our students must take at least two courses numbered 405 and above in one of the languages, and at least two courses numbered 401 or 402 in the other. Their GPA in these courses must be at least 3.5. They can also take or audit undergraduate classical civilization courses. Registering for Clsc. 492 & 493, they will write a post-bac thesis that can serve as the writing sample needed for admission to graduate schools. The total credit-hour requirement is 16 (12 in languages + 4 for thesis).

Is this major/minor/program/sequence/degree: new
_____ modification
_____ replacement

If modification or replacement please elaborate: _____

Introduction

The Department of Classics introduces students to the culture, life, and legacy of ancient Greece and Rome through courses in the Greek and Latin languages and literatures, in ancient history and archaeology, and in the visual and material cultures of the ancient Mediterranean world. The department also offers courses in Sanskrit and the classical tradition in Europe and beyond, plus a Latin Licensure program for students who want to teach high school Latin. The department faculty represents a range of academic disciplines, and is also committed to an interdisciplinary approach in teaching and research. The interdisciplinary nature of the field and our department can be seen in the fact that we currently cross-list courses with History, Art History, Philosophy, Religion, Cognitive Science, the World Literature program, and the Women's Studies program; and one CLSC course we teach is almost entirely populated by students of medicine and the sciences (Greek & Latin Elements in English/Biomedical Terminology).

The core purpose of the department is to offer the opportunity for study of the ancient Greek and Latin languages as a crucial point of entry into the conceptual worlds of Greece and Rome. Students are also exposed to the various facets of antiquity that made the ancient Mediterranean world the progenitor of the modern West, not least in its mingling of cultures and belief systems. Further, we study major moments of the revival of antiquity, and the various lenses through which subsequent eras understood and/or appropriated the past.

Knowledge of classical antiquity constitutes the backbone of a liberal education. It also provides an excellent basis for further professional training of today's student, no matter in what field he or she may ultimately earn a livelihood. Such knowledge is also a valuable source of enrichment for the student's leisure. A major in Classics, or even a minor, may be - - as it often has been -- profitably combined with programs aimed toward law, medicine, management, diplomatic service, banking, journalism, librarianship, politics, religious, philosophic, literary, or historical studies, careers in the fine arts (visual or performing), museum or archival work.

In what follows we are proposing three significant changes to the overall Classics Program. Taken together, these constitute a dynamic and coherent program; but recognizing that some proposed changes may have more cost implications than others, we present each of the three in such a way to be judged separately on its own merits. The three proposed changes are:

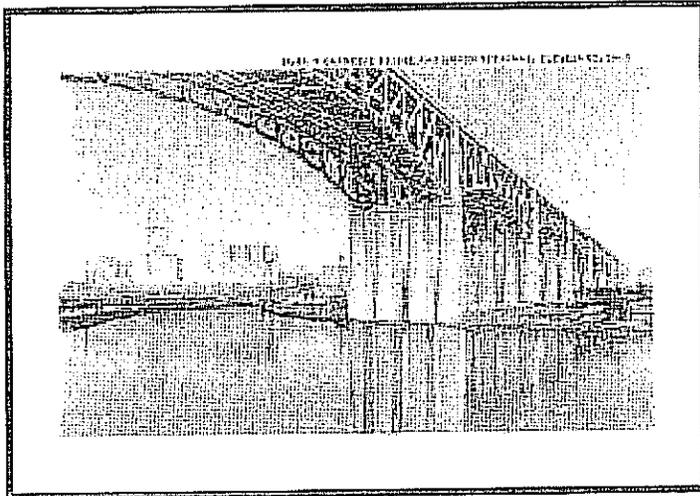
Proposal I: Essentially split up what we are currently doing into two Tracks, Track A that continues to focus on the Greek and Latin languages (but is renamed), and a new Track B called Classical Civilization that requires less language study.

Proposal II: A new Classical Tradition program.

Proposal III: A new one-year Graduate Certificate Program in Classics

PROPOSAL:

*GRADUATE CERTIFICATE PROGRAM IN
CLASSICS, CWRU*



Rachel Sternberg and Paul Iversen
November 2011

Introduction

The purpose of a graduate certificate program in Classics, known in our wider discipline as a post-baccalaureate certificate – or “post-bac” for short – is to prepare students who started “late” with Greek and Latin (i.e., after high school) for graduate work in Classics and related fields such as Philosophy, Art History, Medieval Studies, etc. As a rule, such students need to solidify their language skills and gain experience in reading large quantities of Greek and/or Latin at an advanced speed. Our one-year program will provide a bridge to full-fledged graduate study, although some individuals may choose to pursue our certificate simply as a means of enriching their lives. It is also possible that high school Latin teachers will find our post-bac useful for maintaining and upgrading their teaching credentials.

At CWRU, there are already diverse Graduate Certificate Programs in the Weatherhead School of Management (<http://weatherhead.case.edu/professional-development/certificates/>) and two other new programs: (1) a Graduate Certificate in Wireless Health in the Case School of Engineering, and (2) a CWRU Certificate Program in Intellectual Property Management and Innovation in the Law School.

1. How is the proposed program important to the department?

We want more students in our language classes! A key strength of our department is its extremely thorough language instruction. The addition of a graduate certificate program in Classics will therefore match our strengths with an identified niche in the market. We envisage teaching post-bac (graduate certificate) students in combination with our intermediate and upper-level Latin and Greek students so as to create slightly larger classes. We always have more chairs. In general, the graduate students will be given additional translation (and other) assignments beyond those required of undergraduates and they will have to write more and/or longer papers.

2. What is the perceived need or market for the program?

Because so many students nationally (and locally) get a late start with ancient languages (modern foreign languages predominate in high school as well as in college), there is a definite demand. Few people are able to progress satisfactorily in ancient languages on their own, without instruction and without peers (fellow sufferers and potential study partners). Hence, a number of Classics post-bac programs have sprung up in recent years: on the East Coast, at Georgetown, Columbia, University of Pennsylvania, UNC-Chapel Hill; on the West Coast at UCLA and UC-Davis; in the Midwest at the University of Iowa and, very newly, at Chicago's Loyola University. (Attached is information from a website that partially documents the trend.) At present, there is no such program between Philadelphia and Chicago. Hence we have an opportunity to put Cleveland on the Classics post-bac map, and we are eager to respond to this trend in our discipline.

Furthermore, we encounter almost every year CWRU graduate students in Art History or History who would like to take Greek and Latin. Because we have no 400-level courses on the books, they cannot receive graduate credit; they therefore abandon the attempt. Likewise, there is already at CWRU a cohort of English graduate students, some of whom would be inclined to satisfy their language requirement with Latin (or, more rarely, Greek). The changes we are proposing will meet the needs of all these graduate students as well as new recruits. Part of our mission as a Department of Classics is to offer instruction in Greek and Latin to those who seek it. From our point of view, *the more students, the better*.

3. What are the projected costs necessary to mount the program? NONE.

More specifically, what are the projected needed near- and long-term resources and estimated costs for:

- a. faculty? NONE
- b. staff? NONE
- c. graduate student support? WE ANTICIPATE AWARDING TWO \$2,000 FELLOWSHIPS PER YEAR FROM OUR ENDOWMENT FUNDS.
- d. space (offices, research or instructional labs and/or equipment, if applicable) required for faculty or graduate students to carry out the program? NONE
- e. impact on university resources, such as increased library needs? INVISIBLE

Explanation: Thanks to recent increases in our teaching staff, we need no additional faculty and we expect to administer our graduate certificate program without additional staff. Moreover, thanks to the 2011 relocation of Religious Studies to Tomlinson, Sternberg has snagged a spacious ground-floor office that has more than enough room to accommodate additional administrative and instructional activity. (Sternberg offers to direct the program for the first two years.) Hence, our graduate certificate program will have NO BUDGETARY IMPACT and virtually NO OTHER IMPACT on university resources. Please note that the students' main academic work will entail reading Greek and Latin texts (which they typically purchase).

4. What is the projected income associated with the new program?

There will be additional tuition revenue: graduate tuition of about \$1,430 per credit hour (about \$4,290 per course). Students taking the 16 required credits must pay \$22,880.

Identify likely sources and assess the near- and long-term likelihood of raising funds to support the program in such categories as external and internal grants, philanthropy and other non-grant external funding, and tuition. NOT APPLICABLE.

5. What are the national and international competitive programs and their resources?
N/A

Rationale for the College and University

6. How does the proposed program:

... (a) move the college's strategic plan forward in regard to the goals for graduate education?

A classics graduate certificate will contribute modestly to the "renaissance of graduate education" sought by the College in its new strategic plan, and it is a key component in our own Classics departmental strategic plan, since it sets us on the path to the future development of graduate programs for an MA and perhaps someday the PhD. This proposal enjoys the unanimous support of the voting faculty in Classics.

A classics graduate certificate program is appropriate to our definition of CWRU as a premier destination university, and our graduate certificate program in Classics will be the only one in Ohio.

We will give certificate students (1) training in Greek and Latin, and (2) the guidance (advising) they need to gain admittance into full-fledged MA and PhD programs in Classics and other Humanities disciplines. Socially, here at CWRU they will be meshed not only with our advanced undergraduate Classics majors but also with graduate students in History, English, and Art History, etc. This blending will give them a cohort and probably furnish useful perspectives on the realities attending doctoral studies in the humanities. Some students, inevitably, will decide that in fact they should not pursue graduate studies; some may drop out. From a financial point of view, this will do us no real harm; and timely decisions of this sort are useful to students.

... (b) foster the discipline through scholarship?

The graduate certificate program will enrich our classes by adding slightly older, more mature, and highly motivated people. This is a wonderful benefit to gain at NO EXPENSE and without any new curriculum or teaching staff. In this manner, we can definitely make the fullest possible use of resources we already have. We suspect that language instructors will be inspired to greater rigor and discipline in the classroom, in the knowledge that their certificate students need the most punctilious training. As a department, our consensus opinion is that: we wish to shift toward graduate studies; the certificate program will change us; and we welcome this change.

... (c) foster collaboration across disciplines?

As noted above, Greek and Latin are foundational to various Humanities disciplines (such as philosophy, Medieval Studies, etc.) in addition to Classics, the oldest academic discipline in our Academy. The stimulating mixture of students,

instructors, and disciplines is very much in keeping with our vision of CWRU as a crucible for dynamic learning and scholarship.

... (g) foster collaborations/partnerships with other institutions?

The existence of a graduate certificate program at CWRU will foster collaboration with other Classics departments in Ohio. First, undergraduate students at colleges like Oberlin, Kenyon, or the College of Wooster will soon realize the opportunity offered them here in Cleveland as a bridge to doctoral studies. Second, students aiming at graduate study at OSU or Cincinnati will have a way to prepare themselves without impossible pressures and time constraints. It takes many years of patient study to master Greek and Latin; one must devote hours to the project every single day.

7. How will the program contribute to CWRU's reputation regionally, nationally, and internationally?

It will draw attention to our Classics program and contribute to the conception of CWRU as a good destination for students interested in the humanities.

8. To what extent does the new program reflect a change of departmental priorities and subsequent reallocation of resources?

Reallocation of tangible resources will not occur, for reasons explained above. It will entail a shift in energy on the part of faculty, a shift that we all accept and, indeed, embrace. The new program reflects a new emphasis on professional development for students serious about the Classics.

Detailed description of the one-year program

Proposed admissions requirements: A Bachelor's degree. A strong academic record (GPA 3.5). At least one year of college-level Greek or Latin. Students must be highly motivated and have a strong reason for mastering ancient languages as well as a realistic appreciation of the work involved.

Proposed requirements for awarding of the graduate certificate: in accordance with industry standards, at least two semesters of language study, with at least 6 credit hours of Greek and/or Latin each semester. Our students must take at least two courses numbered 405 and above in one of the languages, and at least two courses numbered 401 or 402 in the other. Their GPA in these courses must be at least 3.5. They can also take or audit undergraduate classical civilization courses. Registering for Clsc. 492 & 493, they will write a post-bac thesis that can serve as the writing sample needed for admission to graduate schools. The total credit-hour requirement is 16 (12 in languages + 4 for thesis).

We propose to cross-list the following 21 *already-existing* courses at the 400-level and higher (justified below); and these courses will constitute the offerings of the new graduate certificate program:

GREK 201 & GREK 401 – Greek Prose Authors
GREK 202 & GREK 402 – Introduction to Greek Poetry
GREK 305 & GREK 405 – Readings in Ancient Philosophy
GREK 306 & GREK 406 – Tragedy
GREK 307 & GREK 407 – History
GREK 308 & GREK 408 – Comedy
GREK 311 & GREK 411 – Homer
GREK 370 & GREK 470 – Greek Prose Composition

LATN 201 & LATN 401 – Latin Prose Authors
LATN 202 & LATN 402 – Vergil
LATN 305 & LATN 405 – Literature of the Republic
LATN 306 & LATN 406 – Survey of Latin Literature
LATN 307 & LATN 407 – Livy
LATN 308 & LATN 408 – Horace Odes & Epodes
LATN 309 & LATN 409 – Medieval Latin
LATN 351 & LATN 451 – Latin Didactic Literature
LATN 352 & LATN 452 – History
LATN 353 & LATN 453 – Epic
LATN 354 & LATN 454 – Drama
LATN 356 & LATN 456 – Elegiac Poetry
LATN 370 & LATN 470 – Latin Prose Composition

CLSC 392 & CLSC 492 – Thesis

Students who need to start with Greek 101-102 or Latin 101-102 will be able to register for them as "fellowship courses" (without incurring a tuition charge) since they will not count toward the certificate. Such students will, however, need a second year to complete the certificate.

Cross-listed courses will increase the depth and breadth of coursework for the graduate students via two or more of the following strategies:

- (a) Certificate students will be assigned 25% more text (on which they will be examined).
- (b) Certificate students will be required to consult additional commentaries and present three class reports on the most crucial controversies.
- (c) Certificate students will be required to develop an annotated bibliography of secondary literature and present three class reports on the most important items.
- (d) Certificate students will have to write papers that are 50% longer (and more sophisticated) than those assigned to the undergraduates.

Our 300-level Greek/Latin courses converted to the 500-level will employ two of these strategies, including (a).

Our 200-level Greek/Latin courses converted to the 400-level will employ three of these strategies, including (a), at the discretion of the instructor. (We realize that it is unusual to cross-list a 200-level course in this way, but gratefully acknowledge the precedent set by History 202/204, which serves Mandel graduate students as well as CWRU undergraduates):

We plan to cross-list CLSC 392 (senior thesis) as CLSC 492 and create an additional one-credit course, CLSC 493. Pos-bac students will enroll in CLSC 492 (a fall course) to write a paper that will serve as the writing sample for their grad school applications. They will then register for the *newly-coined* CLSC 493 (a spring course), which will oblige them to present their work at our Classics Colloquium, (an informal series of research talks limited until now to faculty from CWRU and nearby institutions) and revise the written version appropriately.

Advising

Ricardo Apostol has agreed to take a leading role in mentoring certificate students as they prepare their graduate school applications, but we will all be available for consultation, especially on the thesis topics.



FACULTY SENATE

January 24, 2013

FACULTY SENATE RESOLUTION TO ADOPT STATEMENT OF PURPOSE FOR STUDENT COURSE EVALUATIONS

WHEREAS, at the request of the Faculty Senate and the Faculty Senate Committee on Undergraduate Education (FSCUE), FSCUE's Curriculum Subcommittee drafted Preliminary Recommendations for Student Course and Teaching Evaluations dated February 29, 2012; and

WHEREAS, FSCUE, at its October 9, 2012 meeting, determined that proposed language defining the purpose of course evaluations (the "Proposed Language") contained within the Preliminary Recommendations should be considered separately and prior to other recommendations; and:

WHEREAS, after much consideration and consultation, FSCUE revised the Proposed Language and is proposing a statement entitled Statement of Purpose: Student Course Evaluations at CWRU dated December 11, 2012 and attached hereto as Exhibit A (the "Statement"); and

WHEREAS, on January 14, 2013, the Faculty Senate Executive Committee voted to place the Statement on the agenda of the January 24, 2013 Faculty Senate meeting for consideration;

NOW, THEREFORE, BE IT RESOLVED
that the Faculty Senate adopts the Statement
attached as Exhibit A.

Exhibit A

STATEMENT OF PURPOSE: STUDENT COURSE EVALUATIONS AT CWRU

Statement revised by FSCUE – December 11, 2012

The primary purpose of student course evaluations is to support the process of continuous improvement in the quality of teaching and course offerings at Case Western Reserve University by providing feedback to instructors and those responsible for overseeing curricular programs and instruction.

Secondary purposes of student course evaluations include: use as one factor among multiple factors in the evaluation of teaching in decisions pertaining to faculty salary, promotion, and tenure; and use as peer feedback on courses and instruction that can be consulted by students as they select courses.



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 - Siegal College
 - CAS, ACE, University Farm
- **Platform for new initiatives and engaging public around other university public programs**

How do we support the university's mission?

- **Community Engagement and Outreach**
- **Lifelong Learning beyond the Degree Programs**
- **Encourage Alumni and other Donor support by providing ongoing personal connection**

What do we hope to accomplish?

- **Deeper penetration into the local retiree community, particularly among CWRU alumni**
- **Increased participation of CWRU faculty and alumni in our activities**
- **Engaging baby boomer generation and younger adult population**
- **Develop new model of university/community relationship in educational arena in both urban and suburban areas**

How can we be helpful to faculty?

- **Program promotion**
 - When faculty are developing exciting lectures, conferences, colloquia, etc.; Lifelong Learning can reach out to our constituents
- **Leveraging resources**
 - If there are potential Lifelong Learning components to programs currently operating or being considered, our division can bring additional financial resources to bear to expand the scope of work and community outreach

How can faculty be helpful?

- **Try it out**
 - **Adult Education is a different classroom experience with its own rewards/benefits**
 - **Serving as lifelong learning faculty provides valuable service to the university and broader community and is recognized as such by the university**
- **Talk it up**
- **Help us create new courses and programs**
 - **The university faculty are a great resource for new ideas and recommendations**

Proposal for Dual J.D./M.A. (Art History and Museum Studies) Degree Program Case Western Reserve University

I. Background and Justification

The School of Law at Case Western Reserve University prepares J.D. students to practice law in, among other areas, the fields of intellectual property and law and the arts. The M.A. in Art History and Museum Studies program, coordinated by the Department of Art History and Art and the Cleveland Museum of Art, is designed to provide students with a broad knowledge of the major art historical periods, of the historiography and critical methodologies of art history, and of museological practice and history, connoisseurship, conservation, and interpretation, through course work and museum internships. The dual degree program will prepare students to participate in the fields of intellectual property and law and the visual arts as well as give students an opportunity to develop expertise in areas of substantive interest. Moreover, dual degree students will be more likely to have greater job opportunities that are at the intersection of law and the arts. No additional courses or resources are anticipated to fulfill the respective schools' obligations in administering the joint degree program.

II. Administration

School of Law Liaison: Associate Dean of Academic Affairs of the School of Law, and Professor Craig Nard, J.E. and Bette Lou Walker Professor of Law; Founding Director of the Center for Law, Technology and the Arts

Art History Department Liaison: Professor Catherine Scallen, Chair of the Department of Art History and Art

Overseeing body: Advisory Committee to include, among others, the Chair of the Art History department, the Director of Graduate Studies in the Department of Art History and Art, and the Associate Dean of Academic Affairs of the School of Law.

III. Program Structure

The School of Law requires 88 credit hours of coursework, including 36 hours of required courses and an upper-class writing requirement, for the J.D. degree. Most of the requirements are completed during the first year of the law program, which includes LAWS 100 Introduction to Lawyering (1 cr.); LAWS 103 Constitutional Law (4 cr.); LAWS 104 Civil Procedure (4 cr.); LAWS 123 Contracts (4 cr.); LAWS 131 Criminal Law (4 cr.); LAWS 132 Torts (4 cr.); LAWS 144 Property (4 cr.); LAWS 801/802 CORE 1-2 (4 cr.), and an elective from an approved list of perspective courses (2 cr.) In addition to the 31 credits of first year courses, J.D. students must complete LAWS 375 Professional Responsibility (3 cr.) and LAWS 803 CORE 3 (2 cr.) during their second year of study and LAWS 804 Strategic Representation and Communication (2 cr.) in the semester after they take CORE 3. In addition, students must fulfill an upper-class writing requirement (through participation in one of several law journals,

completion of a 2-credit supervised research project, or completion of an approved writing requirement seminar or lab). Moreover, J.D. students are allowed, but not required, to take up to 9 credit hours of graduate- or professional-level electives outside the law school for credit toward the law degree; students in formally approved dual-degree programs are allowed to count up to 12 graduate- or professional-level credit hours toward the law degree.

The Department of Art History will accept the LSAT as its entrance examination for admission into the joint degree program. Students in the M.A. program in art history and museum studies must complete 31 hours of graduate credit, nine hours of which must be taken in the Law School to satisfy the dual JD/MA degree. (See Section VIII.A for a list of Law School courses.) In addition, students in the MA program must demonstrate a reading knowledge of one approved modern language other than English. They must also take the M.A. comprehensive examination at the conclusion of their art history studies.

The thirty-one hours of course work must be taken at the 400 level or higher, and be distributed as follows:

- a. ARTH 490 A & B: Visual Arts and Museums I and II (six credits)
- b. ARTH 491 A & B: Visual Arts and Museums Internship I & II (four credits)
- c. ARTH 495: Methodologies of Art History (three credits)
- d. One in each of the three following areas (nine credits) (See Section VIII.B for a list of specific courses):
 1. Pre-Modern (pre-1800)
 2. Modern (post-1800)
 3. Non-Western
- e. Relevant Law School Courses (9 credit hours) (See Section VIII.A for list of specific courses)

Note: Three of the courses in categories d and e must be seminars

The proposed dual degree program would require students to complete 98 credit hours. Law students enrolled in the dual degree program could earn up to 12 credit hours toward the J.D. in graduate level Art History courses with the approval of the Associate Dean for Academic Affairs in advance of enrollment. Credit would generally not be given for work done in such courses before the student completes the first year of law school. Dual degree students would be required to complete 22 credit hours toward the M.A. (See Sections III.) Nine hours of law school coursework will count toward the 31 hours required for the M.A. in Art History and Museum Studies. (See Section VIII.A for a list of law school courses.) The Art History department liaison must approve the law school courses that will count toward the M.A.

As a result of participating in the dual degree program, dual degree students would complete 12 fewer hours of law school coursework than they would if they were in the J.D. program alone. But since law students are allowed to take up to nine credits of graduate

coursework outside the law school, this represents only a three-credit increase in the amount of non-law coursework.

IV. Dual Degree Curriculum

Dual degree students will generally begin study in the law school and defer enrollment in the M.A. program until their second year. (There may be exceptions to this general rule. In certain cases, for example, students may be permitted to take one course in the Art History department during the second semester of the first-year of law school.) Students interested in completing the dual degree should consult both programs early in the process to avoid difficulties. After the first-year of law school, students may enroll in law courses or art history courses; the program will not require students to complete a specific “core” in a “dedicated” semester in the Art History department. Completion of the dual degree program will take at least seven semesters, or three-and-a-half years of coursework.

Year 1: First year law school curriculum. (31 hours)

Year 2, 3 & 4: Mixture of courses between the two units, including completing the upper class writing requirement and Professional Responsibility in the School of Law and 22 hours of coursework in the Art History program.

Credit Hour Requirements

Total Hours in the School of Law:	76
Total Hours in the Art History Department:	22
Total Hours in the Dual Degree Program:	98

V. Dual Degree Student Advising System

Dual degree students are advised by the Associate Dean for Academic Affairs at the School of Law. In addition, dual degree students are granted priority registration for upper class courses, ensuring that they will be able to accommodate their scheduling needs in obtaining needed classes.

In the Art History department, dual degree students will be advised by the Art History department liaison.

VI. Admissions

Students wishing to enroll in the dual degree program must be separately admitted to each program. The Art History department will waive the GRE requirement for admission to the M.A. program and use the LSAT in the admissions process. Once students have been admitted, they will consult with the Associate Dean for Academic Affairs at the School of Law and the Art History department liaison to determine their appropriate course of study.

VII. Tuition Revenue Mechanics

A written agreement about the management of tuition revenues will exist between the School of Law and the Art History department. Whenever possible, an attempt will be made to award tuition revenue by credit hours purchased by students. Thus the tuition paid (net of university overhead) will be divided between the School of Law and the College of Arts and Sciences based on the percentage of credit hours the student is spending in each program in each semester.

VIII. Law School and Art History Courses

In addition to the required law school and art history courses set forth in section IV, dual degree candidates are required to take 18 credit hours — nine from the law school and nine from the Art History department — from the following list of courses.

A. Law School courses for M.A. students (9 credit hours required) (See Section III.e, below)

LAWS 4300: Intellectual Property Survey (2)
LAWS 4301: Copyright Law (3)
LAWS 4303: Trademark Law (3)
LAWS 5325: Law and the Visual Arts (Seminar) (2)
LAWS 318: Law of Archeological Relics (Seminar) (2)
LAWS 4402: Non-Profit Organizations (3)
LAWS 561: International Issues in Intellectual Property Law (Seminar) (2)
LAWS 5324: Law of the Music Industry (3)
LAWS 37: Copyright in the Digital Millennium (Seminar) (3)
LAWS 438: Internet Business and the Law (2)

B. Current Art History courses for J.D. students (9 credit hours required) (See Section III.d, below)

ARTH 402. Buddhist Art in Asia (3)
ARTH 403. History of Far Eastern Art (3)
ARTH 404. Art of West Africa (3)
ARTH 411. Rome: City and Image (3)
ARTH 428. Greek Sculpture (3)
ARTH 432. Art and Archaeology of Ancient Italy (3)
ARTH 433. Greek and Roman Painting (3)
ARTH 434. Art and Archaeology of Greece (3)
ARTH 435. Issues in Ancient Art (3)
ARTH 440. Issues in the Art of China (3)
ARTH 441. Issues in the Art of Japan (3)
ARTH 444. Issues in the Art of Africa (3)
ARTH 450. Issues in Medieval Art (3)
ARTH 451. Late Gothic Art in Italy (3)
ARTH 452. Italian Art of the 15th Century (3)
ARTH 453. Sixteenth Century Italian Art (3)
ARTH 456. Italian Renaissance and Baroque Sculpture (3)
ARTH 460. Renaissance Art in Northern Europe (3)
ARTH 461. Dutch and Flemish 17th Century Painting (3)
ARTH 462. Issues in Renaissance Art (3)
ARTH 465. Issues in Baroque Art (3)

ARTH 467. 17th and 18th Century French Art (3)
ARTH 474. Impressionism to Symbolism (3)
ARTH 479. Issues in 19th Century Art (3)
ARTH 480. Abstract Expressionism and Its Aftermath (3)
ARTH 481. Neoclassicism to Realism (3)
ARTH 482. Visions of Utopia: 20th Century European Art (3)
ARTH 483. Gender Issues in Feminist Art: The 20th/21st Century (3)
ARTH 484. American Art and Architecture in the Age of Washington and Jefferson (3)
ARTH 485. American Avant-Garde: 1900 - 1925 (3)
ARTH 492. Issues in 20th/21st Century Art (3)
ARTH 493. Contemporary Art: Critical Directions (3)
ARTH 497. History of Prints and Printmaking (3)
ARTH 512. Seminar in Ancient Art (3)
ARTH 518B. Seminar in Asian Art (3)
ARTH 540. Seminar in Non-Western Art (3)
ARTH 545B. Seminar in Medieval Art (3)
ARTH 550. Seminar: Issues in Western European Art (3)
ARTH 551. Seminar in Renaissance Art (3)
ARTH 552. Seminar in Baroque Art (3)
ARTH 565. Seminar in American Art (3)
ARTH 570. Seminar: 19th Century Art (3)
ARTH 575. Critical Theory Seminar (3)
ARTH 576. Seminar in Modern Art (3)
ARTH 584. Seminar: History of Photography (3)
Also HSTY 349/449 Museums in Global Perspective when cross-listed with Art History



SCHOOL OF LAW

CASE WESTERN RESERVE
UNIVERSITY

December 4, 2012

Lawrence E. Mitchell
Dean and Joseph C. Hostetler-
Baker & Hostetler Professor of Law

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Charles Rozek
Vice Provost and Dean of Graduate Studies
and Postdoctoral Affairs

Martin Snider
Faculty Senate
Chair, Committee on Graduate Studies

Dear Chuck and Martin:

I am writing to confirm my, and the law faculty's, approval of the joint
JD/MA in Art History and Museum Studies.

A handwritten signature in black ink, appearing to read 'L. Mitchell', written over the printed name.

Lawrence E. Mitchell
Dean and Joseph C. Hostetler
BakerHostetler Professor of Law

cc: Cyrus Taylor
Craig Nard
Catherine Scallen

INTEROFFICE MEMORANDUM

TO: CHARLES ROZEK, VICE PROVOST AND DEAN OF GRADUATE STUDIES, MARTIN
SNIDER, CHAIR, FACULTY SENATE GRADUATE STUDIES COMMITTEE
FROM: CYRUS TAYLOR, DEAN, COLLEGE OF ARTS AND SCIENCES, LAWRENCE MITCHELL,
DEAN, SCHOOL OF LAW
SUBJECT: JD/MA IN ART HISTORY AND MUSEUM STUDIES
DATE: NOVEMBER 27, 2012
CC: CRAIG NARD, CATHERINE SCALLEN

In order to establish a JD/MA in Art History and Museum Studies degree at Case Western Reserve University, this Memorandum of Understanding provides for the financial administration of this joint degree, according to the following formula.

The tuition paid (net of university overhead) will be divided between the School of Law and the College of Arts and Sciences based on the percentage of credit hours the student is spending in each program in each semester.