NDSU Faculty Senate Agenda

February 10, 2020

Memorial Union, Arikara Room

I.   Call to order

II.   Attendance

III.   Adoption of the agenda

IV.   Approval of previous meeting minutes from Jan. 13, 2020
        (https://www.ndsu.edu/fileadmin/facultysenate/
        Jan_13_2020_FS_Minutes.pdf)

V.   Announcements

    a. Dean Bresciani, President

    b. Margaret Fitzgerald, Interim Provost

    c. Molly Secor-Turner, Faculty Senate President

    d. Carlos Hawley Faculty Senate President-Elect

    e. Elizabeth Cronin, Staff Senate President

    f. Joe Vollmer, Student Body Vice President

VI.   Consent agenda

    a. UCC Report (Attachment 1)

VII.   Unfinished Business

    a. Budget Resolution (Attachment 2)

VIII.   New Business

    a. Policy 132: Developmental Leave (Attachment 3)

    b. SROI Changes (Attachment 4)

IX.   Adjourn

University Curriculum Committee
For Faculty Senate Meeting on February 10, 2020

New Programs
Bachelor of Science – Business Education
new graduate certificate – Big Data Applied Statistics Analysis
new graduate certificate – Enterprise Resource Planning (ERP)
new graduate certificate – Investments and Applied Portfolio Management

Program Changes
Biotechnology undergraduate program – change AGRI 189 to MICR 189 and delete AGRI 150 as a required course.
Community Development minor – replace SOC 404 with EMGT 410 as a required course.
English Education – B.A./B.S. – adding more course elective choices for the Communication option.
English Education – B.S. – adding a second major or a minor of their choosing to fulfill the Standard option requirements.
Economics minor – not allowing students who are Ag Economics or Agribusiness majors to declare this minor.
University Honors Program minor – adding in HON 494 as a capstone project and replacing HON 291 with HON 251 as a core requirement.

Program Deactivation			
Subject	No.	Title	Effective Term
HNES	B.A.	Dietetics	Fall 2019

General Education Recommendations
ENGL 122 – ESL College Composition II – revalidation for Communication category
LANG 108 – Studies in American Language and Culture – approval for Humanities & Fine Arts and Cultural Diversity categories

New Courses			
Subject	No.	Title	Effective Term
ANSC	759	Introduction to R Programming	Spring 2020
CHP	300	Introduction to the U.S. Health Care System	Fall 2020
CHP	301	Research Methods in Health Services	Spring 2021
CHP	489	Health Services Capstone	Summer 2020
ENGR	729	Machine Learning for Engineers	Spring 2020
ENVE	250	Fundamentals of Environmental Engineering	Fall 2021
HIST	452/652	The Viking Age	Spring 2020
MUSC	434/634	Analytical Techniques	Spring 2020
PAG	654	Applications of Precision Agriculture	Spring 2020

Course Changes									
From:					To:				
Subject	No.	Title	Crs.		Dept	No.	Title	Crs.	Effective Term
ENGL	122	ESL College Composition II	4		ENGL	122	ESL College Composition II	**3**	Spring 2020
HNES	224	Sport and Event Management	3		HNES	**324**	Sport and Event Management	3	Spring 2020
LANG	108	Studies in American Language and Culture	3-5		LANG	108	Studies in American Language and Culture	**3**	Fall 2020
SOIL	782	Advanced Soil Fertility	2		SOIL	782	**Precision Agriculture Principles for Nutrient Management**	**3**	Fall 2020

Changes in Course Descriptions and/or Requisites				
Subject	No.	Title	Prerequisite/Co-requisite/Description Change	Effective Term
ACCT	420	Accounting Information Systems	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
ACCT	421	Auditing I	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
ACCT	440	Management Control Systems	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
ADHM	481	Capstone in Apparel, Retail Merchandising and Design	Prereq: ADHM 250 or ADHM 385, ENGL 320, ENGL 322, ENGL 326 or ENGL 357 and at least junior standing.	Spring 2021
BUSN	340	International Business	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
BUSN	431	Business Law I – Contracts, Property and Torts	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
BUSN	487	Managerial Economics	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
BUSN	489	Strategic Management	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020

Changes in Course Descriptions and/or Requisites (continued)					
ENGL	122	ESL College Composition II		Desc: Advanced practice in reading and writing of various genres for different situations and audiences. Includes field research, collaboration, and visual communication. Reserved for international or multilingual students. Equivalent to ENGL 120. Prereq: ENGL 110, ENGL 112 or placement (TOEFL iBT 90+ or IELTS 7.0+).	Spring 2020
HNES	324	Sport and Event Management		Desc: The course is designed to provide participants with fundamental theoretical and practical knowledge in sport event principles and techniques, and issues confronting professionals in sport organizations. Through knowledge dissemination (lectures), class participation (discussions and presentations), and professional inquiry (strategic event planning and research), students will gain a further understanding of sport and event management. Prereq: HNES 190, HNES 226 and HNES 304.	Spring 2020
LANG	108	Studies in American Language and Culture		Desc: This content-based course is designed to deepen understanding of American culture and language through exposure to and study of history, values, and behaviors of American society and subcultures within it. The course provides integrated language skills practice as students use text, film, and classroom discussion to both learn and communicate about American culture.	Fall 2020
MGMT	330	Foundations of Organizational Behavior		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	360	Operations Management		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	430	Leadership in Organizations		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	440	International Management		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	450	Human Resources Management		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	452	Compensation Management		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	453	Understanding and Managing Diversity in Organizations		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	454	Labor-Management Relations		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	461	Supply Chain Management		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	462	Modeling the Supply Chain		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	470	Entrepreneurship/Small Business Management		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MGMT	472	Managing Family Enterprises		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	362	Foundations of Retailing		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	410	Consumer Behavior		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	420	Advertising and Integrated Marketing Communication		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	430	Sales and Personal Selling		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	434	Sales Management		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	436	Advanced Professional Selling		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	438	Customer Relationship Management (CRM) and Sales Technology		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	440	International Marketing		Prereq: remove junior or senior standing as a prerequisite.	Spring 2020

Changes in Course Descriptions and/or Requisites (continued)				
MRKT	450	Marketing Research	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	460	Marketing Strategy	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	465	Digital Marketing	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
MRKT	470	Services Marketing	Prereq: remove junior or senior standing as a prerequisite.	Spring 2020
PSYC	463	Experimental Developmental Psychology	Desc: Examination of historical and contemporary theory and research in cognitive development. Topics include development of visual processing, language skills, concepts, and social cognition, with particular emphasis on methods of investigating psychological development.	Spring 2021
SOIL	782	Precision Agriculture Principles for Nutrient Management	Desc: Advanced study of soil-plant-nutrient relationships with emphasis on precision agricultural concepts. 3 lectures.	Fall 2020

Faculty Senate Resolution Regarding the Ad Hoc Budget Committee Formed by the Interim Provost at North Dakota State University

9 December, 2019

Authored by Kent Rodgers, Mark McCourt, Carlos Hawley, Warren Christensen, Jessica Jensen, Tim Greives, David Wittrock, Daniel Pemstein, Holly Hassel, and Bruce Maylath

Whereas, the principle of shared governance is based on transparency and open communication, and is foundational to the Faculty Senate mission at NDSU (Faculty Senate Constitution, Article 1, Section 1);

Whereas, the Faculty Senate Constitution states that "The Faculty Senate will also review, recommend, and participate in the formulation and exercise of policy with regard to: … b. The allocation of institutional resources" (Article 2, Section 2);

Whereas, the Faculty Senate maintains a Standing Budget Committee, which is comprised of one faculty member from each academic college and one faculty representative of the Graduate School;

Whereas, the Faculty Senate bylaws stipulate the following responsibilities of the Standing Budget Committee:
  a) become familiar with the University budget process,
  b) develop a set of guiding principles which align with strategic priorities, with the intent of informing University budget decisions from a faculty perspective,
  c) solicit input regarding the budget process from a wide range of faculty and on an ongoing basis,
  d) serve as a resource for the Provost in budget matters, and
  e) act as a conduit of information between faculty and Administration for budget discussions and decisions;

Whereas, the Faculty Senate Budget Committee affects the primary shared-governance mechanism through which faculty can provide representative input and recommendations on important budgetary matters, such as recent and ongoing budget cuts;

Whereas, in October 2019, Interim Provost Grafton requested that all deans conduct a 90% budget exercise to identify priorities that could guide a 10% budget cut in the current and near-term fiscal years, in anticipation of continuing austerity at NDSU;

Whereas, in November 2019, Interim Provost Grafton created a new ad hoc Budget Committee, which included only the chair of the Faculty Senate Budget Committee among its members, to review and aggregate the 90% budget submissions from the academic units via a non-transparent process;

Whereas, the use of an ad hoc Budget Committee effectively circumvents opportunity for meaningful input and recommendations by the Faculty Senate Budget Committee, thereby circumventing the ideals of shared governance;

Whereas, the recent NDSU Strategic Planning Survey revealed lack of transparency to be among NDSU's major weaknesses; now, therefore, be it

Resolved that, in the interest of meaningful shared governance, the NDSU Faculty Senate requests the immediate dissolution of the Provost's ad Hoc Budget Committee, and reassignment of its charge to the Faculty Senate Standing Budget Committee.

North Dakota State University
Policy Manual

SECTION 132
DEVELOPMENTAL LEAVE

SOURCE: SBHE Policy Manual, Section 701.2

1. Developmental leave for retraining and/or professional development is permitted for NDSU employees *after a minimum of three years of service at NDSU and every 5 years thereafter* providing:

    1.1   institutional resources are available.

    1.2   workload is absorbed within the existing staff resource allocations.

    1.3   a written proposal describing the planned use of the leave and its anticipated benefits to the institution, to the State, and to the employee is presented and approved. The proposal shall also include the detail of the source of funds for the total stipend, *which would be negotiated with the appropriate supervisor, subject to final approval.*

    1.4   except as provided in Subsection 1.5, the employee presents a signed agreement to return to the system upon completion of the leave for a period of time at least equal to the leave time or refund the institution's stipend payment.

    1.5   to assist in retrenchment efforts, developmental leave may be granted without a signed agreement to return. The employee must execute a resignation effective at the termination of the developmental leave.

        1.5.1   *NDSU Guidelines: If the employee finds other employment during the developmental leave, then, unless such employment is approved as part of the developmental leave program, the university's obligation under the developmental leave agreement is terminated and the employee's resignation becomes effective immediately upon such employment during the development leave.*

        Developmental leave may not exceed 12 months and *the base stipend shall not normally be less than 25%. For developmental leave 6-12 months in duration, the base stipend for the leave period may be up to 75% of the salary scheduled; developmental leave that is 6 months or less may provide a base stipend up to 100%. nor more than 75% of the salary scheduled for the leave period*.

2. Developmental leave for the Chancellor or an institution president shall be approved by the Board; developmental leave for system office staff shall be approved by the Chancellor; and developmental leave for institution employees shall be approved by the institution president or designee.

3. *NDSU Guidelines for faculty and other employees applying for developmental leaves.*

    3.1   *Prepare a proposal (2-5 pages) that includes the following:*

3.1.1 *An overview identifying goals, objectives, and activities planned for the leave including site(s) for the experience, collaborators, and the areas of work or research.*

3.1.2 *Resulting outputs from the leave (e.g. software, book, other publications, exhibitions).*

3.1.3 *Relationship of leave request to current skills and anticipated skill development.*

3.1.4 *Outline of benefits to individual, students, department, college/unit, university and/or state.*

3.1.5 *Requested period of leave (up to 12 months).*

3.1.6 *Anticipated/requested income during the leave*

--University

--Other

An institutionally funded developmental leave stipend may be supplemented with non-appropriated funds which may bring the total stipend to an amount equal to but normally not to exceed the budgeted salary for the leave period. Funds providing for extensive travel expenses, relocation expenses, and/or educational cost incurred during the leave shall not be considered as part of the base stipend.

No annual or sick leave will accrue during the developmental leave period.

3.2 *Route this proposal and a copy of the "Developmental Leave Agreement" to: (1) Departmental Chair or head (for analysis and recommendation) and the Dean (for analysis and recommendation); the request will be forwarded to the Provost/Vice President for Academic Affairs by the Dean; or (2) to the appropriate supervisor(s) and Vice President for analysis and recommendation.*

Note: The analysis should focus on the proposed project as it benefits the individual, students, department, college/unit, university and/or state and, if leave is recommended, provide an indication of coverage for the individual's responsibilities when on leave.

3.3 *When considering a request for developmental leave, inform the department chair or supervisor at least six months prior to the anticipated leave and submit the request for administrative approval at least three months prior to the leave. The appropriate Vice President can waive the timelines.*

Note: Individuals other than academic staff who are interested in developmental leave should consult their vice president.

Amended   October 2007
Amended   March 9, 2010

Proposed Changes to SROI Process for Review and Vote by Faculty Senate

1. **Timeline Change**
        In the original timeline approved by Faculty Senate, the transition phase in which old and new questions were included on the SROI instrument was slated to end in Spring 2021, with only newly approved items being included after that semester. This eight-year transition was meant to allow faculty hired near the beginning of the implementation period (Fall 2013) to complete a full tenure cycle in which both the original and new questions were available for PTE assessment. The committee is recommending a change to this timeline such that Spring 2020 is the last semester in which the old questions (currently 1-6) are included on student evaluations of teaching. The committee recommends this change because the continued use of these highly biased questions for teaching assessment at NDSU is problematic, and sufficient time has passed that a complete tenure cycle should have occurred for all faculty hired before or at the time of the transition to using both the old and new questions.

2. **Name Change**
        As part of our proposed revisions to the current Student Rating of Instruction (SROI) form, we propose renaming the instrument **Student Course Experience Survey (SCES)**. This new name is in line with both recent changes to NDSU policy, which emphasize that these scores should be treated as only one part of a broader evaluation of teaching, and recommendations made by the American Sociological Association (ASA) that "the instruments should be framed as an opportunity for student feedback, rather than an opportunity for formal ratings of teaching effectiveness." This change in name reflects the revised instrument's focus on elements students are qualified to assess as part of their course experience.

A summary of the ASA statement can be found here, and the full statement here. This position statement has been endorsed by 17 other scholarly organizations.

3. **Inclusion of Introductory Statement**
        We recommend including a brief statement at the beginning of the instrument aimed at communicating the importance of student feedback and identifying known biases in student evaluations. Such standardized language has been identified as a best practice by The IDEA Center to increase measurement reliability and recent research has demonstrated that such introductory language can help mitigate gender bias. Specifically, we recommend adding the following student-friendly instructions to the beginning of all formats of the Student Course Experience Survey:

"Student input regarding the classroom experience is important to the development and annual evaluation of faculty at North Dakota State University. However, research demonstrates that student evaluations are often influenced by considerations unrelated to the instruction they experience, including their expectations about their instructors. As you complete this survey, please respond with integrity, making an effort to focus only on the specific questions you are being asked rather than your general opinion of the instructor."

Agenda
Faculty Senate Meeting

Meeting place and time: 3:30 pm, Monday, April 8, 2013
Memorial Union, Prairie Rose Room

I.   Substitutions - K. Wold-McCormick

II.   Approval of March 25, 2013, Faculty Senate Minutes

III.   Consent Agenda
a.   Academic Affairs Report (Attachment 1)

Any Senator can request that an item on the consent agenda be placed on the regular agenda.

IV.   General Announcements
a.   President D. Bresciani
b.   Provost J. B. Rafert
c.   T. Stone Carlson, President of Faculty Senate
d.   H. Hatterman-Valenti, President-Elect of Faculty Senate
e.   L. DeGeldere, President of Staff Senate
f.   J. Beehler, Vice President of Student Body
g.   C. Wichman, Texbook Requests

V.   Senate Committee Reports
a.   Academic Affairs – M. Harris
b.   Council of College Faculties – J. Miller
c.   General Education – A. Mara and S. Ray-Degges (Attachment 3 and Attachment 4)
d.   Ad-Hoc Committee on Assessment of Teaching – C. Ray
e.   Faculty Senate, T. Carlson
For Discussion and Vote
• SROI Transition Proposal (Attachment 2)
f.   Other Committee Reports

VI.   Unfinished Business

VII.   New Business
a.   Proposed Bylaws Change from Commission on Status of Women Faculty

VIII. Adjournment

Student Ratings of Instruction
Transition Proposal

In 2006, North Dakota State University was ranked second to last from among 222 doctoral institutions in the *AAUP Faculty Gender Equity Indicators* report. One year later, a *Chronicle of Higher Education* article followed up on the report, highlighting a campus climate at NDSU that was "toxic" to female faculty. As one effort to improve campus climate and gender equity, Dr. Joey Sprague was invited to present a pedagogical luncheon on March 11, 2010 entitled "Gender and the evaluation of teaching: What we can't count can hurt us," prompting examination of the process utilized for students to evaluate teaching effectiveness.
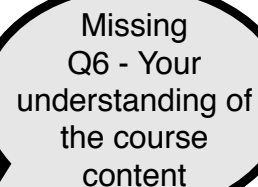
At the January 23, 2012 Faculty Senate meeting, the Commission on the Status of Women Faculty, an interdisciplinary committee of NDSU faculty, presented results of a research project designed to identify possible bias in the current Student Ratings of Instruction (SROI) items, propose new SROI items, and field-test the new items. The result of the study indicated a need to revise both NDSU policy 332 and the SROI items. While efforts are currently underway to revise policy 332, no changes have yet occurred to the SROI items.

Therefore, a transition process is proposed wherein the five current SROI items are supplemented with the five SROI items that were proposed to the Faculty Senate by the Commission on the Status of Women Faculty in January 2012 and five additional items adapted from research literature according to the following timeline and recommendations. This transition process allows consistency is teaching assessment while simultaneously providing probationary faculty a choice concerning how they will be assessed.

Current SROI Items
(Scale: Very Good; Good; In Between; Poor; Very Poor)

Q1. Your satisfaction with the instruction in this course
Q2. The instructor as a teacher
Q3. The ability of the instructor to communicate effectively
Q4. The quality of this course
Q5. The fairness of procedures for grading this course

> Missing Q6 - Your understanding of the course content

Proposed SROI Items[1]
(Scale: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree)

Q6. This instructor created an atmosphere that is conducive to learning
Q7. This instructor provided well-defined course objectives
Q8. This instructor provided content and materials that were clear and well organized
Q9. I understood how my grades were assigned in this course
Q10. I met or exceeded the course objectives given for this course

Q11. The instructor was available to assist students outside of class
Q12. The instructor provided feedback to me in a timely manner
Q13. The instructor provided relevant feedback that helped me learn
Q14. The instructor set and maintained high standards that students must meet
Q15. The physical environment was conducive to learning

Transition Timeline

Fall 2013   An 8-year SROI transition phase should be implemented that includes administration of both current and proposed SROI items. The duration reflects the need for SROI consistency among current probationary faculty.

Fall 2013 –   Data should be collected by the Office of Institutional Research (see below)
Summer 2014

Fall 2014   A Faculty Senate *ad hoc* committee should be formed to make a recommendation to the Provost, based upon review of available data, concerning final approval of the proposed SROI items, including any revisions.

Fall 2015   All faculty hired beginning this date should be required to use the approved items for the duration of their probationary period.

Spring 2021   The transition phase ends. Only the approved items will be included on the SROI forms after this semester.

Transition Process Recommendations

1. Faculty hired before or during the 2013-14 academic year will have the option of reporting data from either the current or proposed SROI items. Faculty selecting the existing SROI items will continue to report data on items 2 and 4 while faculty selecting the proposed SROI items will tentatively report data from items 6, 7, and 8. A final decision must be made after reviewing results from the first set of data and all future reporting must use the same items to ensure consistency. This decision will be documented through a form placed in the instructor's employment file and added to the PTE portfolio. A line will also be added to the policy and procedures checklist for portfolio evaluation to indicate the form is included.

2. Due to the sensitivity of the results to both sample size and outliers, SROI results should be reported as a mean, median, and range, and the number of responses should also be presented in addition to the number of students enrolled in the course.

3. A review process should occur at least every ten years to re-evaluate the Student Rating of Instruction items based upon available data. As indicated in the timeline above, the first review process should occur in the Fall 2015 semester.

Data Analysis

Data should be collected on both the current and proposed SROI rating items, separated by course/section, including, but not limited to, instructor and student gender, instructor race/ethnicity, instructor rank, student classification, academic college, required/elective course, student perception of meeting course outcomes (Q10), and physical environment (Q15) for item analysis purposes. During item piloting, the new and proposed SROI items should be administered in a manner that controls for possible order effects. Statistical analyses also should examine possible biases including, but not limited to gender and race/ethnicity.

_____

[1] Items 6-10 were developed by the Commission on the Status of Women Faculty and field-tested in Fall 2010 in three classes consisting of approximately 500 students.

North Dakota State University
Student Rating of Instruction

Call #

Gender:
- ⓜ Male
- Ⓕ Female

Level:
- Ⓕ Freshman
- Ⓢⓞ Sophomore
- Ⓙⓡ Junior
- Ⓢⓡ Senior
- Ⓖⓡ Graduate

Course is: ○ Elective ○ Required

Expected Grade: Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ

Code

Directions:
Using a #2 pencil only, blacken the bubble that best represents your response to each item.

Response Scale for Items 1-6 (from left to right):
VP=Very Poor, P=Poor, IB=In Between, G=Good, VG=Very Good

	VP	P	IB	G	VG
1. Your satisfaction with the instruction in this course.	○	○	○	○	○
2. The instructor as a teacher.	○	○	○	○	○
3. The ability of the instructor to communicate effectively.	○	○	○	○	○
4. The quality of this course.	○	○	○	○	○
5. The fairness of procedures for grading this course.	○	○	○	○	○
6. Your understanding of the course content.	○	○	○	○	○

Response Scale for Items 7-16: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

	SD	D	N	A	SA
7. This instructor created an atmosphere that is conducive to learning.	○	○	○	○	○
8. This instructor provided well-defined course objectives.	○	○	○	○	○
9. This instructor provided content and materials that were clear and well organized.	○	○	○	○	○
10. I understood how my grades were assigned in this course.	○	○	○	○	○
11. I met or exceeded the course objectives given for this course.	○	○	○	○	○
12. The instructor was available to assist students outside of class.	○	○	○	○	○
13. The instructor provided feedback in a timely manner.	○	○	○	○	○
14. The instructor provided relevant feedback that helped me learn.	○	○	○	○	○
15. The instructor set and maintained high standards that students must meet.	○	○	○	○	○
16. The physical environment was conducive to learning.	○	○	○	○	○

17. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
18. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
19. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
20. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
21. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ

22. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
23. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
24. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
25. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
26. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ

27. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
28. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
29. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
30. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ
31. Ⓐ Ⓑ Ⓒ Ⓓ Ⓕ

32. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

33. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

34. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   48. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

35. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   49. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

36. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   50. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

37. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   51. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

38. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ   52. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Comments (in box only)