

**Millersville University
Faculty Senate Minutes
November 5, 2002**

The meeting was called to order at 4:10 p.m. All academic departments were represented except History and Special Education.

I. Approval of Minutes

The minutes of the October 15, 2002 Faculty Senate Meeting were approved as distributed.

II. Report of the Faculty Senate Chairperson

A B. Dorman/J. Lynch motion to suspend the Faculty Senate Meeting rules was considered. The motion was put forward to allow consideration of a special order to postpone the General Education Diversity (D) Requirement agenda item until the November 19 meeting. The motion passed without dissent.

A J. Fenwick/A. Börger-Greco motion followed, which called for the aforementioned special order. At the November 19 meeting, the D requirement will be taken up as Item X right after Faculty Emeritus on the normal agenda and will be discussed until the subject is exhausted. Discussion on this issue will be limited to that meeting only. This will allow discussion of the issue, which has been languishing at the bottom of the agenda due to prolonged consideration of other issues. Since the General Education Review Committee came to Senate for feedback on the proposal, moving the item higher on the agenda and discussing it until all views have been aired will allow the committee to get the desired feedback after one more meeting and allow them to begin working on the proposal again. The motion passed without dissent.

An R. Wismer/B. Stengel motion to open all current Faculty Senate vacancies as one-year, At-Large positions passed without dissent. After the third meeting of the Fall semester, any remaining vacancies on Senate committees will be available to any eligible faculty member, including those in a department/division usually ineligible for that seat. In the subsequent Fall semester, the At-Large seats will revert to their usual divisional or departmental (e.g., no more than one person on the committee from the same department) restrictions, if any. A committee roster with vacant seats shaded in is attached to the Minutes {see attachment}.

Discussion of the International Studies program issue was postponed since some of the principles had Election Day commitments.

The Senate Chairperson received the following administrative approvals:

Addition of G1 Label to HUMN 280 **B** Spanish Literature in English,
effective Spring 2003

Revision of prerequisites for SOWK 203; effective Spring 2003
Revision of Required-Related Courses for the Social Work Program;
effective Spring 2003

Change in grading policy to Pass/Fail for NURS 524 (scholarly Project) to align it
with other graduate policies for theses and scholarly projects; effective Spring
2003

A proposed revision to the cover sheets for undergraduate course proposals was distributed. {see attachment} This change was proposed by the Registrar's office and UCPRC Chairperson R. Wismer was consulted on it as well. The present cover sheet and a rationale from the Acting Registrar were also made available. {see attachment} The approval of the revised cover sheets will be placed on the agenda for the November 19 meeting.

Chairperson Piperberg thanked the Registrar's office for the addition of the "What-If" capabilities to Banner.

J. Sciarretta introduced the new Director of Academic Advisement, Dr. Michelle White, who urged faculty to contact her office with any advisement questions.

III. Report of the Student Senate President

Student Senate President B. Danz reported that the Student Senate had a new secretary, Sheila Gordon.

The SSHE Student Senate Board of Governors will meet in November, 2002.

The Civil War Monument Dedication will take place November 11 at 4 p.m.

IV. Report of the Graduate Student Organization -- No Report.

V. Report of the Administrative Officers

Provost F. McNairy mentioned that MU Student Senate President B. Danz had been elected chair of the Student Senate Board of Governors. Faculty Senate extends its congratulations to President Danz.

Provost F. McNairy also mentioned that the Provost's web page contains many informative items and forms and urged faculty members to consult it.

Associate Provost C. Phillips reported on the revision of the MU calendar to conform to the SSHE Common Calendar. The Common Calendar Committee is considering a proposal that would include holding Spring Commencement on Sunday afternoon (rather than on Saturday as has been the custom) in order to accommodate a five-day final exam

period. Surveys of some groups of students indicated that compression of the final exam period to four-days would result in an unacceptable number of students having three or four finals on one day.

VI. Reports of the Faculty Senate Standing Committees

UCPRC Chairperson R. Wismer introduced two new course proposals: ESCI 350 (History of Meteorology) and SOWK 313 (Family Violence), both of which are proposed as Perspectives courses.

General Education Review Committee Chairperson J. Fenwick made a motion to create a task force to study General Education trends and developments across the country. {see attachment to October 15, 2002 Minutes} The motion passed without dissent. Elections for the new task force will be held at the November 19 meeting. Faculty will be notified via e-mail from the Provost's office about the openings on the new task force and nominations will be solicited.

GCPRC Chairperson R. Mowrey introduced five new graduate courses: BIOL 667 (Human Genetics: Analysis and Applications), ELED 576 (Assessment for Instructional Planning), EDUC 535 (Literature for Children and Young Adolescents), EDUC 536 (Picture Book Communication), and EDUC 636 (Literature and Response).

Academic Policies Committee -- R. Kerper introduced a proposal which revised the definition of **Aupper level courses@** at Millersville. The proposal passed after a S. Luek/B. Dorman motion was passed to amend the proposal. {see attachment}

VIII. Reports of the Faculty Senate Special Committees -- No Report.

IX. Faculty Emeritus -- None.

X. Academic Policies Committee: Procedure for Approval of Liberal Arts Core Courses and New Incomplete Policy

The Procedure for Approval of Liberal Arts Core Courses was postponed and will not be on the agenda at the November 19 Faculty Senate Meeting. The General Education Review Committee is in the process of determining which Liberal Arts core labels (G1, G2, G3) correspond to the stated General Education goals, information that is necessary before further consideration of the approval process can occur. Once this has been determined, the committee will inform Senate and discussion of the approval procedure will resume.

The New Incomplete Policy was passed after being amended twice: first, upon passage of a B. Stengel/B. Dorman motion and second, upon passage of a B. Stengel/R. Mowrey motion. {see attachment for the amended and approved policy}

XI. Revision of the Attendance Policy

This proposal was returned to the Academic Policies Committee with recommendations for changes upon passage of an E. Blazer/B. Stengel motion. The committee was also urged to act as rapidly as possible. It is hoped that the revised policy will return to Senate at the November 19 meeting.

XII. New Business

J. Sciarretta introduced a proposal to change the name of the Developmental Studies Department to the Department of Academic and Student Development {see attachment}. This proposal will be added to the November 19 agenda.

The meeting was adjourned at 5:42 p.m.

Respectfully Submitted,

Paul Studdard

Action Summary

A B. Dorman/J. Lynch motion to suspend the Faculty Senate Meeting rules was considered. The motion was put forward to allow consideration of a special order to postpone the General Education Diversity (D) Requirement agenda item until the November 19 meeting. The motion passed without dissent.

A J. Fenwick/A. Börger-Greco motion followed, which called for the aforementioned special order. At the November 19 meeting, the D requirement will be taken up as Item #X right after Faculty Emeritus on the normal agenda and will be discussed until the subject is exhausted. The motion passed without dissent. Discussion on this issue will be limited to that meeting only.

An R. Wismer/B. Stengel motion to open all current Faculty Senate vacancies as one-year, At-Large positions passed without dissent. This will apply to all vacancies on Senate committees remaining after the third Senate meeting of the Fall semester.

General Education Review Committee Chairperson J. Fenwick made a motion to create a task force to study General Education trends and developments across the country. The motion passed without dissent. Elections for the new task force will be held at the November 19 meeting. Faculty will be notified via e-mail from the Provost's office about the openings on the new task force and nominations will be solicited.

R. Kerper introduced a proposal from the Academic Policies Committee, which revised the definition of **Aupper level courses@** at Millersville. The proposal passed after a S. Luek/B. Dorman motion was passed to amend the proposal. {see attachment}

The New Incomplete Policy was passed after being amended twice: first, upon passage of a B. Stengel/B. Dorman motion and second, upon passage of a B. Stengel/R. Mowrey motion. {see attachment for the amended and approved policy}

The proposed revision of the Attendance Policy was returned to the Academic Policies Committee with recommendations for changes upon passage of an E. Blazer/B. Stengel motion. The committee was also urged to act as rapidly as possible. It is hoped that the revised policy will return to Senate at the November 19 meeting.

Attachment #1

FROM: Joel Piperberg, Faculty Senate
Chairperson

DATE: 7 November 2002

RE: Fall 2002 Committees Roster

Gray areas indicate vacancies.

CS chair/Senator
 CH chair
 CW chair/WS faculty
 CA chair/ A-A S faculty
 MS member/Senator
 ME member
 HU Humanities & Fine Arts rep.
 ED Education rep.
 NO non-School rep.
 SO Social Sciences rep.
 SC Science & Mathematics rep.
 AL alternate
 AT At-Large, one year term to fill
 committee vacancies
 " " expiration year follows prefix
 "() " P term length
 "[] " P incumbent
 "{ } " P not elected by Senate
 + Senate standing committee
 # 2-term limit for members
 * not eligible for reelection
 & ,2 from same academic unit
 \$,1 from same department
 % serving partial term
 @ filling a seat for 1 year

Departments of committee members are shown only where there are restrictions by department.

ACADEMIC OUTCOMES
ASSESSMENT + # (CH3, ME2)
 2nd & 4th Tuesday of month, 4 B 5:30
 CS04 J. Fenwick
 ED03 W. Moyer
 HU04 S. Nimrichter
 NO04 J. George
 SC04 Z. Shao
 SO03 Sewell

ACADEMIC POLICIES

+ # \$ (CH3, ME2)
 Meets 2nd & 4th WED. 4-6
 CS05 R. Kerper, EDFN
 ED04 S. Deemer, EDFN
 ED03 B. David, ITEC

CS04 R. Mowrey
 ED03 S. Deemer
 HU04 M. Widmayer
 NO04 M. White
 SC04 Z. Shao
 SO03 Gantt

COMMENC. SPEAKER # (2)

{CH: Eckert}
 ED04 D. Vredenberg
 HU03 A. Börger-Greco

HU03 Vacant
 HU04 A. Moine, For. Lang.
 NO04 K. Saunders, Couns
 SC04 M. Chaudhary, CSCI
 SC03 M. Iannone, Chem
 SO04 Vacant
 SO03 Vacant

ACADEMIC STANDARDS + # (3)
 Meets 2 Full Days 8 AM B 6 PM After End
 Of Fall & Spring Sem.

CS03 Kerper
 HU05 A. Kelly
 SC05 J. Moné
 SO05 E. Blazer
 ED05 J. Wenrich
 SC04 Dobbins
 HU04 D. Sigel
 SO04 Vacant
 ED04 R. Smith
 NO04 Sciarretta
 ME03 Shao
 ME03 Haferkamp
 ME03 Yoder
 HU03 Vacant
 AT03 DiBartolomeis
 AT03 Ikenaga

COOP. EDUCATION + (3)

CS05 B. Dorman

FAC.-STUDENT ATHLETIC + (3)

Meets 1ST Wed. 12 Noon To 1 PM
 CS04 J. Miller
 ME05 A. Szollos
 ME05 J. Moné
 ME04 Vacant

GEN. ED. REVIEW + \$ (CH3,ME2)

2nd & 4th Tuesday of month, 4 B 5:30
 CS03 Jim Fenwick, MATH
 ED04 N. Garner, PSYCH
 ED03 Jim Valle, ELED
 HU04 D. Umble, COMM
 HU03 Jen Miller, PHIL
 NO03 Paul Studdard, LIBR
 SC04 Ostrovsky, BIOL
 SC03 Muller, ESCI
 SO04 Vacant

NO04 K. Backels
 SC03 D. Schultz
 SO03 M. Arnold

CULTURAL AFFAIRS (3)

{CH: elected by comm.
 ME05 T. Elliot
 ME05 Z. Shao
 ME04 C. Denlinger
 ME04 W. Moyer
 ME04 B. Schuller

SO03 Vacant
 AT03 W. Archibald, ENGL
 AT03 J. Wimer, WELL

GRADUATE COURSE & PROGRAM REVIEW + (3)

Meets Last Wed. Of Month 3 B 4:30
 CS04 R. Mowery

JOINT SENATE CONF. + (1)

{CH03 Rosenthal}
 MS03 B. Dorman
 MS03 J. Miller
 MS03 J. Lynch

INTERNATIONAL SELECTION + & \$ (ME2,AL1)

{CH: K. Bookmiller}
 ME04 A. Szollos, PSYCH
 ME04 S. Nimrichter, For. Lang.
 ME03 B. Schneller ENGL
 AL03 D. Scott, EDFN
 AL03 K. Hossain, ELED

INT=L. STUDIES CURR. + (3)

CH04 Mowery

UNDERGRADUATE COURSE & PROGRAM REVIEW + # \$ (CH3,ME2)
 Meets 2nd, 4th & 5th
 Tuesday. 4:10 B 5:45 PM

CS03 R. Wismer, CHEM
 ED04 S. McCotter, EDFN
 ED03 L. West, ELED
 HU04 P. Tacka, MUSI
 HU03 D. Sigel, ART
 NO03 D. Cross, Develop. Stud.
 SC04 J. Ambler, BIOL
 SC03 H. Tsutsui, MATH
 SO04 F. Schmitt, Sociology
 SO03 T. Kevorkian, Hist

UNIV. HONORS PROG. + # (3)

CS04 T. Kevorkian

UNIV. THEME + (CH2, ME3)

FINANCIAL AID (2)

{CH: Thomas}
 ME04 D. O'Neill
 ME03 B. Ikenaga

HONORARY DEGREE (2)

{Convener: Eckert}
 ME04 D. O'Neill

ME04 S. Luek

JUDICIAL BOARD (ME2, AL1)

{CH: elected from Committee membership}

ME04 F. Foster-Clark

ME03 D. O'Neill

AL03 K. Hossain

AL03 G. Nesbitt

NOONAN FUND (2)

{CH: Zubatsky}

ED04 R. Mowrey

HU04 A. Börger-Greco

NO03 T. Weisser

SC04 J. Hoover

SO03 G. Stine

ADMISSIONS, ADVISEMENT & STUDENT AFFAIRS + # (3)

CS03 Lynch

ME05 A. Lopez

ME05 Z. Shao

ME04 K. Backels

ME04 B. Ikenaga

ME04 P. Studdard

ME03 Brislin

ME03 Valle

WOMEN=STUDIES CURR. + (2)

CW03 Darla Williams

AFRICAN-AMERICAN STUDIES

MINOR CURR. +(2)

CA04 Chris Corley

APPOINTED OR EX-OFFICIO SENATE REPRESENTATIVES

SS B Student Senate Seat

GE B Gen Ed Coordinator

- Elected by Faculty Senate

Commencement Comm.: Piperberg
Council of Trustees (advisor): Piperberg
Joint Senate Conf. (chair): Rosenthal
Medal Fund Manag. Board: McLarnon
Strat. Planning & Res. Council: Piperberg
Parliamentarian: Kerper
Meet & Discuss: Piperberg

FACULTY SENATE SPECIAL COMMITTEES

AD HOC HONOR CODE

2nd & 4th Tuesdays 4 B 5 pm

CS Kathy. Schreiber

ED Elba Rohena

ED Sandra Hoffman

SO Carol Heintzelman

SO Eric Blazer

SC Jay Moné

SC **Vacant**

HU Vacant

HU Jill Craven

NO Jessica George

GEN ED TASK FORCE

ED04

SO04

SC04

HU04

NO04

AT04

AT04

AA04

SA04

SS04

SS04

GE04 Fred Foster-Clark

Gen Ed Task Force Legend

AT B At-Large Seat

AA - Academic Affairs Seat

SA B Student Affairs Seat

UNDERGRADUATE COURSE PROPOSAL
Millersville University

This cover page must be attached to *all* copies of the proposal through all approval stages. Please see the Guidelines for Course Approval available on the Faculty Senate Web Page to avoid delays in the process.

Subj/Crs Number:		Course Title:		
Can Title Vary?	Can Course Be Taken More Than Once for Credit?	If Repeatable for Credit, What is the Limit?	Min Credit Hrs:	Max Credit Hrs:
Contact Hrs (Lec):	Contact Hrs (Lab):	Contact Hours (Other B please specify):		
Prerequisites/Corequisites:				
Grading Options:	Equivalent Course at MU (Student Could Not Take Both for Credit)			
Proposer:		Department:		Phone:
Notes:				

Status of Course: existing non-GenEd course existing GenEd course new course
List major(s), minor(s), option(s), etc., if any, for which this course is required or will be required:

General Education Labels, if any, for which approval is requested:

G1 G2 G3 L W MATH P AW WELL

Proposal for Distance Learning (MU OnLine):

Web Teleconference Other _____

Course Scheduling:

Semester offered as experimental course, if any: Fall 20____ Spring 20____ _____ 20____

Semester to be first offered, if approved: Fall 20____ Spring 20____ _____ 20____

Anticipated number of sections per year = _____

Dean's Resource Implications Form


_____ Date of delivery of proposal and Resource Implications Form to School Dean

_____ Date of receipt of Dean's Resource Implications Analysis

Approval Log:

<u>COMMITTEE</u>	<u>CHAIRPERSON</u>	<u>PHONE</u>	<u>DATE RECEIVED</u>	<u>DATE APPROVED</u>	_____

<u>UCPRC</u>					
<u>Faculty Senate</u>					

 If proposal was amended before approval, check this column.

Rationale for Changes in Undergraduate Course Proposal Cover Sheet

Recently our office suggested changes to the Undergraduate Course Proposal form. We submitted a draft of a revised form, and you requested that we prepare a brief statement of rationale for the proposed changes.

We are hoping to update the form in an attempt to gather all of the information that our office needs in order to populate the Banner catalog, comply with the new computerized faculty load system and maintain DARS. The current form omits critical information for Banner. Many times, we can use the supporting documentation to find our answers; however, that is not always true. We thought the form would be more complete and more useful to everyone if it included complete information.

If these changes are approved, please know that we would also like to modify the Graduate Course Proposal form and possibly the Academic Proposal form. The purpose for these modifications is to ensure course and program accuracy on Banner, DARS and elsewhere, thus providing better service to faculty and students. It is also intended to streamline the process and eliminate the need for our office to search for missing information.

If you have any questions concerning our proposed changes, please feel free to call Frances Axsmith at extension 5566. Thanks for your consideration of this request.

Candace A. Deen
Acting Registrar
Millersville University
P.O. Box 1002
Millersville, PA 17551

Phone: 717 872-3771
FAX: 717 872-3016
candae.deen@millersville.edu

Attachment #4

TO: Faculty Senate
FROM: Academic Policies Committee
DATE: November 5, 2002
RE: Proposed Policy Defining Upper-level Courses

Background

In 1990, the Board of Governors of the State System of Higher Education adopted a policy stating, ". . . at least 40 percent of the total baccalaureate degree requirements must consist of upper level, advanced coursework (i.e., courses intended for students beyond the sophomore level). **Note:** Definitions of lower level and upper level coursework are institutional, and may or may not be inherent in course numbers. The object is to assure that at least two-fifths of a student's studies occur at the junior/senior level of difficulty. During program review, the program unit is expected to review its curriculum against this general standard."

Millersville University has not developed policy defining lower level and upper level coursework. The current focus on adherence to the Board of Governors' policy limiting graduation requirements to 120-credits for a baccalaureate degree has resulted in institutional awareness of the lack of policy enabling program units to meaningfully assess compliance with the policy.

Current Policy

Section 3: Undergraduate Academic Policies

Course and Program Modification Policies: Course Identification Policies

Course Numbering and Renumbering Guidelines:

In order to provide meaningful numbers, which may be interpreted by students, staff and other persons, the following numbering system for courses being offered at Millersville shall apply:

1. Course numbers will contain three digits with no alphabetical prefixes or suffixes.
2. The first digit should indicate the class status or level of the student.

0	remedial or precollege level courses
1	courses designed primarily for the freshman level or equivalent
2	courses designed primarily for the sophomore level or equivalent
3	courses designed primarily for juniors or students who possess equivalent competencies

4	courses designed primarily for seniors or students who possess equivalent competencies
5	first level graduate courses (these courses may be taken by advanced undergraduates; however, a course with a number five or higher may not be required of an undergraduate student).
6	graduate courses

Revised Policy (amendments in *italics*)

#2 in the above policy shall read: " The first digit should indicate the ~~class status or level of the student~~ nature of the course."

The table above shall be revised to read:

Lower Level Courses

0	developmental, remedial or pre-college level courses
1	introductory or survey courses in a discipline

Upper Level Courses

2	intermediate courses in a discipline (<i>survey courses in a major may be included</i>)
3	specialized courses in a discipline
4	specialized courses requiring proficiency in a discipline
5	first level graduate courses (these courses may be taken by advanced undergraduates; however, a course with a number five or higher may not be required of an undergraduate student)
6	graduate courses

Proposed Effective Date: January 1, 2003

Rationale:

- The current policy identifies courses by students' class status. While such definitions may have been consistent with programs through which students progressed in a lock-step fashion, the reality of today's institution results in students from a broader range of class standings learning together in the same course. The revised definitions, focusing on the nature of courses rather than on students' class status, is more relevant to current academic programs. As the caliber of students rise and as students enter the institution with college-level credit, the degree of diversity in class status is likely to remain the same or increase.

- Existing academic programs have been developed by experts in the discipline to be consistent with current knowledge in the field and with the standards of their accrediting agencies. These requirements necessitate a definition of upper-level coursework that will meet the needs of a diverse set of programs.

- The Board of Governors' policy permits students to earn as little as 25% of their credits within their majors. It is reasonable to believe that 50% to 75% of this coursework would be at the 300-400 level. This translates to 15-21 credits at the 300-400 level in the major. To achieve 40% of 120 credits at the 300-400 level, students would have to take 27-33 credits of advanced coursework outside the major. This range represents a higher total than is required in the major. This interpretation of the policy seems unreasonable. Thus, the Board of Governors must have envisioned courses other than those at the 300-400 level as likely candidates for upper-level designation.

- The existing curricula would need significant revision if only 300 and 400 level courses were considered upper-level. Currently an inadequate number of courses at the 300 and 400 level exist in many departments to adhere to the Board of Governors' policy and the standards of accrediting agencies. In addition, increasing the number of 300 and 400 level courses in programs, courses in which enrollments are frequently lower, could have significant resource implications.

Amendments in *italics*; text replaced is ~~struck through~~.

TO: Faculty Senate

FROM: Rich France, Chair, Academic Policies Committee

RE: Proposed Incomplete Grade Policy

An Undergraduate Policy

Incomplete Grades (I).

Current Policy (from the GM)

~~An~~Incomplete Grades (I). An instructor may issue an incomplete grade (I) if:

1. the student is passing the course;
2. the incomplete work can be completed without further class attendance; and
3. the work is unfinished because of death in the family, personal illness, accident, or other unavoidable circumstances directly related to the completion of an assigned class project. The instructor must be notified by the student as soon as the unanticipated circumstance develops.

An incomplete grade must be removed by the instructor assigning a final grade within 8 weeks of the start of the next semester (summer session excluded).@

Proposed Policy

An Incomplete (I) grade is used to denote course work that is unfinished due to circumstances beyond a student's control, such as personal illness, accident, or death in the family. It is a privilege granted by the instructor because of circumstances, not a right to be expected by the student. The instructor may assign an incomplete (I) grade if the student is passing the course and can complete the remaining requirements without attending classes. If class attendance is required, the student must register to repeat the class.

A student must petition the course instructor to assign an incomplete grade. At the discretion of the instructor, the student and instructor may prepare a contract specifying the course assignments remaining to be completed, the date by which the requirements must be met, and the default grade that will be assigned in the event the course requirements are not satisfied. Students who are on academic probation cannot be assigned an incomplete grade without the approval of the dean of the school offering the course.

A student must make up the work for an incomplete grade within 8 weeks of the beginning of the next semester (summer and winter sessions excluded). The instructor must submit *either* a final grade *or an approved recommendation for an extension* by the end of the 10th week. Incomplete grades that are not resolved by the end of the 10th week will be administratively changed to an F grade by the registrar.

Under extenuating circumstances, an instructor may recommend an extension of time to complete the course requirements ~~or allow an indeterminate time to complete the course.~~ *A faculty member may petition for a permanent incomplete (I) grade under appropriate extenuating circumstances.* Extensions require the approval of the ~~dean of the school~~ *chair of the department* offering the course. ~~and should not exceed more than four (4) weeks beyond the term in which the incomplete was due to be completed.~~ The ~~dean~~ *chair* will notify the Registrar's Office of the extension date. If the instructor does not submit a final grade by the extended deadline, the registrar will change the incomplete (I) to an F grade.

PROPOSED EFFECTIVE DATE: Spring 2003

RATIONALE:

- Students are being given incompletes for reasons other than those included in the policy; ex. students on academic probation trying to avoid academic dismissal due to low grades, students who stop attending and fail to withdraw from courses.
- The number of unresolved incompletes is increasing.
- There may be issues of the academic integrity in course work if too much time elapses between the assignment of an incomplete grade and the term when the student finally completes the course.
- The current policy is too broadly written to be effective. There is no penalty for students who never finish the course; the **AI@** grade remains on their record indefinitely. The policy does not place any time limit on extensions, nor does it address the issue of faculty who do not submit final grades by the deadline.
- There are problems with pending incompletes in courses taught by faculty who are no longer at the university.

IMPLEMENTATION ISSUES:

- Incomplete grades that are already on students' records from previous semesters (prior to implementation of the proposed policy) should remain on the transcript until the course instructor submits a final grade.
- The Registrar's Office should provide deans with a list of students who have unresolved incomplete grades from previous semesters, and faculty should be encouraged to assign final grades if possible.
- In the event that the instructor who assigned an incomplete grade to a student is no longer at MU, the school dean may determine the assignment of a final grade in consultation with the chair of the department that offered the course.
- In the event of an emergency, such as an accident, when a student cannot personally contact an instructor to request an incomplete grade, the dean may approve the assignment of an incomplete grade.
- The dean has the prerogative to extend the deadline for making up an incomplete.
- If the registrar changes an incomplete to an F grade because a final grade was not submitted by the deadline, and the student subsequently completes the missing course work, the

instructor may submit a final grade on a grade change form (approval of department chair and dean required).

- The registrar will supply the faculty and deans with routine reports listing students who have unresolved incompletes.
- How will faculty know whether a student is on academic probation, and therefore ineligible for an incomplete grade? Department secretary can check the academic standing in Banner, or they can call the Registrar's Office. Students' advisors also have copies of their probation letter. Alternately, the faculty member issuing the incomplete grade can have the student sign a short affirmation that they are NOT on Academic Probation
- If a student repeats a course in which an incomplete grade was earned, the incomplete grade will remain on the transcript, and the most recent grade for the course will be included in calculating the cumulative GPA.
- Incomplete grades must be resolved in order for a student to graduate. If a degree candidate has an incomplete grade on his or her record, the registrar will determine whether changing the **AI@** to an **AF@** grade would prevent the student from satisfying all graduation requirements. If so, the degree will not be awarded until the incomplete has been changed to a satisfactory grade and all degree requirements have been met.

Attachment #6

To: **Millersville University Faculty Senate**

From: **Joseph A. Sciarretta, Senator**
Department of Developmental Studies

Date: **November 5, 2002**

Subj: **Department of Developmental Studies Name Change**

It is with much pride and thoughtful deliberation that the Department of Developmental Studies presents to the Faculty Senate its unanimous decision to change the Department name to:

The Department of Academic and Student Development.

The Department of Developmental Studies is comprised of a diverse compliment of programs including Academic Advisement, Act 101/PACE and the Undecided/Undeclared Program serving current MU students, as well as, Upward Bound which serves a pre-college population. Each program unit houses tenure track faculty positions and serves, in part, for collective bargaining purposes. However, each program mission has common elements, at the core of which is to support students in transition and in making key decisions about college access and progress toward successful matriculation and graduation at the post secondary level.

On other SSHE campuses similar program configurations run the continuum from a **Atrue@** department of Developmental Instruction(Bloomsburg) replete with full-time faculty specializing in developmental writing and math to larger all inclusive support systems under which student and/or academic services are provided to the university-at-large(Indiana.) The Department of Developmental Studies, with the exception of Academic Advisement, provides services primarily to specific populations that may or may not be developmental in nature. Consequently, the Department feels as though the current name is not fully reflective of our service.

All programs within the department are vested in providing holistic support services and knowledge in the cognitive, affective and behavioral domains as they relate specifically to student success. Our larger goal is one of helping students to understand the critical thinking process, method of inquiry and effective decision making that is necessary to the development of becoming a self-directed learner of the MU academic system and independent professional and productive citizen in a diverse and complex society.

Last, but not least, the name change to the **ADepartment of Academic and Student Development@** will send a clearer and more accurate message to the faculty and students who are interested in or have need for our services.

It is with these ideals and rationale that the Department of Developmental Studies request that the Faculty Senate endorse and support this timely name change request.