

**Faculty Senate Minutes**  
**April 1, 2008**

The meeting was called to order at 4:12 p.m. All departments were in attendance except Business Administration, Counseling & Human Development and Government & Political Affairs.

I. Minutes of previous meeting

The minutes of the March 4, 2008 meeting of the Faculty Senate were approved as written. The March 18 meeting was cancelled due to the campus visit by Presidential Candidate Hillary Clinton.

II. Report of the Faculty Senate Chairperson

Chairperson Börger-Greco reminded senators that elections will be held at the April 15 and 29 meetings of Faculty Senate. Nominations should be sent to the secretary for inclusion on the printed ballot. It was reported that persons on the Faculty Senate e-mail list now have access electronic copies of documents through the Faculty Senate Blackboard Organization.

Dr. Börger-Greco requested that Senator West describe upcoming changes to Pennsylvania Department of Education (PDE) requirements. Dr. West indicated that there will be major changes to Elementary Education programs as the current K-6 certification will be divided into early and middle categories. She noted that there are also new course requirements for Secondary Education programs. It was stressed that it may be difficult to fit these into 120- or 126-credit programs even with an allowed increase of 3 credits. A comment was made that the credit limitation on programs was instated by PASSHE rather than PDE. Dr. McNairy noted that PASSHE is also dealing with how to meet the PDE requirements. It was pointed out that these changes must be implemented for students beginning in the fall of 2009. Dr. Prabhu noted that new programs must go to the Board of Governors meeting in January, 2009 for approval. He indicated that special meetings of curriculum bodies will likely be needed to meet this compressed time frame. Another comment was about the potential for changes to BSE degrees to impact BA degrees and General Education requirements. Faculty were invited to contribute ideas to meeting the PDE requirements.

III. Report of the Student Senate President

Student Senate President Terenzoni noted that the allocations process was almost complete and that a new president will be elected this week. She also described a referendum item on the ballot that would institute a “green fee” of \$1 per credit to support campus initiatives supporting the environment.

IV. Report of the Graduate Student Association

None

V. Report of the Administrative Officers

**President**

President McNairy shared comments about the emergency responses over the last few weeks. She commended faculty, staff and students for their responses to these trying situations. Dr. McNairy indicated that a cautious approach was taken and that authorities will be investigating the student taken into custody. She highlighted the fact that several systems were overloaded but that the text messaging system worked well. Everyone is encouraged to enroll in this service. Ms. Terenzoni noted that there is poor reception for phones in some buildings. The availability of computers in classrooms was helpful for checking information through on Millersville University and WGAL websites. It was noted that the siren system is out for bids. Dr. McNairy encouraged everyone across campus to be aware of others around them and report any concerns to the police or Provost's Office. She stressed that the decision to take action stemmed from serious concerns for the safety of the community. Discussion addressed how to make faculty aware of how to respond to student needs, whether buildings were locked and by whom, the need for all rooms to have a way to be locked from the inside and ways to inform police of a problem without alerting a threatening person. Senator White-Greenawalt shared concerns regarding not having clear safe locations in the library. Dr. McNairy commended the library staff and students for taking the calmest and wisest approach and agreed that advice on how to secure the library is needed.

Dr. McNairy reported that the fall convocation has been held on Thursday evenings in the past and conflicts with some classes. She indicated a desire to combine Convocation with the Garden Supper on Friday and asked for feedback. Several senators expressed enthusiasm for this idea as they often are unable to attend due to class schedules. It was noted that the 2009 Garden Party would be on September 11 and that some remembrance of the date will be planned.

**Associate Provost for Academic Administration**

Associate Provost Burns reminded faculty that the University Theme Committee is accepting proposals for the 2009-2011 theme. Ideas may be sent to Marie Zufelt.

VI. Reports of the Faculty Senate Standing Committees

**UCPRC**

Senator White noted that 55 courses were submitted for W recertification. Of those, 16 are under review by the subcommittee, 16 have been approved and 39 remain to be considered. The following W recertifications were reported: ECON326, WSSD350,

MUSI362, ESCI447, GEOG226, GEOG342, GOVT215, GOVT312, ECON225. She also reported that nine FYI courses have applied for approval and will be sent to the subcommittee. A question was raised about how many FYI classes are needed. Dr. Burns indicated that about 15 sections are planned. Dr. White indicated that the deadline for courses requesting the D label is April 4 for departments in the current review cycle.

### First Readings

These proposals were distributed electronically for consideration as a first reading despite the cancelled March 18 meeting.

#### (1) NEW GRADUATE COURSE

SOWK608: Social Work Administration and Supervision, 3 credits. Proposal to introduce the knowledge and skills necessary to perform managerial and supervisory functions in public and private human services organizations.

#### (2) NEW GRADUATE COURSE

WSSD622: Sport Finance, 3 credits. Proposal to provide students with an improved understanding of sport finance issues.

### GCPRC

Senator Mowrey briefly reviewed a proposal to add a +/- grading system to graduate courses. This proposal was distributed electronically for consideration as a first reading despite the cancelled March 18 meeting. [see Attachment #1]

### Academic Policies Committee/General Education Review Committee

Senator West distributed the proposed General Education Curriculum document for review. [see Attachment #2]

## VII. Reports of the Faculty Senate Special Committees

None

## VIII. Proposed Courses and Programs

### Second Reading

#### (1) CHANGE IN UNDERGRADUATE CURRICULUM

BIOL: BS in Allied Health Technology. Proposal to create a new degree in Allied Health Technology with options in Medical Technology, Nuclear Medicine Technology, Pre-Athletic Training and Respiratory Therapy was approved without dissent.

(2) NEW UNDERGRADUATE COURSE

ANTH235: Historical Archeology, 3 credits, G3. Proposal to create a new course to study the methods and aims in historical archeology was approved without dissent.

(3) CHANGE IN UNDERGRADUATE COURSE

CSCI450: Artificial Intelligence. Proposal to add the general education W label was approved without dissent.

(4) NEW UNDERGRADUATE COURSE

ENGL272: Introduction to Writing Studies, 3 credits, G1, W. Proposal to create a new course to study major areas of scholarship related to the practice of writing was approved without dissent.

Discussion was held about limited support for how the W requirement of “revised prose” is met. Senator Skinner responded that this retains flexibility in instruction but that the course studies the writing process used by the students themselves as well as writers. Senator White reiterated the sense from UCPRC that the specifications for the W are limited.

(5) NEW UNDERGRADUATE COURSE

ENGL340: Visual Rhetoric, 3 credits, G1, W. Proposal to create a new course to study the use of visual design in communication was approved without dissent.

(6) NEW UNDERGRADUATE COURSE

ENGL342: Reading and Writing for Civic Change, 3 credits, W. Proposal to create a new course to introduce the theory and practice of civic discourse as a means to effect change in communities was approved without dissent.

A question was raised about why an introductory course carries a 300-level number. It was clarified that the course introduces a specific field but is not a general introductory course.

(7) NEW UNDERGRADUATE COURSE

ENGL466: Writing Studies Seminar: Special Topics, 3 credits, W. Proposal to create a new course to investigate topics in writing studies theory was approved without dissent.

A question about the revision process was addressed by explanation of several types of writing mentioned in the proposal. It was also noted that topics courses vary significantly.

(8) NEW GRADUATE COURSE

SOWK608: Social Work Administration and Supervision, 3 credits. Proposal to introduce the knowledge and skills necessary to perform managerial and supervisory functions in public and private human services organizations was approved without dissent.

An error in the agenda was noted, and it was clarified that this course is not repeatable.

(9) NEW GRADUATE COURSE

WSSD622: Sport Finance, 3 credits. Proposal to provide students with an improved understanding of sport finance issues was approved without dissent.

The proposal to implement the +/- grading system for graduate students was approved without dissent.

The Academic Honesty Policy rewording was approved without dissent. [see Attachment #3] A question was raised about whether this was relevant for undergraduate and graduate students. It was clarified that the intention was for this to be common language for all students and in all sources, including the online Governance and Policies, catalogs and brochure.

IX. Faculty Emeritus

A Baker/Luek motion that Dr. Marvin Margolis be granted the honorary title of Professor of Economics Emeritus was approved without dissent. [see Attachment #4]

X. Spring 2009 Missing Monday

It was noted that APSCUF is working with the Administration to address this schedule. The idea of a 4-day exam schedule to allow the final day of classes to be held on Monday of exam week was discussed. [see Attachment #5] One concern mentioned was that more students may have three or more exams on a single day. Several senators indicated that they did not know how their department colleagues would respond. A Luek/A. Miller motion to recommend the 4-day exam schedule to APSCUF was defeated by 4 yes, 6 no and 12 abstaining votes. Senators were encouraged to send comments to John McLarnon before the Meet and Discuss scheduled for Friday.

XI. Other/New Business

None

Meeting was adjourned at 5:50 p.m.

Respectfully Submitted,

Aimee L. Miller  
Secretary of the Senate

## Action Summary:

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A Baker/Luek motion that Dr. Marvin Margolis be granted the honorary title of Professor of Economics Emeritus was approved without dissent.

A Luek/A. Miller motion to recommend the 4-day exam schedule to APSCUF was defeated by 4 yes, 6 no and 12 abstaining votes.

## **GCPRC Proposed Changes (addition of Plus / Minus Grades) to Graduate Grading Policies**

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### **EXISTING POLICIES ON GRADUATE GRADES**

#### **Regular Graduate Courses**

Graduate level courses are those regular courses taught at the 500-600-700 levels. Undergraduate courses (100-400 level) may not be counted for credit in a graduate degree program.

The letter grades A, B, C, F, H, P, W, I (Incomplete), and AU (Audit) will be used. Grades of P, H, W, I, and AU are not used in computing the grade point average. Grade point average (GPA) will be rounded to two places.

#### **Incomplete Grades**

A student, upon consultation with the instructor, may receive a grade of Incomplete. The student has the responsibility to complete the appropriate work as outlined by the instructor by the end of the following regular term. In the case of research reports and theses, the grade of Incomplete must be removed within one (1) calendar year. If a change of grade is not made by the instructor to indicate completion of requirements in the appropriate time span, the grade will be changed to an F. Under extenuating circumstances, the student may petition the dean of graduate studies and research, with the recommendation of the instructor, for an extension of time to complete the course or research requirements.

#### **Theses, Research Reports/Projects, and Practicum Courses**

These are evaluated on the basis of H (Honors), P (Pass), F (Fail) or I (Incomplete).

#### **Workshop Courses**

Special workshop courses are designated by a W following the department prefix (e.g., EDW) and will be graded on a P (Pass) or F (Fail) basis. They are not approved for inclusion in a degree program.

#### **Academic Standing**

Graduate degree students are required to maintain a B grade average. A student who fails to meet the scholarship standards may be dismissed from a graduate degree program. If a student falls below a 3.0 average, he/she will be placed on probation. Failure to raise the grade average to a minimum of 3.0 during the next semester in which the student is enrolled will result in dismissal from graduate studies at Millersville University. (Summer is considered a semester.)

Graduate students who earn two grades of C will receive an academic warning, regardless of GPA. Earning a third grade of C will result in academic dismissal, regardless of GPA. This includes any courses which have been repeated and replaced with a higher grade. A C grade earned at Millersville University may not be made up at another institution of higher learning for the same course.

#### **Transfer of Credit Policy: Credits Prior to Admission at Millersville**

All work recommended by the department for transfer credit must be taken in a regular program of studies offered by a four-year regionally accredited institution on its main campus, at an



established center, or by the institution's distance education program. Grades of B or above (or documented equivalency) must be achieved in these courses. (Documented equivalency is confirmed with the originating institution by the graduate coordinator of the program of the degree-seeking graduate student).

### **SUGGESTED NEW POLICY LANGUAGE (*new language indicated in blue ink and italics*)**

#### **Regular Graduate Courses**

Graduate level courses are those regular courses taught at the 500-600-700 levels. Undergraduate courses (100-400 level) may not be counted for credit in a graduate degree program.

*Each instructor establishes his or her own grading policy and states it clearly and in writing at the beginning of the course. Sufficient measures are built into each course structure to evaluate student achievement.*

*The letter grades used in graduate level courses and their associated grade point value are as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7) and F (0.0). In addition, grades of H (Honors), P (Pass), W (Withdrawal), I (Incomplete) and AU (Audit) may also be used in graduate level courses.* Grades of P, H, W, I, and AU are not used in computing the grade point average. Grade point average (GPA) will be rounded to two places.

#### **Incomplete Grades**

A student, upon consultation with the instructor, may receive a grade of Incomplete. The student has the responsibility to complete the appropriate work as outlined by the instructor by the end of the following regular term. In the case of research reports and theses, the grade of Incomplete must be removed within one (1) calendar year. If a change of grade is not made by the instructor to indicate completion of requirements in the appropriate time span, the grade will be changed to an F. Under extenuating circumstances, the student may petition the dean of graduate studies and research, with the recommendation of the instructor, for an extension of time to complete the course or research requirements.

#### **Theses, Research Reports/Projects, and Practicum Courses**

These are evaluated on the basis of H (Honors), P (Pass), F (Fail) or I (Incomplete).

#### **Workshop Courses**

Special workshop courses are designated by a W following the department prefix (e.g., EDW) and will be graded on a P (Pass) or F (Fail) basis. They are not approved for inclusion in a degree program.

#### **Academic Standing**

Graduate degree students are required to maintain a **3.0** grade average. A student who fails to meet the scholarship standards may be dismissed from a graduate degree program. If a student falls below a 3.0 average, he/she will be placed on probation. Failure to raise the grade average to a minimum of 3.0 during the next semester in which the student is enrolled will result in dismissal from graduate studies at Millersville University. (Summer is considered a semester.)

Graduate students, who earn two grades of *C+, C or C-, or any combination thereof*, will receive an academic warning, regardless of GPA. Earning a third grade of *C+, C or C-* will result in academic dismissal, regardless of GPA. This includes any courses which have been repeated and replaced with a higher grade. A *C+, C or C-* grade earned at Millersville University may not be made up at another institution of higher learning for the same course.

### **Transfer of Credit Policy**

#### **Credits Prior to Admission at Millersville**

All work recommended by the department for transfer credit must be taken in a regular program of studies offered by a four-year regionally accredited institution on its main campus, at an established center, or by the institution's distance education program. Grades of *B- or higher* (or documented equivalency) must be achieved in these courses. (Documented equivalency is confirmed with the originating institution by the graduate coordinator of the program of the degree-seeking graduate student).

**Proposed Revision for ...**  
**Section 2: Undergraduate Academic Programs**

**Undergraduate Studies - Academic Programs**

**Undergraduate Degree Programs**

**Curriculum Requirements for Baccalaureate Degree Programs**

**General Education Curriculum**

**I. Definition**

General education is a program of study which introduces students to a broad, liberal course of instruction in the major areas of knowledge (the arts and sciences). Its aim is to cultivate the intellect by educating students to reason logically, to think critically, to express themselves clearly, and to foster an understanding of the human condition and the role of value judgments in the human experience. As an integrated educational experience, the general education program helps to provide the foundation for further intellectual growth and holistic development. In addition to giving a sense of the various academic disciplines, and their interrelationships, general education serves as the common element for all degree programs leading to the baccalaureate.

**II. Purpose**

Consistent with Millersville University's mission to provide a liberal arts-based education, the purpose of general education is to provide breadth of knowledge as a balance and complement to the depth provided by the major. This is necessary for the holistic development of Millersville graduates as responsible citizens in a diverse and technologically complex, global community.

**III. Interpreted**

General education is an integral component of the undergraduate experience, generally constituting one-third to one-half of the course work of the baccalaureate program. It is not intended to address all dimensions of the college experience.

General education is the liberal arts foundation for learning at the undergraduate level. To fulfill its function(s) the program must be concise, orderly and rational in its requirements. Its various parts must be interrelated and they must demonstrate that interrelatedness through its structure. General education must be practical in its demands to assure that students can complete other facets of the university experience in a reasonable time period. And, most importantly, general education must be "useful," imparting to the student the skills necessary to do work at the university level. General education must, in a larger sense, assure that students are prepared to address and solve problems beyond the university environment.

Traditionally, programs in general education are centered in the Liberal Arts (Humanities, Fine Arts, Natural and Social Sciences). This core is to guarantee that students have a base of knowledge from which to address a multiplicity of concerns

beyond specific disciplines. The body of knowledge is general only in the sense that it draws from interrelated fields with a shared heritage. Certain areas of inquiry and branches of knowledge are more appropriate to the specific, limited aims of the program than others. Nevertheless, departments not traditionally considered in the mainstream of liberal arts may submit courses for consideration in general education. These courses must comply with the established criteria.

#### IV. **Characteristics of the General Education Program**

The program is intended to exhibit an identifiable organization and coherence of course orientation and development. The interrelatedness of the areas of knowledge should be discernible to the students throughout the program, with the academic disciplines represented as interpretations of and contributions to knowledge rather than as self-serving entities. Indeed, the program accommodates the design and implementation of course offerings outside the traditional departmental units of the disciplines constituting the arts and sciences.

The liberal arts component of a "general education" program is designed to prepare students to live, not simply to make a living. While a narrowly focused or highly technical program may provide for success in the market place and make competent technicians, the general education program provides broad competence which helps produce complete, mature, responsible leaders and citizens of the world; that is, the program is "practical" in that it helps students prepare for the wide variety of problems with which they must contend in a complex world. Its value resists obsolescence.

The program is meant to reflect the reality of a culturally pluralistic and interdependent world. The common survival of humanity in a world of finite resources demands an unprecedented level of understanding and positive engagement with peoples of diverse histories and communities. Our students must be made aware of the global perspectives which can enhance this understanding.

In a society compelled to emphasize technical specialization, the need for courses in the liberal arts becomes ever more important to assure the development of an educated person who can communicate, reason, and solve problems intelligently.

The General Education Program is intended to be characterized by:

- 1: Clear Purpose that is well understood by all members of the university community and that is consistent with the MU mission and the specific learning needs of MU students.
- 2: Intentional Alignment of the objectives, curricular structure, and assessment with the purpose of general education, the mission of Millersville University, and the learning needs of our students.
- 3: Coherence and connections between Gen Ed and majors.

4: Intellectual Richness, setting appropriately high expectations for students' engagement that develop as students progress through their academic programs.

5: Academic Community Reaching beyond the Classroom, fostering interactions between and among students, faculty, and the larger Millersville University community.

6: Simplicity and flexibility, promoting ease of understanding and greater choice in meeting the Gen Ed requirements.

Furthermore, certain basic principles shape the curriculum of the general education Program. The program is designed to ensure:

1. That the students possess the fundamental competencies:
  - a. Critical reasoning
  - b. Oral and written communication
  - c. Mathematical reasoning
  - d. Scientific reasoning
  - e. Information literacy
  - f. Technology literacy;
2. That there be a significant exposure to the liberal arts;
3. That the liberal arts core be protected from erosion on either side, such as the granting of credit in the liberal arts core for pre-college level work or for work in the student's field of specialization;
4. That the number of 100 level courses students may take for general education be limited; and
5. That some specified courses at the 200 level or above which count for general education credit contain a significant writing component. Writing is central to the academic process; therefore, the general education curriculum should provide opportunity for students to develop the skill of writing throughout their academic careers, both horizontally (across the curriculum) and vertically (at all levels of study).

#### V. **Objectives of General Education**

Students, working with advisors, and taking into consideration prior knowledge and experience, purposefully select courses in the general education curriculum that meld with required courses, co-curricular and extra-curricular activities, and courses in the major to achieve the following objectives:

FOUNDATIONS FOR LIFELONG LEARNING

1. Students will think, speak, and write clearly. This is evidenced by:
  - a) the clear presentation of ideas in formal spoken, written, and media forms.
  - b) the use of effective communication for ongoing dialogue.
  - c) the ability to find appropriate sources of information, evaluate that information, and integrate that information into a final product.
  - d) the use of statistical methods and other techniques of mathematics to analyze and solve problems.

#### CRITICAL THINKING ACROSS THE LIBERAL ARTS

2. Students will demonstrate foundational knowledge of the important ideas and methods of different ways of knowing as follows:
  - a) in the humanities students will analyze and interpret existing works of literature and the arts.
  - b) in the sciences students will engage in the scientific method, laboratory study, appropriate technology, and mathematics to investigate, evaluate, and apply scientific concepts and theories.
  - c) in social sciences students will develop the necessary tools of critical thinking, inquiry, and diplomacy to participate effectively in our democracy and the increasingly complex global society.

#### CONNECTIONS AND EXPLORATION

3. Students will connect important ideas and methods of inquiry from different disciplines as a means of becoming holistic and responsible citizens in a diverse and technologically complex, global community. Students will:
  - a) demonstrate civic and social responsibility.
  - b) grow in their engagement with peoples of diverse histories and communities, both inside and outside the United States.
  - c) build the foundation for a lifelong process of understanding, developing, and monitoring healthy lifestyle behaviors in all dimensions of wellness, including physical, social, emotional, intellectual, spiritual, and environmental wellness.
  - d) gain personal enrichment by developing new interests that can be enjoyed throughout a lifetime.

## VI. **Criteria for General Education Courses**

The criteria for evaluating courses to be counted in the Critical Thinking across the Liberal Arts component of general education are:

- A. The course must demonstrate how one or more of the general education objectives stated above are satisfied.
- B. In each course the major concepts and principles that epitomize the liberal arts discipline must be the primary focus.
- C. The process of inquiry and analysis commonly employed in the discipline must be emphasized and applied.

- D. The course must not be primarily a technical, professional or career-oriented course.
- E. A general education course from a given department may require a maximum of two prerequisites from that same department.

## VII. General Education Course Review Procedure

- A. Any new or existing course seeking to meet a specific general education requirement shall follow the general course approval procedures that appear in Section 3, Course and Program Modification Policies.
- B. Until fall of 2009, existing course seeking to meet Cultural Diversity and Community (D) courses or Writing (W) courses will follow the expedited review procedures that appear in Section 3 Course and Program Modification Policies.
- C. Proposers shall complete the appropriate General Education Application form (available from the Faculty Senate website) that addresses all criteria for each course.
- D. Once approved, Perspectives (P) courses, Cultural Diversity and Community (D) courses, Writing (W) courses, and First Year Inquiry (FYI) seminars are subject to a five-year recertification process as specified in Section 3, Course and Program Modification Policies.

## VIII. Structure of the Program

To meet the objectives of General Education, the general education program is organized into a structure with three components: Foundations for Lifelong Learning, Critical Thinking across the Liberal Arts, and Connections and Exploration.

General Education Structure (Minimum 51 credits)

A. Foundations for Lifelong Learning (Four courses – minimum 12 credits)<sup>1</sup>

- 1. ENGL 110: English Composition - 3 credits**
2. COMM 100: Fundamentals of Speech - 3 credits
3. General Education MATH Course (3-4 credits)
4. Advanced Writing (3 credits)
  - a. Must be chosen from ENGL 311, 312, 313, or 316
  - b. At least 60 credits (Junior standing) required

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<sup>1</sup> Foundations requirements may not double-count for Critical Thinking or Connections requirements in sections “B” or “C.”

- B. Critical Thinking across the Liberal Arts (Nine courses – minimum 27 credits)
1. Humanities and Fine Arts (G1): Three courses totaling a minimum of 9 credits.
  2. Science and Mathematics (G2): Three courses totaling a minimum of 9 credits.  
At least two of the three courses must come from Biology, Chemistry, Earth Sciences, and/or Physics including one which has a Laboratory (L) component.
  3. Social Sciences (G3): Three courses totaling a minimum of 9 credits.
  4. Exactly 2 courses must be taken from one department within G1, G2, and G3<sup>2</sup>.
  5. At least 3 courses taken throughout blocks G1, G2 and G3 must be at the 200 level or above.
  6. Courses in a student’s primary major discipline cannot fulfill the Critical Thinking across the Liberal Arts requirement; courses from a minor, a second major, or up to six courses required for the major from departments outside the major can fulfill this requirement.
- C. Connections and Exploration (12 credits)
1. First Year Inquiry seminar - 0 or 3 credits
  2. Approved Wellness course - 3 credits
  3. Perspectives (P) course - 3 credits
    - a. At least 60 credits (Junior standing) required
    - b. The English Composition and Fundamentals of Speech competency must be satisfied prior to enrollment in “P” courses.
  4. Open Elective(s) [100 level or above courses; must be taken outside of primary major<sup>3</sup>] - 3 to 6 credits
  5. Cultural Diversity and Community (D) course - 1 course required
    - a. May be in General Education, the major, the minor or general electives.
  6. Writing (W) - 4 courses required
    - a. May be in General Education, the major, the minor or general electives.
    - b. The English 110 competency must be satisfied prior to enrollment in "W" courses.

## IX. Guidelines for General Education Courses

### A. Composition Sequence

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<sup>2</sup> For the purpose of course counting, courses with divisional designations are considered as a separate department but may not be used to fulfill the "two course in one department" rule. Additionally, Anthropology and Sociology are considered separate departments for this rule. A math course in G2 may count along with a math course from Foundations for Lifelong Learning to satisfy the “two courses in one department” rule for G2.

<sup>3</sup> “Outside of the primary major” means that courses offered by the major department that could count toward the fulfillment of that major cannot be taken for Open Elective credit. Courses offered by the major department that lie outside the requirements for the student’s major (e.g., that count toward another major offered by that department) can be taken as Open Electives. BSE students may not count required professional education courses. Open electives do not have to be approved G1, G2, or G3 courses.



All students must successfully complete English 110, or its equivalent (see listing below), preferably during their freshman year. The equivalent includes:

1. Achieving a combined score of 1100 in the verbal portion of the S.A.T. and the CEEB English Composition Achievement Test.
2. Achieving a score of 3 or higher in the Advanced Placement (AP) test in English Composition.
3. Achieving a satisfactory score in the CLEP general examination in English composition.
4. Passing the English Composition Competency Examination administered by the English Department at the beginning of each fall and spring semester.

Students who successfully complete one of the above, demonstrating that they are ready for advanced composition, will take one of the courses described below during their junior or senior years. Individual departments with programs which offer a significant advanced writing course, such as senior thesis or advanced foreign language composition, may petition through the appropriate academic channels to have such a course accepted as an alternate to the upper division writing course in English.<sup>4</sup>

#### Advanced Composition Courses

English 311: Advanced Composition

English 312: Technical Writing

English 313: Journalism

English 316: Business Writing

#### B. Significant Writing Component Guidelines "W"

##### Rationale:

The writing component of general education is designed to ensure that undergraduate students have the opportunity to develop competence and confidence in their writing skills.

##### Description:

The following guidelines apply to all Writing Intensive ("W") courses beginning in fall 2008:

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<sup>4</sup> Currently, the following alternatives have been approved: History 406 (Senior Seminar) passed with a grade of B or above and Honors Theses in the following Departments (check with Departments for specific rules that may apply): Biology, Elementary Education, Mathematics, and Music. Honors Theses for students in the Honors College also satisfy the Advanced Writing requirement.

- 1) Students practice forms of writing typical of the field. Writing assignments are designed to develop their content knowledge and enhance their communication skills.
- 2) Students are required to submit at least 2500 words of graded analytical/persuasive writing (about 10 standard double-spaced pages). Some examples of how this requirement might be met include:
  - (A) a research paper in which the student is required to define a problem, select, organize, and synthesize information around a stated thesis.
  - (B) short analytical essays that explore a topic with reasoned evidence and informed opinion.
  - (C) position papers prepared by students that address pros and cons of controversial topics.
  - (D) microthemes that ask the student to find academic sources, organize ideas, develop a thesis and show evidence, but condense the final paper to a single page or two.
- 3) Because W courses assume that writing is a process, students will be given opportunities to develop and revise papers through more than one draft. Assignments will be structured and sequenced in ways that help students improve their writing through practice and revision. Instructors' feedback on students' writing will contribute to effective revision and encourage students to develop effective self-assessment.
- 4) Writing intensive courses work best when they include a combination of informal and formal writing experiences for students. In addition to the 2500 words of revised graded analytical/persuasive writing, instructors are encouraged to assign expressive, reflective and/or observational writing tasks. The purpose of these assignments is to bring out the student's perceptions informally, and to increase writing practice.

The above guidelines are designed to lead students to more fully appreciate the writing process, a process which includes writing, rewriting, editing, and revision. Courses with a 'W' designation must continue to demonstrate the importance of writing in both individual learning and group communication.

### C. Perspectives

Perspectives is an advanced studies requirement of the Connections and Exploration component of general education. A major function of these courses is to apply analytical and critical thinking abilities in resolving major social, cultural, scientific/technological, and/or aesthetic problems. They are interdisciplinary and/or multi-cultural in content and require a high level of educational maturity, knowledge, and thinking. Perspectives courses encourage

undergraduate students to make independent and responsible value judgments and decisions.

Perspectives courses integrate the knowledge acquired throughout the baccalaureate experience. For example, Perspectives courses nurture and extend the basic communications skills developed in the Foundations for Life-Long Learning component of general education. Moreover, Perspectives courses demonstrate how different areas of knowledge gained in the Critical Thinking across the Liberal Arts component of general education are complementary.

Each student must:

1. Satisfactorily complete one 3 credit Perspectives course from a list of approved courses. Students who complete an academic fall or spring semester abroad as part of a baccalaureate degree will be considered to have fulfilled the Perspectives requirement. International students studying at Millersville will also be considered to have fulfilled the Perspectives requirement. This waiver does not cover credit hours. A student employing this waiver will be required to satisfy three credit hours of general education courses in lieu of the waived three credit Perspectives course. This is in addition to any other Open Elective requirements of the student.
2. Prior to enrolling in the Perspectives course, each student must:
  - a. Have satisfied the English Composition and Fundamentals of Speech requirements.
  - b. Have completed at least 60 credits (Junior standing).

Perspectives Course Criteria:

1. Must be 3 credit hours at the 300 level or above.
2. Must have meaningful oral and written communication<sup>5</sup> components but may not carry a "W" label.
3. Must be interdisciplinary and/or multicultural in content.

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<sup>5</sup> To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students' overall course grades.

To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ( $\geq 20\%$ ) of students' overall course grades.

4. Requires the students to identify, critically analyze, and resolve complex problems (social, cultural, scientific/technological, and/or aesthetic) that require the application of knowledge from two or more academic disciplines and/or cultures.
5. May not have a narrow technical, professional, or career orientation.
6. Must enable quality interaction.
7. No Perspectives course may have more than two prerequisites from a single department.
8. No Perspectives course may be counted within the Critical Thinking across the Liberal Arts component of general education.
9. No Perspectives course may be required of a student by his/her major and also fulfill that student's general education Perspectives requirement.
10. Perspectives courses must be designed to be accessible to non-majors as well as majors. Appropriately prepared students from outside the major must be capable of benefiting from the course on an equal basis with students from within the major.

#### D. Cultural Diversity and Community

Cultural Diversity and Community is a requirement of the Connections and Exploration component of general education. This requirement aligns general education with the University's mission to foster in students an appreciation for cultural diversity. Here, "cultural diversity" refers to the differences among people in terms of beliefs, customs, values, politics, and experiences. In essence, culture is a worldview; it is both learned and evolved. The following factors are seen as underlying these differences: age, economics, education, gender, geography, language, nationality, occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among others. A Cultural Diversity and Community course is more than a mere survey or exposure of the students to different cultures; rather it teaches students to think critically about the basis for intercultural differences.

Each student must:

1. Satisfactorily complete one 3 credit Cultural Diversity and Community course from a list of approved courses.

Cultural Diversity and Community Course Criteria:

1. Involves 3 credit hours at the 100-level or above.
2. Is intercultural and/or cross-cultural, with culture being a worldview that reflects beliefs, customs, values, politics, and experiences as shaped by age, economics, education, gender, geography, language, nationality,

occupation, physical ability, race and ethnicity, religious affiliation, and/or sexual orientation among other factors.

3. Examines historical and environmental (e.g., social and/or physical) factors that underlie cultural differences.
4. Examines the potential global, regional, or local factors that underlie cultural differences.
5. Helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
6. Provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.
7. Challenges students to evaluate their own personal worldview.
8. Has meaningful oral and written communication<sup>6</sup> components.
9. May also count as part of any additional requirement (major, minor, or Gen Ed) of the Baccalaureate degree.

#### E. Wellness Courses

The Wellness requirement is designed to assist students in making positive lifestyle changes that reduce their health risks, modify their consumer behavior, and enhance their personal well-being and productivity.

Criteria for the General Education Wellness requirement are as follows:

- a) must be a 3 credit course.
- b) requires students to participate in a weekly physical or experiential component.
- c) must be a comprehensive approach to wellness employing a variety of cognitive, behavioral, and social learning strategies to

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<sup>6</sup> To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students' overall course grades.

To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ( $\geq 20\%$ ) of students' overall course grades.

encourage and assist students in accepting responsibility for their own wellness.

- d) engages students in critical thinking about wellness.
- e) emphasizes the development of life-long holistic learning.

#### F. First Year Inquiry Seminar (UNIV 103)

Incoming students are encouraged to take a First Year Inquiry (FYI) seminar which will count as part of a Connections and Exploration Component. The FYI seminar is a component of General Education specifically designed for first semester freshmen and offered in a seminar format, typically linked to a foundations course (either ENGL 110 or COMM 100) as part of a living/learning community. Students will choose from a number of FYI topics offered each semester. A major function of these FYI seminars is to introduce a process of critical inquiry applied to important social, cultural, scientific, technological, and/or aesthetic problems. Each FYI seminar will introduce multiple perspectives related to the understanding and resolution of these problems. A second function of these FYI seminars is to support students' transition into the college experience academically, socially, and personally. Each FYI course topic will be approved according to guidelines specified in University Governance and Policies and will meet the general requirements specified in the generic UNIV 103 Course Proposal.

#### First Year Inquiry Seminar Criteria:

1. Involves 3 credit hours at the 100-level.
2. Encourages students to consider multiple perspectives in advancing their understanding of the importance of social, cultural, scientific, technological, and/or aesthetic problems.
3. Introduces and supports (i) the development of critical inquiry skills and (ii) the exchange of ideas in a seminar format.
4. Supports the students' successful transition into college life by fostering connections between and among students, teachers, and the college community.
5. Provides intellectual richness through its assignments and assessments.
6. Strengthens students' information literacy.
7. Has meaningful oral and written communication<sup>7</sup> components, but may not carry a "W" label.

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<sup>7</sup> To have a meaningful oral component, the teaching and learning strategies adopted by the course should involve students in active speaking and listening roles, including such tasks as student oral presentations (individually or in groups), oral exams, debates, and classroom discussions. Students should be in roles that place them in interaction with an audience of their peers so that communication is interactive and reciprocal. The assessment of student learning through these roles should contribute to students' overall course grades.

To have a meaningful writing component, the teaching and learning strategies adopted by the course should involve students in writing activities, such as research papers, analytical essays, position papers, lab reports, personal

8. Fosters an appreciation of the importance of civic engagement and promotes participation in service learning activities.
9. Promotes an understanding and appreciation of the liberal arts tradition and the General Education program at Millersville.

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journals, and the like. The assessment of student learning through these activities should constitute a substantial portion ( $\geq 20\%$ ) of students' overall course grades.

## **Proposed Statement for Governance & Policies- Academic Honesty Policy**

### **Academic Honesty Policy**

Students of the University are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an examination, to allow another person to commit, or assist another in committing an act of academic dishonesty, corrupts the essential process by which knowledge is advanced.

**Actions that Violate the Academic Honesty Policy-** *The below lists are for illustration only. They should not be construed as restrictive or as an exhaustive enumeration of the various forms of conduct that constitute violations of the academic honesty policy.*

#### Plagiarism

Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim statements are included, through quotation marks or other accepted citation practices. By placing his/her name on a scholarly product, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. Plagiarism would thus include representing as one's own any academic exercise (e.g. written work, computer program, sculpture, etc.) prepared totally or in part by another. An individual will avoid being charged with plagiarism if there is an acknowledgment of indebtedness whenever one:

1. quotes another person's actual words;
2. uses another person's ideas, opinions, or theories, even if they are completely paraphrased in one's own words;
3. borrows facts, statistics, or other illustrative materials, unless the information is common knowledge.

These guidelines should be followed for all source types, including books, newspapers, pamphlets, journal articles, websites, and other online resources. *The above list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various forms of plagiarism that constitute violations of the academic honesty policy.*

#### Fabrication

Fabrication is the falsification of research or other findings. *The below list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various forms of fabrication that constitute violations of the academic honesty policy.*

1. Citation of information not taken from the source indicated.
2. Listing in a bibliography sources not actually consulted.
3. Inventing data or other information for research or other academic projects.



### Cheating

Cheating is the act or attempted act of deception by which an individual tries to misrepresent that he/she has mastered subject matter in an academic project or the attempt to gain an advantage by the use of illegal or illegitimate means. *The below list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various forms of cheating that constitute violations of the academic honesty policy.*

1. Copying from another student's test paper.
2. Allowing another student to copy from one's test paper.
3. Using the course textbook, or other material such as a notebook, brought to class meetings but unauthorized for use during a test.
4. Collaborating during a test with another person by receiving or providing information without the permission of the instructor.
5. Using or possessing specifically prepared, unauthorized materials during a test (e.g., notes, formula lists, formulas programmed into calculators, notes written on the student's clothing or person) that are unauthorized.

### Academic Misconduct

Academic misconduct is the violation of University policies by tampering with grades or participating in the distribution of any part of a test before its administration. *The below list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various forms of academic misconduct that constitute violations of the academic honesty policy.*

1. Stealing, buying, or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test, including answers to an unadministered test.
3. Bribing, or attempting to bribe, any other person to obtain an unadministered test or any information about the test.
4. Buying, or otherwise acquiring, another's coursework and submitting it as one's own work, whether altered or not.
5. Entering a building, office, or computer for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
6. Changing, altering, or being an accessory to changing and/or altering a grade in a grade book, on a test, on a "Change of Grade" form, or other official academic University record which relates to grades.
7. Entering a building, office, or computer for the purpose of obtaining an unadministered test.
8. Continuing to work on an examination or project after the specified allotted time has elapsed.

9. Taking a test or course for someone else or permitting someone else to take a test or course in one's place.
10. Giving or taking unauthorized aid in a take home exam, paper, or other assignment.
11. Submitting work for a class that was already submitted for another class, when unauthorized, or allowing another student to submit or copy from your previously submitted class work.

**Actions which may be taken for violations of the Academic Honesty Policy.**

When a faculty member suspects that a violation of the academic honesty policy has occurred, he/she will meet with the student to:

- a) discuss the alleged act;
- b) hear any defense the student may have;
- c) discuss any proposed academic sanctions;
- d) inform the student of his/her right to appeal faculty imposed sanctions to the department chair and/or dean of the school

Academic sanctions that may be imposed by the faculty member include:

- a) a verbal reprimand;
- b) a written reprimand;
- c) requiring the student to redo/resubmit the assignment, test, or project;
- d) lowering the grade for the assignment, test, or project

*The above list is for illustration only. It should not be construed as restrictive or as an exhaustive enumeration of the various sanctions that may be imposed by instructors for violations of the academic honesty policy.* Academic sanctions that require a formal charge be filed with the Associate Provost for Academic Administration include:

- a) any sanction in excess of lowering the grade for an assignment, test, or project;
- b) failing the student for the course;
- c) recommending temporary or permanent suspension from the academic major or University.

Regardless of the level of academic sanction imposed or requested above, faculty members are encouraged to submit a report for each violation of the Academic Honesty Policy to the Associate Provost for Academic Administration. If more than one (1) such report is filed for a student, even in the case of sanctions imposed only by the faculty member, then the Associate Provost for Academic Administration will meet with the student to discuss these occurrences and possibly impose additional academic sanctions.

### **Confidentiality**

In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, any information relating to an alleged violation of the University's Student Code of Conduct or to the outcome of a judicial hearing must be treated as strictly confidential by members of the faculty.

## Current Governance & Policies Statement

### **Academic Dishonesty**

Academic Dishonesty includes the following:

Plagiarism: The inclusion of someone else's words, ideas, or data as one's own work. When an individual submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks or other accepted citation practices as well.

Plagiarism includes the presenting as one's own work:

1. A research paper bought from a term paper service;
2. A paper or other work wholly or partially done by someone else;
3. A passage copied from a book, article, or other source without giving credit to the author; or
4. A creative or mechanical idea copied without giving appropriate credit to the creator or producer.

Fabrication: The use of invented information or the falsification of research or other findings.

Cheating: The act or attempted act of deception by which an individual seeks to misrepresent that he or she has mastered information on an academic exercise.

Academic Misconduct: The violation of University policies by tampering with grades or taking part in obtaining or distributing any part of a test prior to its administration.

Further explanations and/or examples of academic honesty may be found in the Academic Honesty and Dishonesty Brochure.

### **Procedural Guidelines for Acts of Academic Dishonesty**

When a faculty member suspects that a student has committed an act of academic dishonesty, the faculty member should follow the procedures outlined in the document, Academic Honesty and Dishonesty Brochure. In brief, the academic sanctions which may be imposed by the faculty member can be categorized as minor or major sanctions. Minor sanctions include oral or written reprimands, requiring the student to redo/resubmit an exam/assignment/project, or lowering the grade for an exam/assignment/project. If the faculty member believes that stronger (major) sanctions are warranted, than a formal charge must be filed with the Associate Provost for Academic Administration, who will conduct an administrative hearing as outlined in the Student Code of Conduct (**Note: Graduate students committing plagiarism will receive an F for the course and be subject to disciplinary action as provided in the Student Code of Conduct.**)

For all charges of academic dishonesty, a one-page report summarizing the academic sanction imposed by the faculty should be completed and filed with the Associate Provost for Academic Administration. More than one occurrence of academic dishonesty in the student's file will trigger a review of the student's record by the Associate Provost, who will recommend appropriate corrective action. This file will be destroyed following the student's graduation.

The faculty member is obligated to apprise the student of his/her right to appeal any faculty decision on academic dishonesty to the department chair or school Dean/Dean of Graduate Studies and Research. Any student who believes that he/she has been treated unfairly may also request a new (de novo) hearing before the University Judicial Board.

Attachment #4

From: Economics Department  
To: Millersville University Faculty Senate

March 18, 2008

**Marvin Margolis**  
**Resolution for Faculty Emeritus Status**

The Economics Department has unanimously voted to nominate Dr. Marvin Margolis for the honorary title of Professor of Economics Emeritus.

Whereas Dr. Margolis retired in June 2007 after 26 years of distinguished service to Millersville University in the Department of Economics; and

Whereas Dr. Margolis was active in service to the discipline of economics serving as an Executive Officer in the Pennsylvania Economic Association for several years including a year as its President; and

Whereas Dr. Margolis hosted the Pennsylvania Economic Association's Annual Conference at Millersville in 1989; and

Whereas Dr. Margolis was an active scholar serving as editor of the Pennsylvania Economic Review in 1995 and 1996 and publishing 18 scholarly articles as well as participating in numerous conferences; and

Whereas Dr. Margolis was a pioneer in introducing technology to economics students through computer simulation exercises; and

Whereas Dr. Margolis served on numerous statewide, university, school, and departmental committees and governance bodies including service as; a delegate to APSCUF Legislative Assembly, APSCUF Treasurer, Faculty Senate Secretary, and departmental representative to both APSCUF and Faculty Senate for many years; and

Whereas Dr. Margolis was a dedicated teacher and advisor to students within and outside the Economics Department; and

Therefore be it resolved that Dr. Marvin Margolis be granted the honorary title of Professor of Economics Emeritus.

## Attachment #5

### **Draft: The “Missing Monday”**

**1/18/08**

As a result of the adoption of the Common Calendar by PASSHE, the spring term of the 2008-09 academic year will be reduced by one week as compared to the same term in the 2007-08 academic year. Removing the extra days from the spring calendar results in having one fewer class meeting on Mondays than for the other weekdays. Since the Martin Luther King Jr. holiday falls on a Monday during the spring term but no classes are held that day. Therefore, we have only 13 Monday class days in the spring term, compared to 14 days for Tuesday through Friday classes (excluding finals week). At Millersville the missing Monday is problematic, especially for Monday night classes and other daytime labs, studio courses, or seminars scheduled only on Mondays.

It is entirely the prerogative of a faculty member to decide whether an class meeting, an out-of-class assignment, or another alternative will be required for Monday courses. The following alternatives are suggested:

1. Options for Monday daytime courses meeting between 8 and 5:
  - An additional class meeting may be scheduled. Saturday, (date TBD), has been reserved for faculty who want to schedule an additional meeting for a Monday course that meets during the day. ***In order to avoid conflicts, the make-up class must meet in the same room and at the same time on Saturday as it would on Monday.***
  - Additional assignments may be given in lieu of class time.
2. Options for Monday evening courses (starting at 5 p.m. or later):
  - An additional class meeting may be scheduled. Friday evening on (date TBA) has been reserved for faculty who wish to schedule another class meeting for Monday evening courses. ***Call the Registrar’s Office at 872-3771 to confirm your classroom reservation so that arrangements can be made for unlocking the building/room, heating/cooling, etc.***
  - Faculty teaching Monday evening courses may extend the regular meeting time per class so the actual in-class time equals 12.5 hours per credit hour (37.5 hours for a 3-credit course), excluding breaks. The revised meeting times should be submitted in advance for inclusion in the Web Schedule.

#### **Examples:**

**MW 6-7:15 (3 credits) becomes MW 6-7:22 (add 7 minutes per class)**

**M 6-9 (3 credits) with two 15-minute breaks: a) eliminate 14 minutes of break, or b) keep the 15-minute breaks and add 14 minutes to the class time.**

- Additional assignments may be given in lieu of class time.

All of the above options are at the discretion of the faculty; no additional class meetings are required. **Faculty who wish to schedule an additional class session must include this information in the course syllabus and inform students at the first class meeting.**