

**Faculty Senate Minutes**  
**November 20, 2007**

The meeting was called to order at 4:07 p.m. All departments were in attendance except Art, Educational Foundations and English.

I. Minutes of previous meeting

The minutes of the November 6, 2007 meeting of the Faculty Senate were approved with minor corrections.

II. Report of the Faculty Senate Chairperson

Chairperson Börger-Greco noted that student representatives were absent due to the Thanksgiving break and suggested Senate might consider eliminating future meetings during Thanksgiving week.

III. Report of the Student Senate President

None

IV. Report of the Graduate Student Association

None

V. Report of the Administrative Officers

**Associate Provost for Academic Administration**

Associate Provost Burns indicated that his office will notify departmental chairs of W courses that should be submitted for review according to the proposed schedule from GERC. He also announced that workshops will be arranged to help inform and direct faculty to modify Winter or Spring courses planned as blended courses under the old contract to meet the new requirements.

VI. Reports of the Faculty Senate Standing Committees

**Academic Policies**

Senator West distributed proposed changes to the Incomplete Policy that are recommended for meeting commonality issues for SAP implementation. [see Attachment #1] She highlighted that an I grade should be used only for extenuating circumstances and would need to be resolved by the 10<sup>th</sup> week of the next regular semester. Any I grades would be changed automatically to an F at that point, but faculty would still be able to request a change of grade. A question was raised about whether the recently revised Incomplete form would still be available as a guideline for faculty to use when clarifying expectations with students needing an I grade. Dr. Prabhu emphasized that

faculty would retain the responsibility and authority to assign a different grade even after the default F was registered. A request was made that the 10<sup>th</sup> week deadline be added to semester calendars as a reminder. Dr. West responded that the Registrar intends to send out a reminder about the deadline to any student and faculty member with a pending I grade. A question was raised about whether this also applied to graduate students. Senator Mowrey responded that the graduate policy on incompletes is different.

A comment was made about the student perception of the recent change in requirements for Latin Honors and that students seem to be unaware of how SAP implementation is affecting policies. Dr. Prabhu agreed that he and Dr. Burns should visit Student Senate to help clarify this and to assure current students that they will not be hurt by the new policies. Dr. West commented that the two student representatives on APC were actively involved in related discussions. It was suggested that an informative piece in the Snapper might be an effective way to disseminate the information to a broader section of the student body.

Another question raised was how the concept of “best practice” among the schools was evaluated. Dr. Prabhu responded that policies were reviewed in an item-by-item manner with input from all provosts and other representatives at the 14 PASSHE schools. He noted that there was some give and take with the collective of schools but reiterated that Millersville policy was often consistent with the best practice.

## UCPRC

### First Readings

#### (1) CHANGE IN UNDERGRADUATE CURRICULUM

FORL, BA/BSE/Cert/Transf students. Proposal to require an online placement examination to determine appropriate course placement of incoming students into foreign language courses.

## GERC

Dr. Foster-Clark distributed the Review Process and Evaluation Form for FYI courses. [see Attachment #2] He noted a change from UNIV179 to UNIV103 is currently being reviewed. A question was raised about whether the specification of the liberal arts tradition is redundant with General Education.

A question was raised for Dr. Prabhu about the common calendar for 2008-2009 that includes a Saturday class day as the replacement for Monday classes missed on Martin Luther King Jr. Day. [see Attachment #3] Dr. Prabhu indicated that he is open to other suggestions but noted the need to be sure classes meet and rooms are available. A question was raised about why the current weather make-up days and reading days are being eliminated from the spring semester. Dr. Prabhu suggested the calendar should be distributed for faculty to review and discuss at a later point.

VII. Reports of the Faculty Senate Special Committees

None

VIII. Proposed Courses and Programs

(1) CHANGE IN UNDERGRADUATE CURRICULUM

BSE ENGL. Proposal to revise required related courses to meet 120-credit limitation was approved without dissent.

The Guidelines for D Courses, Review Process and Evaluation Form were considered. [see Attachment #4] Concern was expressed about the narrow definition of D courses based on the need to meet all of the guidelines. Previously, an extensive list of current courses that would likely be considered D courses was presented at Senate, but it now seems unlikely that many of those would fit these guidelines. Dr. Prabhu commented that implementation would require flexibility. Dr. Burns responded that we would need about the same number as current P course offerings, 20-25 course sections. It was noted that workshops will be arranged to help faculty develop new D courses. Dr. Foster-Clark indicated that GERC does intend for new courses to be developed as D courses. A clarification was made that current P courses may also carry a D designation.

Another question raised was whether students who study abroad would be able to waive the D requirement based on their experience living in another culture. Dr. Foster-Clark responded that this possibility had not been considered by GERC. Discussion was held regarding whether studying abroad would be sufficient to satisfy the D requirement if the coursework did not include a course that meets the specific D guidelines. A Mowrey/Luek motion to amend the Guidelines for Cultural Diversity and Community (D) Courses to indicate that students completing study abroad for academic credit will have the D requirement waived was made. Further discussion was held, including the comment that online courses hosted in another country should not qualify. Dr. Burns commented that the motion is more relevant to the curriculum itself rather than the guidelines being considered here. It was asked where this type of modification would be more appropriate. Dr. Foster-Clark indicated that the guidelines for the D courses are what were presented in the Revised General Education Curriculum for the faculty vote last spring. Dr. Prabhu suggested that perhaps it could be a graduation requirement. Dr. Mowrey indicated that moving the change to the overall curriculum document would be appropriate. The Mowrey/Luek motion was withdrawn.

The D Course Expedited Review Process, Guidelines and Evaluation Form were approved without dissent.

IX. Faculty Emeritus

None

X. Other/New Business

None

Meeting was adjourned at 5:25 p.m.

Respectfully Submitted,

Aimee L. Miller  
Secretary of the Senate

**Action Summary:**

The minutes of the November 6, 2007 meeting of the Faculty Senate were approved with minor corrections.

**(1) CHANGE IN UNDERGRADUATE CURRICULUM**

BSE ENGL. Proposal to revise required related courses to meet 120-credit limitation was approved without dissent.

A Mowrey/Luek motion to amend the Guidelines for Cultural Diversity and Community (D) Courses to indicate that students completing study abroad for academic credit will have the D requirement waived was made. Further discussion was held,... The Mowrey/Luek motion was withdrawn.

The D Course Expedited Review Process, Guidelines and Evaluation Form were approved without dissent.

**FINAL VERSION**  
**Academic Policy: Undergraduate Studies**  
**INCOMPLETE GRADES**

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. **A student may request that the course instructor assign an incomplete grade.** The instructor may assign an incomplete (I) grade only if the student is passing the course and can complete the remaining requirements without attending **additional** classes. If class attendance is required to complete course requirements, the instructor must issue a final grade.

An incomplete grade issued to a student on academic probation will not prevent or delay academic action for dismissal. A student's cumulative grade point average will be calculated based on all completed course work.

A student is encouraged to complete the required work as soon as possible. The deadline for making up an incomplete is **at the end of the 10<sup>th</sup> week of the next subsequent regular semester. (Fall or Spring)** At the deadline one of the following actions will occur:

- The Instructor submits a final grade on the change of grade form.
- The Instructor recommends an extension with the approval of the department chairperson and Dean of the school offering the course.
- The grade of I converts to an F.

A faculty member may petition the school Dean for a retroactive administrative withdrawal (W) from a course in which an incomplete grade cannot be resolved due to extraordinary circumstances, e.g., disability or death of the student or faculty. If the petition is approved, the Dean will notify the Registrar to record an administrative withdrawal for the course.

Students will not be graduated with unresolved incomplete grades that were recorded **in Spring 2005 or thereafter**. Degree candidates are notified of the outstanding degree requirements. The degree is not conferred until all requirements have been met.

## Attachment #2

### **General Education First-Year Inquiry Seminar Review Process DRAFT (11/19/07)**

In April 2007, the Millersville University Faculty approved a new General Education (Gen Ed) curriculum to be implemented for the fall 2008 semester. Within the new Gen Ed curriculum, many students entering in fall 2008 and beyond will be offered the opportunity to take a specially designed first-year seminar. This three-credit seminar will count as part of the Connections and Exploration block within the 51-credit General Education requirement. Faculty members are encouraged to propose topics by submitting a proposal following the guideline herein. Seminar topics will be certified according to the review process described below. The proposal representative is responsible for submitting the proposal to their Department and then to UCPRC for review.

#### ***Description of the certification/approval/re-approval process for FYI courses***

1. FYI courses may be proposed by individual faculty members, departments, or other units (including non-instructional units, pending special approval of Faculty Senate for such courses).
2. For faculty who wish to convert existing UNIV 179 courses to FYI courses and for those proposing new FYI courses, the proposer must demonstrate how it meets all the specific criteria for FYI courses. Each proposal follows the standard approval procedure as listed below:
  - a. Complete a FYI course proposal form.
  - b. Provide a course syllabus.
  - c. Provide any supporting documentation the instructor/department feels is needed to support the proposal.
3. Approval process:
  - a. Faculty member's department.
  - b. UCPRC chair who sends it to the FYI Sub-committee. (Proposal representatives are expected to meet with the FYI Sub-committee.)
4. One of three actions results at each stage:
  - a. Approval of the FYI course as presented.
  - b. Approval of the FYI course subject to certain amendments agreed to by the proposal representative. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
  - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal representative. Revised certification documents must undergo the complete certification review process.
5. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new "FYI" requirements.

#### ***Re-Certification Processes for First Year Inquiry (FYI) Courses***

First Year Inquiry (FYI) courses will be reviewed by UCPRC every five (5) years to recertify that each course continues to meet the standards of the FYI course. The five (5) year recertification process is based on the date of approval of the FYI course. The recertification process is conducted during the fall semester to facilitate scheduling and programmatic publication. The re-approval process is the same as the initial approval process.

Each August, the Coordinator of the First Year Experience program, assisted by the Office of the Associate Provost for Academic Administration, contacts each department in which an FYI course is to undergo the five (5) year review and alerts them to the need to complete the certification process for those

courses. The letter is sent to the Department Chair and provides instructions for the process (where to find the forms, etc.), a list of the courses, and the timeline for the process.

## Request for Approval for First Year Inquiry Seminar

UNIV 103	First-Year Inquiry Seminar:
<b>Subject and Course Number</b>	<b>Topic</b>

<b>Proposing Department</b>	<b>Proposal Representative's Name</b>	<b>Contact Email</b>	<b>Campus Phone Extension</b>

**Approval/Submission Record:**

	Name	Signature	Date
<b>Proposal Representative</b>			
<b>Department Chair</b>			
<b>FYI Subcomm. Chair</b>			
<b>UCPRC Chair</b>			

*Please attach the course syllabus to this form. Also, feel free to copy and paste information directly from the course syllabus (syllabi) for any of the items below.*

- 1) Explain how the proposed seminar encourages students to consider multiple perspectives in advancing their understanding of the importance of social, cultural, scientific, technological, and/or aesthetic problems.
- 2) Explain how this seminar will introduce and support (i) the development of critical inquiry skills and (ii) the exchange of ideas in a seminar format. Provide one or more examples of how this will be implemented.
- 3) Explain how this seminar will support the students' successful transition into college life by fostering connections between and among students, teachers, and the college community.
- 4) Provide examples of how this seminar provides intellectual richness through its assignments and assessments.
- 5) Explain how this seminar intends to strengthen students' information literacy.
- 6) Explain how this seminar will have meaningful written and oral components. Provide one or more examples of how this will be implemented.
- 7) One of the objectives of the FYI seminar is to foster an appreciation of the importance of civic engagement and promote participation in service learning activities. Explain and provide examples of how this seminar will accomplish this.
- 8) One of the objectives of the FYI seminar is to promote an understanding and appreciation of the liberal arts tradition and the General Education program at Millersville. Explain and provide examples of how this seminar will accomplish this.



### Attachment #3

#### **General Education Cultural Diversity and Community (D) Course Expedited Review Process (Revised 11/2/07; Approved by Senate on 11/20/07)**

In April 2007, the Millersville University Faculty approved a new General Education (Gen Ed) curriculum to be implemented for the fall 2008 semester. Within the new Gen Ed curriculum, entering students in fall 2008 and beyond will be required to take at least one Cultural Diversity and Community (D) course prior to graduation. To meet this requirement, existing courses may apply for the “D” Gen Ed label by using the expedited review process described below.

2. For an existing course to acquire the “D” label, the department offering the course must demonstrate how it will meet each of the specific criteria (see below). The department will submit to the chair of UCPRC (electronically) the following documents for each course:
  - a. A brief evaluation form (see attached).
  - b. A course syllabus.
  - c. Any supporting documentation the instructor/department feels is needed to support the self-evaluation.
3. The chair of UCPRC distributes the submitted certification documents to the Diversity Sub-committee of UCPRC for review.
4. The Diversity Sub-committee of UCPRC reviews the certification documents and makes one of three recommendations to UCPRC:
  - a. Approval of the “D” label for the course as presented.
  - b. Approval of the “D” label subject to certain amendments agreed to by the department spokesperson. Such amendments shall appear at each stage as attachments to the original proposal unless they are purely editorial.
  - c. Disapproval. Reasons for disapproval must be clearly stated in writing to the proposal spokesperson. Revised certification documents must undergo the complete expedited review process.
5. The chair of UCPRC communicates final decisions regarding each course to the departmental spokesperson. In addition, the chair of UCPRC advises the Faculty Senate at each full Faculty Senate meeting of courses that have been approved to meet the new “D” requirements.

The above process is used only for existing courses that would like to add the “D” Gen Ed label before fall 2009. Existing courses that wish to add the “D” label after that will need to follow the process for adding a General Education label found at <http://www.millersville.edu/~fsenate/Committees/UCPRC/guidelines.html>.

Newly developed courses (not currently on the books) that seek the “D” label must go through the process for proposing new General Education courses found at <http://www.millersville.edu/~fsenate/Committees/UCPRC/guidelines.html>.

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## Guidelines for the Cultural Diversity and Community Requirement

To satisfy the Gen Ed Cultural Diversity and Community (D) requirement, all students must successfully complete one approved 3-credit course meeting the D criteria described below. This course may also count for credit in a student's major or minor program or may satisfy another Gen Ed requirement.

*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.*

Specifically, a D course:

- a) involves 3 semester hours at the 100-level or above.
- b) 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.
- c) examines historical and environmental (e.g., social and/or physical) factors that underlie cultural differences.
- d) examines the potential global, regional, or local factors that underlie cultural differences.
- e) helps students to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
- f) provides academic structure in support of students' positive engagement with peoples of diverse histories and communities.
- g) challenges students to evaluate their own personal worldview.
- h) has meaningful written and oral components.
- i) may also count as part of any additional requirement (major, minor, or Gen Ed) of the Baccalaureate degree.

## Evaluation Form for Existing Courses to Obtain “D” Label

**Subject and Course Number:**

**Course Title:**

**Course Status:** existing non-GenEd course   existing GenEd course   W course   P Course

List major(s), minor(s), option(s), etc., if any, for which this course is required or will be required:

<b>Proposing Department</b>	<b>Proposal Representative’s Name</b>	<b>Contact Email</b>	<b>Campus Phone Extension</b>

**Approval/Submission Record:**

	Name	Signature	Date
<b>Proposal Representative</b>			
<b>Department Chair</b>			
<b>Diversity Subcomm. Chair</b>			
<b>UCPRC Chair</b>			

*Please attach the course syllabus to this form. Also, feel free to copy and paste information directly from the course syllabus (syllabi) for any of the items below.*

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- 1) Does the proposed course involve 3 semester hours at 100-level or above?
  
- 2) Explain how the proposed course 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. Please remember that a D 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.
  
- 3) Explain how the course will examine historical and environmental (e.g., social and/or physical) factors that underlie cultural differences. Provide one or more examples of how this will be implemented.
  
- 4) Explain how the course will examine global, regional, or local factors underlying cultural differences.
  
- 5) Provide examples of how students will be challenged to identify, critically analyze, and apply scholarship and experience related to cultural diversity.
  
- 6) The intent of this D requirement is to provide the academic structure (through lecture, theory, assignments, debate or experiential learning) to improve students’ capacity for positive engagement with peoples of diverse histories and communities. Explain and provide examples of how your course will accomplish this.
  
- 7) Explain how course content, expectations, or evaluation mechanisms will challenge students to evaluate their own personal worldview.

8) Explain how the course will have meaningful written and oral components.