

**Minutes**  
**Meeting of the Faculty Senate**  
**April 3, 2001**

Chairperson Piperberg called the meeting to order at 4:05 PM in Chryst 210. All departments were represented.

**Report of the Faculty Senate Chairperson**

The Minutes of the March 6 meeting were approved with minor grammatical corrections.

*Announcements*

(1) Chairman Piperberg reminded Senate that the following departments will need to hold elections for Senator and Alternate: Business Administration, Computer Science, earth Sciences, economics, wellness & Sports Sciences, Nursing, Physics, Psychology, and Special Education. The governance manual stipulates that elections should be held between April 1 and May 31. Please let him know the results as soon as you can after the election. Also, if there have been any changes in representation from your department (Senator or Alternate), please let him know as well.

(2) Chairperson Piperberg reminded Senate members about the Summer meeting. That meeting is scheduled for Tuesday, June 12 at 3 PM. The meeting is presently planned for Myers Auditorium in McComsey Hall. If the location changes for some reason, Senate members will be notified.

(3) There is an additional agenda item. Diane Fleishman is now on the agenda as Item X. after Faculty Emeritus. She will talk about Service Learning and answer any questions faculty might have. All other items will be moved down one item.

(4) The following administrative approvals have been received:

- ESCI 386 - Earth System Data Visualization and Modeling, effective Fall 2001.
- ANTH 227 - Culture Through Film, effective Fall 2001.
- Changes to the BS Meteorology Major, effective Fall 2001.
- ENGL 240 - Introduction to Film (addition of ENGL 110 prerequisite), effective Fall 2001.

(5) Chairperson Piperberg urged faculty to attend Spring Convocation on Thursday, April 12 at 4 PM in the Lehr Dining Room of the Bolger Conference Center. The speaker will be Rebecca Moore Howard, Director of the Writing Center & Chair of Writing & Rhetoric at Syracuse University. The title of her talk will be "On My Honor: Patchwriting, Citation, Quotation, *Fraud*."

(6) Meetings have been scheduled with the candidates for the Associate Provost position. Chairperson Piperberg said that he would be meeting with the candidates in his office at 310 STB. Any interested faculty are welcome at any or all of the meetings. The list of scheduled meeting appears below:

**Dr. Jerry Pattengale --Thursday, April 5, 2001 at 10:00-10:30 AM**  
**Dr. Humberto Segura --Tuesday, April 10, 2001 at 10:00-10:30 AM**  
**Dr. Henry Odi --Wednesday, April 11, 2001 at 10:00-10:30 AM**  
**Dr. Carol Phillips --Wednesday, April 18, 2001 at 10:00-10:30 AM**

If you are unable to attend at those times, please try to attend the open meetings with the candidates listed below:

**Dr. Jerry Pattengale --Wed, April 4, 2001 at 3:30-4:30 PM, University Room, Bolger Conference Center.**  
**Dr. Humberto Serura --Mon., April 9, 2001 at 3:30-4:30 PM, Matisse Room, Bolger Conference Center.**  
**Dr. Henry Odi --Wed., April 11, 2001 at 3:30-4:30 PM, Student Memorial Center, Room #161**  
**Dr. Carol Phillips --Tue., April 17, 2001 at 1:30-2:30 PM, Kline Room, Bolger Conference Center.**

**Report of the Student Senate President** None.

**Report of the Graduate Student Organization President** None.

**Report of the Administrative Officers**

Dr. Stager reported that the new "student evaluation instrument" would be tried out for the first time next week. He asked for volunteers to field test it. He said that there had been some focus groups already and also that there were 26 new questions. These questions concentrate on the following areas: (1) Instructor, (2) Course Content, (3) Pedagogy, (4) Learner Outcomes, (5) Demographics. The instrument is due for approval by Meet-and-Discuss this Summer and to be implemented Fall 2001.

**Reports of the Faculty Senate Standing Committees**

Dr. Wismer from UCPRC introduced 2 proposals up for consideration: (1) modifications to the Earth Sciences BA degree and (2) Latin@ Studies Interdepartmental Minor, including the following courses, LATS 201 - The Latino Experience in the United States, and LATS 488 - Latina/o Studies Senior Seminar. Voting on approval of these proposals will take place at the next meeting.

Dr. Wismer also reported that policies governing professional (teacher) certification would be forthcoming.

**Reports of the Faculty Senate Special Committees**

Dr. Schrieber, Chair of the Ad Hoc Honor Code Committee, reported that the student survey concerning academic integrity issues was almost complete and would be available on-line. She further reported that "focus groups" were scheduled with students to discuss these issues. The Committee looks forward to more feedback after the Spring Convocation.

## **Proposed Courses and Programs** None.

### **Faculty Emeritus**

(1) Dr. Stine presented a motion that Dr. George J. Yelagotes be granted the title of Professor of Sociology Emeritus. {see attachment}. Dr. Luek seconded the motion, which passed unanimously.

(2) Dr. Luek presented a motion that Dr. Betty J. Finney be granted the title of Professor of Psychology Emeritus. {see attachment} Dr. Börger-Greco seconded the motion, which passed unanimously.

(3) Dr. Luek presented the motion that Dr. James J. Sheridan be granted the title of Professor of Psychology Emeritus. {see attachment} Dr. Börger-Greco seconded the motion, which passed unanimously.

### **Service Learning**

Dr. Dorman introduced the concept of courses that can be designated as service-learning courses. Presently, many existing courses may actually contain service-learning components without being designated as such. Diane Fleishman spoke briefly about defining criteria and the importance of properly identifying these criteria in the upcoming catalogue. She called Senate's attention to a handout {see attachment} containing a definition of service-learning and offered to answer any questions that might arise. She also asked that faculty teaching courses that they feel might already contain or could be altered to contain a service-learning component get in touch with her.

### **Academic Policy Items**

Rich France presented three Academic policy proposals concerning the following: (1) College Level Examination Program (CLEP) Recommended Policy Change, (2) University Class Attendance Policy, and (3) a Proposal to Change the Drop/Add Period. {see attachments} There was a discussion about the need for departments (not necessarily individual faculty) to arrive at some standards regarding what counts as an "excusable absence." There is presently no uniform set of rules or standards outside of the student filling out a form and sending it through the proper channels, which any student can easily do without verification. We will vote on these proposals at the next meeting.

### **Change of Representation on the Academic Standards Committee**

Rick Kerper presented a motion to change the membership composition of the Academic Standards Committee {see p. # 4915 of the previous set of Minutes.} The proposal would increase membership to 13. The proposal was amended to have 3 members of each of the four academic divisions (Science and Mathematics, Social Sciences, Humanities and Education) instead of 4 faculty members from each of the three academic areas (School of Science and Mathematics, School of Humanities and Social Sciences, and School of Education. This will make setting up the elections a bit easier and parallel the structure of other Senate committees more closely. The proposal passed as amended.

## **Discussion of Cancellation of Classes Due to Weather**

There was a discussion about what to do in the event that classes are cancelled due to bad weather conditions. Dr. Wismer suggested that we hold missed classes on certain designated Saturdays. Dr. Fenwick suggested that we create an alternate "two hour delay" schedule similar to the one used by the school districts. It was decided to revisit this issue next meeting.

## **Elections**

Chris Corley from the Music Department was nominated to fill the Humanities seat on UCPRC. Dr. Heintzelman made a motion to close nominations and direct the Secretary to cast a ballot in favor of the nominee. Dr. Blazer seconded the motion. The motion passed and Chris Corley was thus elected to fill the seat.

The meeting adjourned at 5:40 PM

Respectfully Submitted,

Jen Miller

Recorder

Action Summary  
Faculty Senate Minutes  
April 3, 2001

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Attachment A  
Faculty Senate Minutes  
April 3, 2001

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**RESOLUTION FOR EMERITUS STATUS**

**for**

**Dr. George J. Yelaogtes**

Whereas Dr. George Yelagotes has served in the Department of Sociology/Anthropology from September 1968 until December 2000 for a total of 32 years with kindness, generosity and affability at Millersville University, and

Whereas Dr. George Yelagotes has served as reviewer of a number of sociology books, and

Whereas Dr. George Yelagotes presented several papers to the annual meetings of the Eastern Sociological Society and Pennsylvania Sociological Society, and

Whereas Dr. George Yelagotes established several new courses including the Sociology of Religion and Social Stratification for the Department of Sociology/Anthropology, and

Whereas Dr. George Yelagotes was responsible for teaching regularly seven (7) different courses, including Theory, Sociology of Religion, Social Stratification, Race and Ethnicity, Family, Social Psychology and Principles of Sociology, and

Whereas Dr. George Yelagotes established the Kappa Chapter of AKD International Sociology Honor Society at Millersville University and served as its faculty representative for 32 years, and

Whereas Dr. George Yelagotes started the initially refereed to Sociology Organization (now known as the Sociology Club) and served as advisor for many years, and

Whereas Dr. George Yelagotes served and/or chaired numerous University and Department committees, and

Whereas Dr. George Yelagotes served as delegate to State APSCUF from the time of its inception and served in many local and state APSCUF committees,

Therefore, Be it resolved that Dr. George J. Yelagotes be granted the title of Professor of Sociology Emeritus.

Attachment B  
Faculty Senate Minutes  
April 3, 2001

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Resolution for Faculty Emerita  
Status for  
Dr. Betty J. Finney

*Whereas Dr. Betty Finney has, for a total of 55 years, taught and served as a role model for thousands of students-graduate, undergraduate, senior high, junior high and elementary - and has mentored and inspired untold numbers of faculty and community members during her 33 years of service in the, Department of Psychology at Millersville University of which she has seed as Chair, Acting Chair, and Assistant Chair, and*

*Whereas Dr. Betty Finney played key roles in the establishment of the graduate programs in Clinical and School Psychology, in the development of the Psychology Department's undergraduate major, and in the identification of and assistance to Millersville University students with Learning disabilities, and*

*Whereas Dr. Betty Finney taught s total of 27 courses at Millersville University and initiated and developed field placement for undergraduate Psychology majors and internship experiences for Psychology graduate students in 75 community agencies with which she established and maintained long-term relationships, and*

*Whereas Dr. Betty Finney was honored with numerous awards including the Benjamin Rush Award by the Lancaster Medical Society, the Millersville University Exceptional Educator of the Year by the Department of Special Education, the Jean Royer Kohr Award, the National Episcopal Church Woman- Diocese of Central Pennsylvania Award, the Diocesan Faith and Hope Award for Outstanding Ministry in the AIDS Epidemic and the Distinguished Alumna Award by the Case Western Reserve University, and*

*Whereas Dr. Betty Finney's selfless community AIDS-related educational and advocacy efforts were acknowledged through the naming of the Betty Finney House in her honor, and*

*Whereas Dr. Betty Finney's distinguished record of community service and encouragement of participation of Psychology students in the mental health delivery system was honored by the Psychology Department through the establishment in 1997 of the Betty J Finney Community Service Award, which annually given to senior*



*psychology majors who demonstrate outstanding community service relevant to the field of psychology, and*

*Whereas Dr. Betty Finney served as a member of the Board of four community agencies- Hospice of Lancaster County, Lancaster Council of Alcohol and Drug Abuse, United way, and the Betty Finney House, and*

*Whereas Dr. Betty Finney continues her exemplary service to the community as an honorary Board member of the Betty Finney House a committee member of Lancaster County Community Development Block Grants, an Ombudsman for the office of Aging, a Disaster Mental Health Worker for the American Red Cross and Critical Incident Stress Debriefing for Lancaster Emergency Management, and*

*Whereas Dr. Betty Finney is licensed by the Commonwealth of Pennsylvania for the private Clinical Practice of Psychology and certified in Pennsylvania as a school Psychologist, and*

*Whereas all of Dr. Betty Finney's aforementioned qualifications are superseded by the pride and fulfillment she derives from her four children, her eight grandchildren, and her two great-grandchildren,*

*Therefore be it resolved that the Psychology Faculty of Millersville University thank and congratulate Dr. Finney for her enhancement of life both at Millersville University and within the Lancaster County community and wish her much happiness and continued success, and*

*Be it further resolved that Dr. Betty J. Finney be granted the title of Professor of Psychology Emerita.*

Attachment C  
Faculty Senate Minutes  
April 3, 2001

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*Resolution for Faculty Emeritus Status  
for  
Dr. James J. Sheridan*

*Whereas Dr. James Sheridan has taught and inspired thousands of students and has earned the enduring respect of hundreds of faculty members during his 32 years of service in the Department of Psychology at Millersville University, of which he served two terms as Chair, and*

*Whereas Dr. James Sheridan helped to establish the Department of Psychology's undergraduate major and was the founding father of its Psychology Club, and*

*Whereas Dr. James Sheridan introduced the Fred Keller programmed learning model at Millersville University and with one of his most clever students, created a simplified system for computerized applications of statistics called "MAMA" ("Maternal Assistance for the Mentally-Advanced"), and*

*Whereas Dr. James Sheridan was the first person to teach courses in the History of Psychology, Learning & Motivation, Sensation & Perception, and Industrial/Organizational Psychology at Millersville University, and*

*Whereas Dr. James Sheridan was a founding faculty of the Psychology Department's honors Program, its Director from 1993 to 2001, and the primary author of a paper in which the program was given SSHE recognition, and*

*Whereas Dr. James Sheridan served as the Psychology Department's Faculty Senator and chaired scores of departmental and university-wide committees, and*

*Whereas Dr. James Sheridan was the first person to serve two terms as Chapter President of APSCUF\_MU, and*

*Whereas Dr. James Sheridan has served the community as a lifetime member of the U.S. Coast Guard Auxiliary, as a Rotarian for 22 years, and as a Board Member of Project Forward Leap for 13 years, and,*

*Whereas Dr. James Sheridan has at home faithfully walked the dog and taken out the trash,*

*Therefore be it resolved that the Psychology Faculty of Millersville University thank and congratulate Dr. James Sheridan for his numerous valuable contributions to the life of the university and the department and wish him continued success and much happiness, and*

*Be it further resolved that Dr. James J. Sheridan be granted the title of Professor of Psychology Emeritus.*

Attachment D  
Faculty Senate Minutes  
April 3, 2001

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SERVICE-LEARNING  
MILLERSVILLE UNIVERSITY  
SPRING 2001

A course shall be designated a service-learning course if it contains a course based, credit-bearing (is this necessary as all courses are credit bearing) educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of civic responsibility. (Bringle & Hatcher, 1995)

Service-Learning may be implemented in the following ways:

- (a) required by each student as part of the course requirements
- (b) be an optional part of the course requirements
- (c) be accepted for extra credit in the course

A service-learning component may be included in a particular course/section at the discretion of individual faculty members.

In order to facilitate the coordination between the University and the community and document participation it will be helpful for faculty to submit the following information:

1. Title, course and section numbers of service-learning class
2. Number of students participating in service-learning activities
3. Number of hours required for the service activity
4. Synopsis of reflection activity
5. Community organization(s) involved

Attachment E  
Faculty Senate Minutes  
April 3, 2001

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College Level Examination Program (CLEP) **Recommended Policy Change**

Existing Policy (p 65 Section 2 Governance Manual):

CLEP is a program of the College Board which includes 5 General Examinations and more than 30 Subject Examinations. Credits are awarded toward General Education requirements for scores of 500 or above on CLEP General Examinations. Credit is not granted for CLEP General Examinations taken after 15 college credits have been earned on in areas where college-level coursework has been completed.

Specific course credits are awarded to students who earn a score of 55 or higher on a CLEP Subject Examination. Written departmental approval must be obtained prior to taking a Subject Examination.

Recommended Policy Changes (in boldface, underline in text):

CLEP is a program of the College Board which includes 5 General Examinations and more than 30 Subject Examinations. Six **(6) credits are awarded for scores of 50** or above on each of the CLEP General Examinations. Credit is not granted for CLEP General Examinations taken after 15 college credits have been earned, or in discipline areas where college-level coursework has been completed, whether the course was passed or not.

Three (3) to six (6) credits are awarded to students who earn a score of 50 or higher on a CLEP Subject Examination. Currently enrolled MU students must obtain written departmental approval prior to taking a Subject Examination.

Rationale for Policy Change:

The university's administrative practice on credit awards for CLEP examinations dates back to the 1960's and the credit-granting standards were not reviewed when an academic policy statement was included in the Governance Manual in the 1980's.

Effective July 1, 2001, The College Board, which administers CLEP , will implement a fully computer-based testing program. Both the *general and*

*subject* examinations will employ a score scale of 20-80. The American Council on Education (ACE) has reviewed all the processes and procedures utilized in the conversion to computerbased testing and recommends a uniform credit-granting score of 50, with the exception of French, German, and Spanish Level 2 examinations. The ACE recommendations on these foreign language, level 2 examinations will be available in March, 2001, but the score will be higher than 50. The ACE recommended creditgranting score of 50 represents the performance of students who earn a grade of "C° in the corresponding courses.

MU's existing credit-granting scores are well above the ACE's recommendations (e.g., English Composition w/essay Gen Exam - ACE 420, MU 500; Gen Biology Subj Exam ACE 46, MU 55). As a grade of °CA is above university standards for course competency (C-), and it is consistent with university graduation requirements, it is appropriate to adopt the ACE's recommended credit-granting scores as MU policy.

The impact of this policy change is marginal. The College Board reports that 183 candidates took 290 CLEP examinations at MU between July 1999 and June 2000. However, on the average, fewer than 25 students per year present score reports for credit award review at MU.

For your information a listing of the courses/credit granted for CLEP examinations at MU are attached to this proposal.

03/08/01

General Exams:

**MU COURSE/CREDIT AWARDS FOR CLEP EXAMINATIONS**

English Composition (w/essay or w/o essay)

Humanities

College Mathematics

Natural Sciences

Social Science/History

Subject Exams:

American Literature

Analysis & Interpretation of Literature

Composition, freshman

English Literature

Algebra  
Algebra-Trigonometry  
General Biology  
General Chemistry  
Calculus with Elementary Functions  
Trigonometry  
French - Levels 1 &2  
German - Levels 1 & 2  
Spanish - Levels 1 &2  
American Government  
Educational Psychology  
Gen Psychology  
Human Growth & Development  
ENGL 110 3 crs  
ENGL 1XX 3 crs, G1  
HMFA 1 XX  
HMFA 1 XX  
3 crs, G 1 3 crs, G 1  
MATH 100 3 crs  
MATH 1 XX 3 crs, G2  
SCMA 1 XX 3 crs, G2 SCMA 1 XX 3 crs, G2  
SSCI 1XX 3 crs, G3 SSCI 1XX 3 crs, G3  
ENGL 236  
ENGL 230  
ENGL 110  
ENGL 234  
MATH 101  
MATH 110  
BIOL 100 w/lab  
CHEM 111 w/lab  
MATH 161  
MATH 110  
FREN 201 & 202  
GERM 201 & 202  
SPAN 201 & 202  
GOVT 111  
EDFN 241  
PSYC 100

PSYC 227  
American History 1  
American History 2  
Western Civilization 1  
Western Civilization 2  
Intro Macroeconomics  
Intro Microeconomics  
Principles of Accounting  
Intro Business Law  
Intro Marketing  
Principles of Management  
Information Systems & Computer Applications  
Intro Sociology  
HIST 106  
HIST 1XX, G3  
HIST 206  
HIST 101  
ECON 101  
ECON 102  
BUAD 161, 162  
BUAD 202  
BUAD 231  
BUAD 251  
CSCI 101  
SOCY 101



**Attachment F**  
**Faculty Senate Minutes**  
**April 17, 2001**

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**University Class Attendance Policy (Current)**

See attached pages from the Governance Manual and from Health Services

**University Class Attendance Policy (Proposed)** The University supports departmental and faculty class attendance policies. Instructors will provide a copy of their class attendance policy in writing to all students in their classes at the start of the semester.

Attendance policies should follow these guidelines:

It is the student's responsibility to attend all classes. Students are responsible for completing all course assignments, even if a class is missed, at the discretion of the instructor.

Students should notify their instructor(s) in case of an unavoidable absence. A student who will miss class due to participation in an official University activity must notify the instructor well in advance of the activity.

Instructors should consider making allowances for absence from class for such reasons as personal illness, death or critical illness in the immediate family, participation in a university-sponsored activity, jury duty, or military duties. Each instructor will evaluate a student's reason for missing class and determine whether the absence is justified.

Since students will be responsible for complying with an instructor's attendance policy and completing missed assignments, and instructors will determine, whether an absence is justified, it is unnecessary for the Registrar's Office to be involved in the process of evaluating a student's reasons for missing class and providing documentation of excused absences. The Health Center may continue to provide medical excuses to students when appropriate. However, it will be up to each faculty member to determine the acceptability of any medical excuse.

According to the class attendance policies published in the catalogs of the other SSHE schools, none of them require students to obtain excused absences from the Registrar's Office. All of them allow individual instructors to establish their own attendance policies for their classes. However, most of them itemize the reasons for which faculty should consider making allowances for absence from class, including personal illness, death or critical illness in the immediate family, participation in a university-sponsored activity, jury duty, or military duties. Most of the schools also required faculty to provide their attendance policy in writing to students at the start of classes.

The current attendance policy also mentions that an instructor's grading policy must be distributed to students at the start of the semester. This policy is separately stated elsewhere in the governance manual and hence does not have to be included here.

**Current Policy Section 3: Undergraduate Academic Policies**  
**Class Attendance/Grading Policy**

Students are expected to attend all of their classes and must accept full responsibility for a decision **not to attend a class** unless official authorization to miss has been received by the instructor teaching the course.

1. Authorized absences are those granted because of:

a.student illness b.death in the family c.participation in outside-of-the-classroom educational activities d. participation in University-sponsored activities or programs e.religious holidays

2. Officially authorized absences can only be obtained from the Registrars Office. Other than in the case of illness or death in the family, no authorization to miss class will be given to a student after he/she has already missed the class.

3. Arrangements to make up a missed class must be made before the fact rather than after.

4. Each instructor will establish his/her own grading policy based on classroom participation, homework, unannounced quizzes, etc., a written copy of said policy to be distributed at the beginning of the course.

5. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes lies solely with the student. However, a student may make up missed work at the discretion of the instructor. If a student misses class for an officially authorized reason, then he/she is entitled to make up the missed work but only at the convenience of the instructor.

6. Any student who has not contacted his/her professor by the end of the second class meeting (for classes meeting two or three times per week) or previous to the beginning of the second class meeting (for classes meeting only once a week) may be removed from a class roll by the instructor.

7. The registrar's office must be informed of this action no later than the third class meeting.

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Health Services Policy  
Medical Excuses

1. The faculty is the final authority in determining whether a medical excuse will be accepted as valid.
2. The Health Services can only determine whether a student is or appears to be ill or has been seen by our staff. We do not excuse students from class, tests, or other academic activities.
3. Excuses from private physicians/practitioners should be taken directly to faculty members for validation.
4. The Health Services cannot give excuses for past illnesses not evaluated by our staff. Students who have been ill and have not been seen by Health Services or a private practitioner must go directly to their faculty member with a verbal explanation.
5. In the event that an involved medical problem arises, the Health Services is willing to discuss such problems with a faculty member as long as written permission is obtained from the student and medical confidentiality is observed.

Attachment G  
Faculty Senate Minutes  
April 3, 2001

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**Proposal to Change the Drop/Add period**  
**CURRENT POLICY: p76 Governance Manual**

A student may drop a course provided he/she has filed a drop card with the Registrar's Office by the published deadline. This card requires the signature of the course instructor or his/her designee. Up to and including the end of the third week, a student may drop a course without a grade being entered on the record. Beginning the fourth week and up to the end of the ninth week a 'W grade shall be issued by the instructor. The W grade shall not be calculated in the student's GPA. The tenth week and thereafter a student must receive a regular grade. Students should be aware that there is no automatic drop policy, and withdrawal from a course in accordance with the above procedure is the responsibility of the student. During Summer sessions, the registrar will determine equivalent dates for the no grade, W grade or regular grade period.

**PROPOSED POLICY:**

- For the Fall and Spring terms, a student may drop or add a course through the end of the first week of classes without a grade being entered on the record.
- Prior to the first day of classes, faculty signatures are not required to drop or add a course.
- During the first week of classes, the signature of the course instructor (or their designee) is required to drop or add a course.
- Beginning with the second week and up to the end of the ninth week, students dropping a class will receive a grade of W. A withdraw grade of W does not count any quality points and will not be calculated in the student's GPA.

After the ninth week the course must be completed and a non-W grade will be awarded at the end of the semester according to the instructor's records. It is the student's responsibility to make official changes to his/her class schedule. There is no automatic drop policy for non-attendance. During the Summer and Winter sessions, the registrar will determine equivalent dates for the no grade, W grade and regular grade periods.

Rationale: The current policy allows students to enter a course after missing the first two weeks, or 15% of the course. The new policy reduces that time to one week, which makes more sense for academic reasons. The new policy also brings the drop deadline in line with the add deadline, requiring students to have their

schedule of classes resolved by the end of the first week of the semester. Exceptions to this policy will be granted for special circumstances. (e.g., extra drop/add time for audition based courses).

Students may adjust their schedules freely using either the phone or the web beginning with the start of registration and continuing until classes start. Students and faculty no longer have to be physically present to make schedule adjustments but can take advantage of more efficient automated methods. Faculty will still be able to authorize additions to closed classes or give permission to enroll in a course on a case by case basis.

Many faculty/departments already provide course syllabi and grading policies on their web pages, bulletin boards, handbooks, etc., well in advance of the beginning of classes. Since this information is helpful to students in determining whether to take a class, departments should encourage all faculty to post their course syllabi on the web. The availability of this information will help students make decisions in advance of registration about dropping and adding courses within the shorter time frame, and reduce the need to withdraw later in the semester.

The following information on the duration of drop-add at other SSHE schools supports the one-week drop/add model:

Bloomsburg -1 week

California - add: 2 days, drop: first 6 weeks

Cheyney - 9 class days

Clarion - 3 class days

East Stroudsburg - add: 10 class days, drop: 1 week

Edinboro - add: 1 week, drop: 2 weeks

Indiana -1 week

Kutztown - 2 days (unclear)

Lock Haven - 4 days to drop/add without fee; 7 class days total to add,

Mansfield - drop: 6 class days, add: 7 class days

Shippensburg -1 week

Slippery Rock -1 week

West Chester -1 week