

**Millersville University
Faculty Senate Minutes
January 20, 2004**

The meeting was called to order at 4:35 p.m. The meeting was rescheduled for 4:30 p.m. to allow senators to attend a meeting with one of the candidates for the Provost position. All departments were represented except Business Administration, Library, and Social Work.

I. Approval of Minutes

The minutes of the November 18, 2003 and December 2, 2003 Faculty Senate Meetings were approved as distributed.

II. Report of the Faculty Senate Chairperson

Chairperson Piperberg suggested that the Faculty Senate meeting scheduled for February 3, 2004 should start at 4:30 p.m. for the same reason as the meeting today, to allow senators to attend the presentation of one of the candidates for the Provost position. The Faculty Senate agreed to the change in time

Departments planning to present Faculty Emeritus proposals this semester should do so as soon as possible. This will ensure that approval of emeritus status by the Trustees will occur in time to allow conferral of emeritus status at the Fall Convocation of 2004. The Board of Trustees meeting will take place in mid-June.

Chairperson Piperberg distributed to the Senate the recommendation of the Ad Hoc Honor Code committee and implementation plan for the Honor Code. Both will be discussed at the next Faculty Senate Meeting.

The reports of administrators for today's meeting were submitted on paper to make up the meeting time lost by the late start of the meeting. {see Attachment #1}

The last Faculty Senate meeting of the semester will tentatively be scheduled between June 10 and June 17 starting an hour earlier than our usual meetings (3:00) and in the Armstrong Auditorium of the Caputo Building. Chairman Piperberg will report the date at one of the February meetings.

III. Report of the Student Senate President

Kristin Albright, Student Senate President informed Faculty Senate that the first Student Senate meeting of the semester was conducted last week. During this meeting, discussion on allocations for organizations was begun. All organizations in need of funds to fund their events need to meet with Student Senate to answer any questions about their proposed budget.

The Student Senate will be working on a voter registration drive.

A brick in the Civil War Monument will be dedicated to Dustin Thomas (a MU student killed in an auto accident in November, 2003) on January 22, 2004.

The Student Senate volunteered on Monday for Martin Luther King, Jr. Day working at Habitat for Humanity and a soup kitchen.

The Student Senate Parliamentarian, Matt Butch, was introduced to the Faculty Senate.

IV. Report of the Graduate Student Organization - None.

V. Report of the Administrative Officers

Interim Provost Shane

The on-campus interviews for the five Provost candidates will begin January 20, 2004 and conclude on February 4, 2004. Faculty members are encouraged to attend the public presentation by each candidate that is scheduled for 4:00 – 5:30 p.m. on the first day each candidate's interview. Candidate information and the interview schedules are posted in the University web site.

The Deans' Council recommends that Millersville switch from truncating the GPA to rounding the GPA now that the latest version of Banner has the ability to round. A discussion of this proposal {see Attachment #2} will take place at the February 3, 2004 Faculty Senate meeting.

Millersville University will send a team of 4 - 5 members (D. Umble, B. Schneller, A. Cuthbert, L. Hanich) to the February AAHE workshop on "What Faculty and Administrators Need to Know about Learning". The team will pursue strategies to continue to implement learning communities in the Millersville University curriculum.

Executive Assistant to the President Phillips

Early reports on the Winter Session indicate that it went well. Enrollment projections were exceeded and no major concerns were reported, other than some minor glitches with weekend facility issues. Faculty and student surveys are being collected and compiled. The Winter Session Task Force will soon meet and conduct a thorough evaluation of the results for the purpose of making recommendations for future winter sessions.

Associate Provost for Academic Services Bello-Ogunu

A new organizational structure has been established for the administrative units and programs that report to the Assistant Provost for Academic Services. These units include the Office of Academic Advisement, the Office of Learning Services, the Department of Academic and Student Development, the AIM for Success Program, the Lancaster

Partnership Program, The Upward Bound Program, and the Millersville Mentoring Alliance Program (MMAP).

Effective January 2004, the above units are collectively known as “DIVISION OF ACADEMIC SUPPORT PROGRAMS AND LEARNING SERVICES”. The new division was formed to provide a cohesive organizational and “home identity” for the diverse units and programs.

Effective January 2004, the following units and programs have new names

<u>Old Name</u>	<u>New Name</u>
ACT 101/PACE Program	AIM for Success Program
Undecided/Undeclared Program	Exploratory Program
Multi-Cultural Mentoring Alliance Program (MMAP)	Millersville Mentoring Alliance Program (MMAP)

VI. Reports of the Faculty Senate Standing Committees

UCPRC

Senator McCotter, Chair of UCPRC, introduced BIOL 470 (Biology Colloquium; 2 credits). The Biology Department proposes offering their colloquia as a “for credit” course in a seminar format. The colloquia have always been offered and will continue to be open to anyone who wants to attend. Students who opt to take the colloquium for credit will read articles by the speaker who is coming to campus or papers on the topic being discussed before the talk. They will meet afterwards to participate in discussions with the speaker about his/her research. The course could fulfill a senior level seminar requirement in the Biology Department.

VII. Reports of the Faculty Senate Special Committees

Honor Code Committee

The Plan for Implementation of the Proposed Academic Honor System {see Attachment #3} and the Faculty Senate Ad Hoc Honor Code Committee Recommendation on the Development of An Academic Honor Code {see Attachment #4} proposals distributed by Chairperson Piperberg will be discussed at the next Faculty Senate Meeting scheduled for February 3, 2004.

General Education Task Force

Senator Foster-Clark, Chair of the General Education Task Force informed the Senate that the small group discussions begun last semester will continue this semester.

VIII. Proposed Courses and Program - None.

IX. Faculty Emeritus – None

X. Election of Faculty Senate Officers and Committee Vacancies

Chairperson of Faculty Senate

Senator Richard Kerper was nominated as Faculty Senate Chair for the 2004 – 2005 academic year. A Luek/Lynch motion to instruct the Secretary to cast a ballot in favor of the nominee passed without dissent.

Assistant Faculty Senate Chair (Chairperson Pro Tempore)

Senator Rosenthal was nominated as Chairperson Pro Tempore for the 2004 –2005 academic year. A Luek/Lynch motion to instruct the Secretary to cast a ballot in favor of the nominee passed without dissent.

Secretary of the Faculty Senate

Senator Rohena was nominated as Secretary of Faculty Senate for the 2004 –2005 academic year. A Luek/Lynch motion to instruct the Secretary to cast a ballot in favor of the nominee passed without dissent.

Others

Joint Senate Committee

Senator Luek was nominated to fill the vacancy on the Joint Senate Conference Committee. A Lynch/Fenwick motion to instruct the Secretary to cast a ballot in favor of the nominee passed without dissent.

African-American Studies Minor Curriculum Committee

Chris Corley was nominated to fill the Chair of the African-American Studies Minor Curriculum Committee. A Lynch/Fenwick motion to instruct the Secretary to cast a ballot in favor of the nominee passed without dissent.

UCPRC

Janet White was elected to fill a one-semester vacancy on the UCPRC.

Vacancies remaining on Senate committees for which we have not elected one year alternates are as follows:

Academic Outcomes Assessment Social Sciences seat
Academic Policies – 2 Social Sciences Seats, 1 Science Math seat
Joint Senate Conference Committee – 1 seat
General Education Review Committee – 1 Social Sciences seat
Ad Hoc Honor Code Committee - Chair

XI. Academic Policies Committee: Revision of the Course Repeat Policy

The policy {see Attachment #5} was approved without dissent.

XII. General Education Review Committee: Music Perspectives Course Proposal: Counting the Course for Perspectives and Major Credit at the Same time

The proposal {see Attachment #6} passed without dissent.

XIII. Other/New Business

Chairperson Piperberg will check into the need for a renewal of the staggered Drop/Add policy that was approved on an interim basis last academic year. If it is time to do so, renewal of the policy will be placed on a future Senate agenda.

It was suggested that retirees be allowed to maintain their campus e-mail accounts for a period of time after retirement and that this privilege be added to those that traditionally go along with conferral of Faculty Emeritus status.

The meeting was adjourned at 5:09 p.m.

Respectfully Submitted

Elba I. Rohena
Secretary of the Senate

Action Summary

Elections

Chairperson of Faculty Senate

Senator Richard Kerper was nominated as Faculty Senate Chair for the 2004 – 2005 academic year. A Luek/Lynch motion to instruct the Secretary to cast a ballot in favor of the nominee passed without dissent.

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UCPRC

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Academic Policies Committee: Revision of the Course Repeat Policy

The policy was approved without dissent.

General Education Review Committee: Music Perspectives Course Proposal: Counting the Course for Perspectives and Major Credit at the Same time

The proposal passed without dissent.

Attachment #1

ADMINISTRATIVE REPORT TO THE FACULTY SENATE: January 20, 2004

Dr. Edward Shane, Interim Provost.

The on-campus interviews for five Provost candidates will begin on January 20, 2004 and conclude on February 4, 2004. Faculty members are encouraged to attend the public presentation by each candidate that is scheduled for 4:00 – 5:30 p.m. on the first day of each candidate’s interview. Candidate information and the interview schedules are posted on the University web site.

The Deans’ Council recommends that Millersville switch from truncating the GPA to rounding the GPA now that the latest version of Banner has the ability to round the GPA. This will be discussed at the 2/3/04 Faculty Senate meeting.

Millersville will send a team of 4/5 members (D. Umber, B. Schneller, A. Cuthbert, L. Hanich) to the February AAHE workshop on “What Faculty and Administrators Need to Know about Learning”. The team will pursue strategies to continue to implement Learning Communities in the Millersville curriculum.

Dr. Carol Phillips, Executive Assistant to the President.

Early reports on Winter Session indicate that it really went well. We exceeded enrollment projections and other than some minor glitches with weekend facility issues, we are unaware, at this time, of any major concerns. We are busy collecting and compiling faculty and student surveys and the Winter Session Task Force will then meet to conduct a thorough evaluation with a recommendation for future winter sessions.

Dr. John Bello-Ogunu, Associate Provost for Academic Services.

(1) A NEW ORGANIZATION STRUCTURE

A new organizational structure has been established for the administrative units and programs that report to the Assistant Provost for Academic Services. These units include the Office of Academic Advisement, the Office of Learning Services, the Department of Academic and Student Development, the AIM for Success Program, the Lancaster Partnership Program, the Upward Bound Program, and the Millersville Mentoring Alliance Program (MMAP).

Effective January 2004, the above units are collectively known as the “**DIVISION OF ACADEMIC SUPPORT PROGRAMS AND LEARNING SERVICES.**”

The new division was formed to provide a *cohesive* organizational structure and a “*home-identity*” for the diverse units and programs.

(2) CHANGE OF NAMES

Effective January 2004, the following units and programs have new names:

OLD NAME

ACT 101/PACE Program
Undecided/Undeclared Program
Multi-Cultural Mentoring Alliance
Program (MMAP)

NEW NAME

AIM for Success Program
Exploratory Program
Millersville Mentoring Alliance
Program (MMAP)

Attachment #2

RECOMMENDATION TO ROUND GRADES: February 3, 2004 Faculty Senate Meeting

History:

Until the summer 1999 Millersville rounded the GPA; but the Banner system that was installed in 1999 allowed only truncation of the GPA. The latest version of Banner, which will be installed during the spring 2004, allows the option of truncating or rounding the GPA. The Registrar prefers continuation of truncation of the GPA.

For example, 1.9999, 1.9950, 1.9949 and 1.9900 truncate to 1.99. However, 1.9950 – 1.9999 rounds to 2.00 while 1.9900 - 1.9949 rounds to 1.99.

Recommendation:

The Deans' Council discussed the two options and recommends that Millersville round the student GPA effective the summer 2004. The change will not be retroactive.

Rationale:

Mathematically you lose information when numbers are truncated, so rounding is the preferred procedure.

The Registrar observes that rounding 1.9950 to 2.00 affects academic standing and graduation requirements, rounding 3.3450 to 3.35 affects graduation honors eligibility, and rounding 2.9950 to 3.00 affects certification for B.S.Ed. students.

Edward Shane
Interim Provost

Attachment #3

Plan for Implementation of Proposed Academic Honor System for Millersville University

Proposed by the Faculty Senate Ad Hoc Honor Code Committee:

Eric Blazer, Business; Jane Bray, Education; Jill Craven, English; Jessica George, Library; Carol Heintzelman, Social Work; Sandra Hoffman, Education; James Mone, Biology; Elba Rohena, Education; Kathy Schreiber, Geography

Introduction

The Faculty Senate Ad Hoc Honor Code Committee has proposed the introduction of an academic honor code system at MU to promote student learning, attainment of university outcomes, student honesty in endeavors both at the university and beyond, and the development of student ethics. The program is detailed more fully in *The Faculty Senate Ad Hoc Honor Code Committee Recommendation on the Development of an Honor Code at Millersville University.* Critical to the early success of such a system is proper preparation of the student body, faculty and administration. This document outlines suggestions over a three-year phase-in period to prepare the campus for full implementation of the proposed honor system. The intent of the following plan is to educate the campus on the expectations of the honor system through a variety of fun and serious activities. Furthermore, the plan is expected to promote campus engagement in teaching and learning the honor system to enhance its acceptance and adoption, and ultimately the development of a culture of academic integrity.

Three-Year Phase-in Plan

Year 1

1. Establish faculty membership of the MU Academic Honor Council prior to the beginning of the year to oversee the phase-in period. The faculty membership consists of two faculty members from each of the three schools: Education, Humanities and Social Sciences, and Science and Mathematics; and one non-school faculty member (other details of membership can be found in the MU Honor System Constitution). Students interested in membership may apply to student senate. Other students may be added later as the student involvement in the honor system increases. The council should begin developing training programs for new Academic Honor Council members.
2. Plan and mobilize resources to carry out activities in years two and three. This will entail writing and printing informational pamphlets and letters, scheduling speakers, preparing for faculty forum, working with departments to begin engaging their students in honor activities, preparing material for student training sessions, securing films needed in campus movie night series, working with departments teaching required first-year courses to incorporate ethics discussion/assignments, etc...
3. Provide faculty and staff forum(s) on the honor code and its successful implementation in the classroom. All faculty should be provided with a copy of the Academic Honor Code Constitution and By Laws.
4. Begin developing a web site with faculty and student resources. Examples:

Duke University- <http://www.duke.edu/web/HonorCouncil/resources.htm>

Kansas State- <http://www.ksu.edu/honor/>

Year 2

1. Promote the use of the Honor Pledge by faculty on syllabi, exams, and other assignments.
2. Distribute copies of the MU Academic Honor Code and Academic Honesty Policy to all students.
3. Distribute 'The Fundamental Values of Academic Integrity.'^{*} Alternatively, a brochure with similar themes might be developed and distributed at MU.
^{}The text was distributed to colleges and universities nationwide in November of 1999 by the Center for Academic Integrity (CAI), and is available in bulk at a cost \$1.60 per copy. The text defines academic integrity as a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action. <http://www.academicintegrity.org/fundamental.asp>.*
4. Incorporate the message that 'Millersville University is dedicated to promoting the use of high ethical standards by its students in both academic and non-academic activities' in MU promotional literature and acceptance letters. From here on out, send information on the honor system and its expectations to all incoming students.
5. Prepare incoming students for the honor system by discussing expectations of the honor system and tenets of the Academic Honesty Policy at freshman orientation. Similarly, a section on ethics and academic honesty would be appropriate in a freshman-year experience.
6. From here on out, encourage faculty to provide education in proper citation and ethics assignments in common first year courses: speeches in COMM.100, papers in ENGL.110, and ethical discussions/projects in Wellness (WELL.175) and Freshman Seminar.
7. Provide training sessions by the Academic Honor Council on the intricacies of proper citation and methods of avoiding academic dishonesty.
8. Begin preparing incoming students for the honor system
9. Promote departmental activities related to academic honesty. Contests would begin year 2; awards made year 3. Examples:
 - a) Communications majors develop a promotional video on academic integrity, perhaps within an existing course. The video is then shown to incoming students.
 - b) Art majors hold a design contest to create door hangers, signs and/or posters promoting academic integrity for classrooms, faculty offices, hallways, Student Memorial Center and other campus buildings (see <http://www.ksu.edu/honor/posters.htm>). Designs chosen for display win an honorary certificate that may be listed in student resumes. Designs are then made into promotional materials that are displayed throughout campus.
 - c) Education majors develop lesson plans to teach academic integrity to high school and elementary school children using creative methods. The most creative lesson plans in each category win an honorary certificate that preparing teachers can list in their resumes. Similarly, education majors might actually teach a class session on academic integrity both in actual classes and as a demonstration for all students at MU..
 - d) Computer science majors hold a design contest to develop screen savers and desktop wallpaper with academic honesty themes. The winning designs will be placed on computers around campus. Designs chosen for display win an honorary certificate that may be listed in student resumes.
10. Create campus movie nights devoted to the topics of ethics and honor. Wake Forest University had a yearlong film series devoted to the topic. Titles included: Tokyo Story, The Sweet Hereafter, On

- the Water Front, Paths of Glory, Malcolm X, Husbands and Wives, Raise the Red Lantern, and The Bicycle Thief. Details are available at: <http://www.wfu.edu/wfunews/ethics/pdf/filmguide.pdf>
11. Form the 'Student Honor Education and Activities Council (SHEAC)' consisting of students to promote and educate students about academic honesty at Millersville. Example: Peer educators at Kansas State: <http://www.ksu.edu/hipe/>
 - a) Invite students to join SHEAC.
 - b) Target Fraternities, Sororities, Honors Students, and the honor societies and professional organizations of various degree programs.
 - c) Members of SHEAC would be required to sign the honor pledge and participate in educational activities aimed at promoting academic honesty (training will be provided). Activities might include conducting special honor-education events and workshops, speaking to student groups, distributing materials, soliciting student pledges, and taking ethics courses. Members in violation of the honor code would be heard according to the new honor system rules.
 - d) Active members of SHEAC would receive recognition upon graduation, a designation on their transcript, and certificates of commendation from school deans.
 - e) In the second year of the program, a residence for SHEAC members and the organization's activities will be sought.

Year 3

1. Declare a university theme on academic integrity. Post banners publicizing the event.
2. From this year on, require all incoming students to sign the honor pledge as a condition of acceptance to Millersville University.
3. Encourage faculty to discuss the requirements of the honor code system and how to avoid academic dishonesty in their classrooms. Alternatively, have a member of SHEAC talk about the honor system in the course(s). Remind faculty of resources available to them on-line and by direct contact with the Honor Council. Encourage faculty to use the Honor Pledge on syllabi, exams, and other assignments.
4. Solicit input from SHEAC and other students on honor code education programming.
5. Hold the first 'MU Week on Ethics' consisting of :
 - a) kick-off--information booth and free gift (e.g., balloons, drinks, pen/pencil)
 - b) student/faculty panel discussions on how code works and how violations of the honor code would be handled,
 - c) mock hearings to illustrate the hearing process,
 - d) student/faculty rally: stories are shared about honorable deeds of others or themselves that have made a difference (light refreshments provided),
 - e) random acts of kindness: students caught doing honorable/kind deeds by a secret group of students/faculty (or reports to this group) are recognized and given a certificate of commendation (or some other reward). Names are read off on the Friday of the Ethics Week.
 - f) dart booth with balloons showing names of individuals and corporations found guilty of dishonorable behavior. Three pops wins a prize.
 - g)
6. Present student awards for best designs for honor code promotional materials.
7. Continue with training sessions on proper citation and avoiding academic dishonesty.

8. Encourage a sorority/fraternity to hold a rally whereby students sign a pledge to honorable work and academic excellence (maybe by making a time commitment for their academic work). Each pledge earns money that can be donated to a charity of choice of the sorority/fraternity (a maximum donation may be specified).
9. Invite a nationally respected figure (e.g., sports, business) to speak at campus on the merits of honesty and honorable living. Additional or alternative figures include a past graduate of an honor code school, and /or alumni who have highly visible positions in their careers.

Year 4

1. Require all students who have not already done so to sign the honor pledge.
2. Fully implement the MU Honor System.
3. Continue with education efforts: web resources, educational mini-workshops, peer presentations on academic integrity in sororities, fraternities, and in the classroom.
4. Continue with first-year education efforts in freshman orientation.
5. Report efforts and success of the Academic Honor Council to Faculty Senate.

Web Resources:

http://www.academicintegrity.org/resources_inst.asp

http://www.academicintegrity.org/wake_forest.asp

http://www.academicintegrity.org/kansas_state.asp

<http://www.duke.edu/web/HonorCouncil/links.htm>

<http://www.ksu.edu/honor/>

<http://www.academicintegrity.org/calendar.asp>

<http://www.ksu.edu/honor/facstrategies.htm>

DRAFT
**The Faculty Senate Ad Hoc Honor Code Committee Recommendation on the
Development of an Academic Honor Code at Millersville University**

The Faculty Senate Ad Hoc Honor Code Committee (HCC) was created in late spring 2000 with the charge of determining the feasibility and advisability of introducing an academic honor code system at Millersville University (MU). An initial report of the findings was presented to faculty senate in spring 2002, and included a recommendation for the development of an MU honor code and its associated policy elements. The present document is a modification of that original report and addresses expressed senate concern on issues of overlap with the Student Code of Conduct, potential conflicts with APSCUF recommendations on faculty freedom in the classroom, and the severity of sanctions for violations of the honor system.

Since its initiation, the HCC has encouraged the campus to consider how the university community might best address academic integrity. Toward this end, the HCC has conducted a faculty forum on options toward academic integrity, surveyed both students and faculty, and organized a convocation centered around issues of academic integrity. Using the feedback from these initiatives, and the existent literature and resources on college academic integrity, the HCC finds:

- A. The introduction of a new academic honor system to an already-existing institution of higher education is feasible, and would be feasible at Millersville University.** Elements of honor systems have been successfully introduced to a number of schools in recent years, including University of Maryland at College Park, University of Tennessee, University of Georgia, University of Minnesota, and Kansas State University.¹ Kansas State, like many other colleges, supports their newly instituted honor code system with a well-developed web site which allows students and faculty to quickly and easily access all information related to the program online. The success of this program may be partially assessed by viewing the extensive web site (<http://www.ksu.edu/honor/>).

We believe an honor system would work for MU. However, institution of such a program should not be taken lightly and needs substantial support and commitment from the faculty, administration, and students. The HCC believes, given adequate campus commitment, resources, and training, the MU community could effectively develop and institute an honor system.

- B. The implementation of an academic honor code system at MU is advisable.** Specifically, the HCC recommends development of an honor code system which has the following key elements:
1. required signing of the MU Honor Pledge upon admission to the university and/or at new student orientation,
 2. signing of an academic honesty statement on submitted course work at the option of the course instructor,
 3. a judiciary composed of both students and faculty for adjudication of alleged student dishonesty, and
 4. the creation of an Academic Honor Council, consisting of both students and faculty, which would among other things promote a culture of academic integrity on campus through education, motivational programs, and a system of sanctions for violations of academic honesty.
- HCC supports an academic honor system either with or without required student reporting of observed violations of the honor code. The committee believes that a system which is representative of the majority of opinions of faculty members on required student reporting will best serve the interests of the university. The

committee therefore leaves it to the university community to determine whether student reporting should be optional or required.

Full details of the proposed program are outlined in the attached *Proposed Millersville University Honor System Constitution and By-Laws*. These **recommended** elements of the proposed academic honor system are subject to faculty discussion and approval. ***It is essential that MU develop the system which best reflects the ideals of the faculty and students. Revision of these recommendations may be in order to best meet the needs of the university community.***

The HCC believes that the benefits of an honor code system would be substantial and sustained for the following reasons:

1. Significantly fewer cases of cheating are believed to occur on campuses with honor codes^{2,3}, probably because of the culture of mutual trust and respect that develops between faculty and students^{4,5}, and the clarification of expectations and definitions of cheating behaviors. It therefore becomes less easy for the student to rationalize cheating behaviors³.
2. Greater consistency in addressing cases of academic dishonesty is likely to occur.
3. Students commonly take considerable pride in their code schools, and find a sense of prestige in having attended such an institution.
4. Having served on the student judiciary often advances career opportunities for students.
5. Honor code schools are highly respected by the local community, academia, and potential employers. Such prestige may be attractive to high-achieving prospective students.
6. Moral norms are more likely to operate within an honor code structure³. Furthermore, learned values may be carried away with students when they leave the university.
7. The greater discussion and awareness of the value of academic integrity promoted by the honor system supports key elements of General Education Objective 16: Personal, Ethical, and Civic Values and Decision-making.
8. The academic honor code system is consistent with that part of the university mission statement designed to "foster the examination, development and understanding of personal values and appreciation of values of others." The honor code system embodies MU community values and provides a means to foster them in our students.

Key to the success of any campus integrity program is the promotion of a culture of academic integrity which clearly and frequently communicates the value of and requirements for achieving academic honesty. This culture is promoted by 1) establishing clear guidelines toward academic integrity with frequent encouragement to know the rules, 2) providing an atmosphere which inspires students to value and practice academic honesty, 3) initiating open university dialog on honesty issues, 4) encouraging high student involvement in the integrity program, and 5) carefully monitoring dishonesty and taking offenses very seriously.⁶ Recognizing this need, the HCC recommends establishment of an MU Honor Council. This committee would function to oversee the honor system, promote education on academic integrity, and develop and maintain the culture of academic integrity that is so integral to the success of integrity programs.

This document has outlined the ingredients the HCC believes will lead to a successful academic integrity program at MU. These include the use of honor pledges, clear guidelines on how to achieve academic honesty, an active student role in the educational function of the Honor Council, and strong sanctions for violations of the honor code. Given the needed resources and campus commitment, the HCC is confident the proposed MU honor system can truly enhance the educational experience of our students.

REFERENCES

- ¹D. McCabe and G. Pavela. 2000. Some Good News about Academic Integrity. *Change*. September/October: 32-38.
- ²Bowers, W.J. 1964. *Student dishonesty and its control in college*. New York Bureau of Applied Social Research, Columbia University.
- ³McCabe, D.L., and Trevino, L.K. 1993. Academic dishonesty: Honor codes and other contextual influences. *Journal of Higher Education*. 64: 522-538.
- ⁴McCabe, D.L. and Drinan, P.F. 1999. Toward a culture of academic integrity. *The Chronicle of Higher Education*. 46(8,Oct. 15):B7.
- ⁵Lowry, J.D. 1996. Communities of trust: A recent graduate's experience with honor codes. *Journal of College Science Teaching* 26(1): 6.
- ⁶McCabe, D.L., Trevino, L.K., and Butterfield K.D. 1999. Academic integrity in honor code and non-honor code environments. *The Journal of Higher Education*. 70(2): 211-234.

Past and Present Honor Code Committee Members

Charles Baker, Student
Eric Blazer, Business
Jane Bray, School of Education
Jill Craven, English
Brandon Danz, Student
Jessica George, Library
Carol Heintzelman, Social Work
Sandra Hoffman, Elem. & Early Childhood Education
John McLarnon, History
Jennifer Miller, Philosophy
James Mone, Biology
Elba Rohena, Special Education
Jane Rudden, Elem. & Early Childhood Education
Carol Phillips, Academic Affairs
Kathleen Schreiber, Geography, Chair

Proposed Millersville University Academic Honor System Constitution

ARTICLE I. PURPOSE AND ROLE OF THE ACADEMIC HONOR SYSTEM AND ACADEMIC HONOR COUNCIL

1. The Academic Honor System is designed to promote an environment of academic honesty at Millersville University by 1) educating the academic community on the value of academic integrity, and means by which it may be achieved, and 2) providing timely adjudication for alleged violations of the honor code.
2. The Honor Code and Pledge are designed to reaffirm and foster the value of integrity within the community. Upon acceptance to the university, all students shall sign the following:

Honor Code:

The University is an academic community dedicated to the pursuit of knowledge in a supportive academic climate of mutual respect, integrity, and high ethical standards. To this end, the Millersville University Honor Code is designed to promote an environment of ethical conduct, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and strive for the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any misrepresentation or deception in academic or professional matters.

Pledge:

As an incoming student to Millersville University of Pennsylvania, I pledge to support the university in its efforts to maintain an academic community founded in honesty and integrity. As such, I understand and agree to abide by the Academic Honesty Policy as defined in the *Academic Integrity at Millersville University* brochure, as well as the principles of the Millersville Honor Code, in all my academic endeavors.

3. The Honor Statement provides further reinforcement of the values of the Millersville University Community. Teaching faculty may require the following signed statement on student assignments, papers, and/or exams:

On my honor, I have neither plagiarized in any form, nor given or received unauthorized aid in this academic work.

The Honor Statement is implied for all academic work whether or not the instructor requires the written statement on the work.

4. Violations of the Academic Honor Code include plagiarism, fabrication, cheating, and/or academic misconduct as defined in the *Academic Integrity at Millersville University* brochure and in the schedule of sanctions in the By-Laws of this document.

5. The MU Academic Honor Council is responsible for overseeing the MU Academic Honor System; coordinating and conducting hearings with the Associate Provost for Academic Programs and Services; and providing counsel and support to faculty reporting, and students charged with, academic integrity violations. The Academic Honor Council is also responsible for developing/coordinating educational activities on campus related to academic integrity, and for appointing judicial members to the Honor Court.
6. The MU Academic Honor Court, with the Associate Provost for Academic Programs and Services, adjudicates alleged student violations of the Academic Honor Code, and imposes sanctions in appropriate cases. The Academic Honor Court consists of student and faculty Academic Honor Council members who are appointed by the Academic Honor Council Chair at the time of each hearing. The composition of the Academic Honor Court may change from case to case.
7. Academic dishonesty and plagiarism by faculty is specifically prohibited under Section 5 of the MU Governance Manual. The Collective Bargaining Agreement between APSCUF and the State System of Higher Education prohibits alleged cases of faculty academic dishonesty from being adjudicated by faculty and students. Allegations of faculty academic dishonesty shall be handled consistent with the Collective Bargaining Agreement between APSCUF and the State System of Higher Education.
8. The Student Honor Education and Activities Council (SHEAC) consists of the student members of the Academic Honor Council, and other interested students, who carry out campus educational activities on academic integrity.

ARTICLE II. HONOR COUNCIL MEMBERSHIP

1. The Academic Honor Council includes two faculty members from each of the three schools: Education, Humanities and Social Sciences, and Science and Mathematics; and one non-school faculty member. The Academic Honor Council also includes at least eight student members. A chair oversees the operation of the Academic Honor Council, and 3 student counselors coordinate administrative, educational, and administrative functions.
2. Selection of Student Members
 - A. Student nominees must have completed 24 semester hours at Millersville University, be in good academic standing and be enrolled with a minimum of 6 credit hours.
 - B. At the start of each academic year, students interested in serving on the honor council apply for membership to the Student Senate.
 - C. Student Senate elects 8 - 12 Honor Council members and forwards the names to the Honor Council.
3. Selection of Faculty Members
 - A. Faculty members are elected in the faculty senate elections at the start of the academic year.
4. Selection of Chair and Vice Chair
 - A. The Chair is elected by majority vote from among the faculty membership of Academic Honor Council at the start of the academic year in which the former Chair's position ends.

- B. The Vice Chair is elected by majority vote from among the faculty membership of Academic Honor Council at the start of the academic year in which the former vice chair's position ends.

5. Selection of Student Counselors

- A. Student Counselors are elected by majority vote from among the student membership of the Academic Honor Code Committee at the start of the academic year in which the former counselor's positions ends.

ARTICLE III. ACADEMIC HONOR COURT MEMBERSHIP

1. Two faculty and three student members of the Academic Honor Council are appointed by the Academic Honor Council Chair to the Academic Honor Court for each alleged violation that is tried.
2. The Associate Provost for Academic Programs and Services shall preside over hearings.

ARTICLE IV. RESPONSIBILITIES OF ACADEMIC HONOR COUNCIL MEMBERS

1. Attend scheduled meetings of the Academic Honor Council.
2. Serve in one of the student, special-duties positions, as called: Community Education Counselor, Administrative Counselor, Hearings Counselor.
3. Teach and advance the MU Honor System.
4. Advise faculty and students reporting/charged with academic honesty violations.
5. Serve as judging members on the Honor Court.
6. Participate in a training process that is coordinated by the Academic Honor Council chair.

ARTICLE V. RESPONSIBILITIES OF SPECIAL DUTIES COUNSELOR POSITIONS

1. The COMMUNITY EDUCATION COUNSELOR is responsible for developing educational programs that encourage academic integrity at Millersville University, and educating the Millersville community about the Honor Code.
2. The ADMINISTRATIVE COUNSELOR is responsible for compiling annual statistics on cases and hearings related to the Honor Code at Millersville University.
3. The HEARINGS COUNSELOR is responsible for coordinating and scheduling hearings on alleged violations of the Honor Code.

ARTICLE VI. RESPONSIBILITIES OF OFFICERS OF THE ACADEMIC HONOR COUNCIL

Chair

- A. Schedule and preside over meetings of the Academic Honor Council.
- B. Receive alleged violations of the Academic Honor System.
- C. Select members of Academic Honor Court as necessary for hearings.
- D. Review Academic Honor System policies and report annually to the Associate Provost.
- E. Serve as an ex-officio member of the Academic Honor Council.
- F. Develop and conduct a training program for members of the Academic Honor Council, and the incoming Chair.
- G. Supervise the various activities of the Academic Honor Council.

Vice Chair

- A. Perform the duties of the Chair when the Chair is unable to do so.
- B. Maintain the records of all Academic Honor Council proceedings.

Associate Provost

- A. Preside over hearings.
- B. Record findings of the hearing and appeal panels.

ARTICLE VII. ACADEMIC HONOR COUNCIL TERM OF OFFICE

1. Members' terms are two years. Initial appointments are divided equally between one-year and two-year terms.
2. Members' terms begin at the start of the fall semester and end at the beginning of the fall semester of the final year of their appointment.
3. If a member resigns or is removed from office, a replacement appointment for the remaining portion of the member's term shall be made by the student senate or faculty senate, as appropriate.
4. Removal from Academic Honor Council
 - A. A member of the Academic Honor Council may be removed from office by 2/3 vote of the Academic Honor Council for reasons of misconduct, failure to perform duties, or improper execution of duties.
 - B. The Academic Honor Council Chair may be removed from office by action of the Associate Provost for Academic Programs and Services for reasons of misconduct, failure to perform duties, or improper execution of duties.

ARTICLE VIII. CONSTITUTIONAL AMENDMENTS

1. Constitutional amendments may be recommended by any member of the faculty or student body at Millersville University.
2. All amendments must be approved by 3/4 vote of the entire Academic Honor Council body.
3. All amendments are subject to approval by Faculty Senate and Student Senate.

ARTICLE IX. BY-LAW REVISIONS

1. By-Law revisions must be approved by a 2/3 vote of the entire Academic Honor Council body.

By-Laws

ARTICLE I. RESPONSIBILITIES

To administer the Millersville University Academic Honor System.

ARTICLE II. REPORTING AND PRELIMINARY ACTIONS

1. Any student or staff member who witnesses a violation is encouraged to report the violation directly to the instructor of the class in which it was observed. The student reporter may choose to remain anonymous, and is not required to confront the alleged violator. The student witness is encouraged but not required to testify before the Honor Court. Student reports of observed violations of academic dishonesty shall not proceed to hearing unless evidence of the violation exists beyond the observation of the student. This evidence may include copies of exams, papers, or other assignments.
2. After observation or report of an alleged violation, the class instructor chooses whether to handle the matter according to the procedures of the traditional MU Academic Honesty Policy or the MU Academic Honor System Policy. Those faculty members electing the traditional honesty policy should obtain and follow the procedures in the instructor's version of *Academic Honesty and Dishonesty at Millersville University*. The following procedures outline the MU Academic Honor System Policy. Regardless of the system chosen, the instructor is encouraged to fill out an academic honesty violation form, if only for record-keeping purposes. Faculty members choosing the honor system policy may still elect to choose the sanction, given approval of the Academic Honor Court.
3. A reasonable effort should be made by the course instructor to inform the alleged violator of the allegation to allow the alleged violator the opportunity to self report the incident. A student is considered notified if a reasonable effort has been made to contact the student.
4. Every effort should be made by the course instructor to meet with the alleged violator to discuss the allegation. The meeting should occur within 5 school days of the report or faculty observation of the alleged violation. During this meeting the following events shall occur:
 - A. The alleged violator shall be informed of the nature of the allegation.
 - B. The alleged violator shall be presented with any evidence of the alleged violation.
 - C. The alleged violator shall be given the opportunity to explain the circumstances surrounding the alleged violation.
 - D. The alleged violator shall be informed of her/his right to contest the allegation in the Academic Honor Court should the instructor choose to report the incident to the Academic Honor Council.
 - E. The alleged violator must be informed of the availability of an Academic Honor Council advisor to answer procedural questions relating to the allegations, honor court process,

possible sanctions, and mechanisms for appeal. The advisor shall appear with, but shall not defend, the student in Academic Honor Court.

- F. An academic honesty violation form shall be completed at the instructor/student meeting describing the allegation, the evidence supporting the allegation, the instructor-recommended sanction(s) to be applied (if any), and any other information deemed relevant by the course instructor or Honor Council member. If further action is warranted, the instructors shall check the 'further action warranted' box. The form shall be signed by both the instructor or Honor Council member, and the alleged violator, and submitted to the Honor Council Chair within 5 school days of the meeting.
- G. An instructor may, after meeting with the alleged violator, decide that no further action is warranted. This decision may be based on lack of evidence or other circumstances which arise during the meeting with the alleged violator. In this case, the instructor shall check the 'no further action warranted' box on the violation form, and provide a reason for the decision. The form is then submitted to the Honor Council Chair within 5 school days of the meeting. No further action shall result.

ARTICLE III. INVESTIGATION

- 1. The collection of evidence to support an allegation of academic dishonesty shall be the responsibility of the course instructor, who may request the assistance of the Honor Council.
- 2. The evidence shall consist of more than the allegation itself, and may contain copies of exams, reports or other relevant materials. Faculty observation of student cheating is considered relevant evidence.

ARTICLE IV. THE ACADEMIC HONOR COURT

1. Meetings of the Academic Honor Court

- A. The Academic Honor Court shall first meet within 30 calendar days after student notification of a suspected academic honesty violation to hear the charge of academic dishonesty and make a determination of whether a breach of academic honesty has occurred. First meeting within 15 calendar days is expected when possible.
- B. All members of the Academic Honor Court must be present when considering charges and sanctions. If a member cannot be present, a proxy must be designated by the Chair of the Academic Honor Council. This proxy shall be selected from the list of active Academic Honor Council members.

2. Membership

- A. The Academic Honor Court, selected by the Chair of the Academic Honor Council, shall be composed of two voting faculty members and three voting student members of the Honor Council.
- B. The Associate Provost for Academic Programs and Services shall form the sixth non-voting member of the honor court, and shall preside over the hearing.

3. Procedures of the Academic Honor Court

- A. If the student, having been properly notified, fails to appear at the hearing, the Academic Honor Court chooses whether to proceed in the student's absence.
- B. The investigators of a case may not serve on the Academic Honor Court for that same case.
- C. Both the alleged violator and the instructor of the class in which the alleged violation occurred are expected to attend the hearing. Applicable student reporter(s) may attend the hearing, or, if choosing not to attend, may submit an anonymous written statement detailing evidence of the violation.
- D. The charge and associated facts of the case shall be considered by the Academic Honor Court, but the honor hearing is not a trial and therefore does not require formal rules of evidence associated with civil or criminal trial. The Associate Provost for Academic Programs and Services shall accept all evidence and testimony, whether submitted by faculty, staff, or students, which reasonably appears to hold probative value in the conduct of the Honor Court's affairs. Character references shall not be allowed as part of the proceedings. The review of facts shall be non-adversarial.
- E. The alleged violator has the right to examine the evidence and documents presented.
- F. Only members of the Academic Honor Court shall question participants and/or witnesses.
- G. The accused student may decline to answer questions and shall not be penalized for not answering those questions.
- H. If a student accused of a breach of academic honesty chooses to present an explanation for her/his actions, he/she must present this defense alone; the student may use optional counsel only in an advisory capacity.
- I. The evidence considered and a final vote regarding conviction by the Academic Honor Court shall focus on whether a breach of academic honesty occurred and the seriousness of the act.
- J. A majority vote among the members of the Honor Court shall be required to reach a decision on the guilt of the alleged violator.
- K. The Associate Provost for Academic Programs and Services shall inform the Honor Council Chair in writing of the final decision. The Academic Honor Council Chair shall then notify the alleged violator, instructor, and student reporter of the decision in writing.
- L. If a breach of academic honesty arises during the summer, that case shall be tabled until hearings resume in the fall.
- M. The alleged violator has a right to notification of the decision of the Academic Honor Council no later than 5 school days after the end of the hearing.

4. Honor Court Records

- A. The results of the hearing are recorded and kept as part of the permanent record.
- B. All records are confidential and subject to the provisions of the Family Rights and Privacy Act.

ARTICLE V. SANCTIONS

1. Only the Academic Honor Council can authorize and apply sanctions. If charges of academic dishonesty are upheld by the Academic Honor Council, a sanction must be applied.
2. In the interest of consistency and fairness, the Honor Council should follow the sanctions outlined in Article V. Section 3. However, if a course instructor believes that the sanction outlined in

Article V, Section 3 is inappropriate, the course instructor may, upon providing compelling reasons, ask the Honor Council to impose an alternative sanction. The Honor Council must honor this request, or provide a compelling justification for any alternative sanction.

3. Schedule of Sanctions for Violations of Academic Honesty

- A. Class 1. The most serious breaches of academic honesty fall into this category, as well as any and all second or more offenses of any sort. Sanctions: 1) XF grade and suspension, or 2) XF grade and disciplinary probation. The XF grade indicates that a student has failed a course due to academic dishonesty. Examples of violations include, but are not limited to:
- i. cheating on a test where premeditation and/or conspiracy of effort can be shown,
 - ii. taking a test for someone else, or permitting someone else to take a test or course in one's place,
 - iii. plagiarizing, where the majority of the submitted work was written or created by another,
 - iv. obtaining or sharing all or part of an unadministered exam,
 - v. acquiring another's course paper and resubmitting it as one's own work, whether altered or not, and
 - vi. 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.
- B. Class 2. These include other serious offenses for which strong sanctions are applied. Sanctions: 1) grade of F in the course and disciplinary probation. Examples of violations include, but are not limited to:
- i. collaborating during a test with another person by receiving or providing information without the permission of the instructor
 - ii. plagiarizing, where part of the submitted work was written or created by another,
 - iii. failing to mention others who helped in the preparation of submitted work ,
 - iv. allowing another to submit one's work,
 - v. giving or taking unauthorized aid in a take home exam or paper,
 - vi. falsifying or altering laboratory data or lab reports, or copying lab reports,
 - vii. inventing data or other information for research or other academic projects,
 - viii. using the course textbook, or other material such as notebook that is unauthorized for use during a test,
 - ix. using or possessing specifically prepared materials during a test (e.g., notes, formula lists, formulas programmed into calculators, notes written on the student's clothing or person, etc.) that are unauthorized,
 - x. altering returned and graded assignments or tests, and resubmitting for another grade, and
 - xi. cheating on or copying from an exam in which premeditation cannot be shown.
- C. Class 3. These are significant offenses for which the sanction is a grade of F on the submitted assignment and disciplinary probation. Examples of violations include, but are not limited to:
- i. submitting work for a class that was already submitted for another, when unauthorized,
 - ii. citing information from an incorrect source, or failing to cite when necessary,
 - iii. listing sources in a bibliography that were not used in the paper, and
 - iv. copying, or allowing one to copy, homework assignments that are to be submitted for credit.

- D. Class 4. These are offenses in which a party assists another to cheat, but the assisting party is not enrolled in the course in which the offense has occurred. Sanctions may not thus be applied within the course. The sanction includes a verbal and written reprimand and completion of at least one of the following: a term of service to the MU Academic Honor Council, a written paper exploring the ethics and consequences of academic dishonesty, and/or an independent study on the ethics and consequences of academic dishonesty. Examples of violations include but are not limited to:
- i. allowing another to submit or copy from your previously submitted class work.
 - ii. failing to report observed instances of academic dishonesty (if student reporting is required).
- E. All second offenses of any type of academic dishonesty shall be sanctioned with either 1) a grade of XF in the course and suspension, or 2) a grade of XF in the course and expulsion. If the second offense is a Class 4 offense, the sanction shall consist of either suspension or expulsion.

4. XF Grade Policy

- A. If the Academic Honor Court sanctions a student with a course grade of XF, and this sanction is not appealed by the student, the Academic Honor Council Chair notifies the Registrar to place a grade of XF for the applicable course on the student's academic record.
- B. Student appeals of the XF grade follow the procedure for all other appeals of academic dishonesty sanctions, as outlined in Article VI of the By-Laws. If the Appeals Board denies the right to another hearing, or another hearing is granted and the Honor Court decides to uphold the XF grade sanction, the Academic Honor Council Chair notifies the Registrar to assign the XF grade to the student's academic record. If another hearing is granted and the Academic Honor Court finds there was no violation of academic dishonesty, or assigns a different sanction, the Academic Honor Council Chair notifies the Registrar to remove the academic hold on the student's academic record.
- C. If grades are due but an academic dishonesty hearing is still in progress, a grade of 'I' shall be applied to the course until the hearing process is complete.
- D. An XF grade shall maintain a quality point value of 0.0.
- E. The XF must stay permanent on the transcript for at least two years.
- F. After two years, a student may petition the Honor Council to exchange the XF for an F. The petition must be in written form and provide the reason for removal of the XF. Additionally, the petitioner must appear before the Honor Council to explain the request. If the student petitions and a majority of the Honor Council agrees to remove the XF, the Honor Council outlines conditions under which the XF is removed. The conditions may include serving on the Honor Council, serving in SHEAC, giving testimony of dishonesty during freshman orientation or other organized Honor Council events, and/or performing specific tasks aimed at increasing the education of the violator and/or campus on the value of academic integrity. When these conditions are met, the XF is removed entirely from the transcript, leaving no past evidence of the XF. A grade of F is recorded in its place.
- G. If a petition to change an XF grade to an F has been made and denied, another petition may not be made for another 4 years.
- H. If the student is/has been found guilty of an additional violation of academic honesty, either in the past or future, the XF remains. For cases where the XF was changed to an F and the student is later found guilty of an additional act of academic dishonesty, the XF grade is

restored for the course. In these cases, the XF remains permanent. The student may not petition for an F in exchange for the XF in these cases.

- I. A student who has received an XF in a course and needs to pass the course for a requirement may retake the course. If the student passes the course, the requirement is met, but the course grade shall remain as an XF.

ARTICLE VI. APPEALS

1. Filing an Appeal

- A. A student has the right to appeal the verdict and/or sanctions imposed during the initial hearing of the Academic Honor Court on any of the following three grounds.
- B. A student may file one appeal based on availability of substantial new evidence. *Substantial new evidence* is defined as substantial evidence unavailable at the time of the initial hearing that is now available and has a direct bearing on the verdict. An appeal based on substantial new evidence must be filed within three months from the date of the Academic Honor Court's initial decision.
- C. A student may file one appeal based on sufficient good cause. *Sufficient good cause* is defined as infringement on the rights of the accused student because of any irregularities in the conduct of the hearing process. Irregularities occur when the Academic Honor Court fails to abide by the established procedures as detailed in this document. An appeal based on sufficient good cause must be filed within 10 school days of the initial decision of the Academic Honor Court.
- D. The student may file one appeal of the sanctions on the grounds of disproportionate severity of the sanction. *Disproportionate severity of a sanction* refers to the excessive severity of a particular sanction compared to the severity of the act for which it was applied. An appeal based on disproportionate severity must be filed within 10 school days of the initial decision of the Academic Honor Court.
- E. Appeal requests must be submitted in writing to the Chair of the Academic Honor Council. The written request must clearly state the grounds for appeal, and fully describe the new evidence, irregularities that occurred in the initial hearing of the Academic Honor Court, and/or reason supporting disproportionate severity of the sanction. This written request shall serve as the primary basis for granting or denying a request for a new hearing.
- F. The student may appeal on up to three grounds, but generally all the grounds shall be considered together in one hearing. An exception to this policy shall be granted in the case that substantial new evidence becomes available after the appeal hearing is finished, but before the end of the three month period following the date of the Academic Honor Court's initial decision.

2. The Appeals Board and Appeals Process

- A. Upon receipt of a written appeal, the Academic Honor Council Chair shall empanel a separate six-member Appeals Board. The Appeals Board shall consist of three student

members, two faculty members, and a non-voting chair selected from the Honor Council. The chair may be either a student or faculty member.

- B. The Appeals Board shall hold a hearing and either grant or deny appeal requests within 30 school days of receiving a written appeal.
- C. The Appeals Board shall review the appeal request, transcripts from the initial hearing, and may request additional written statements from any parties involved in the initial hearing.
- D. If the Appeals Board grants an appeal of the initial Honor Court's verdict, the entire investigation/hearing process shall be repeated, and the case shall be assigned to a new Academic Honor Court panel.
- E. If the Appeals Board grants an appeal of the sanctions imposed by the initial Academic Honor Court, the appeals board is empowered to impose sanctions in accordance with Article V. Section 3.

ARTICLE VII. CONFLICT OF INTEREST

- 1. Members of the Academic Honor Council shall immediately notify the Chair of the Honor Council of any conflicts of interest.

** The MU Honor Code Committee would like to acknowledge and thank both Kansas State University and the New Jersey Institute of Technology for the permitted use of many ideas from their honor code constitutions in the development of this document.*

TO: Faculty Senate
FROM: Richard M. Kerper, Chairperson, Academic Policies Committee
RE: Revision of Course Repeat Policy
DATE: December 2, 2003

**CURRENT POLICY: Section 3: Undergraduate Academic Policies - Course Policies:
Course Repeats**

1. A student has the privilege of repeating at Millersville courses for which he/she had previously received a grade at Millersville. Ordinarily this applies only to courses in which grades of D, F, WP, WF, I, Z or U have been received. A student could, with adviser approval, elect to repeat courses in which an earlier grade of B or C was earned.
2. When a student repeats at Millersville a course in which he/she had previously earned a grade, the new grade, credit and quality points will replace the previously earned grade in the computation of the quality point average. Although not included in the computation of credits or quality point average, the earlier grade shall remain on the student's record.
3. Students who have received transfer credit for an equivalent course at Millersville, but who take that course at Millersville will forfeit the transfer credit.

NOTE: Although Faculty Senate previously had approved a policy to limit the number of times a student could repeat a class, implementation issues prevented enforcement of the policy and its inclusion in the Governance Manual.

PROPOSED POLICY

A student, in consultation with the adviser, may repeat a course to improve the GPA, to meet minimum competency requirements, or to satisfy graduation requirements. Students only need to repeat a failed course if it is specifically required for graduation. Students may repeat courses for which they have received a grade of C+, C, C-, D+, D, D-, F, W, Z or U.

Courses failed at Millersville must be repeated at Millersville in order to earn course credit and credit toward graduation. Students may not transfer credit for any course taken at another institution that is the equivalent of a course previously taken at Millersville; this policy applies whether the course was passed or failed at MU. Students may repeat courses at Millersville for which they have received transfer credit, but they will forfeit the transfer credit.

Once the course is repeated, the new grade, credits, and grade point value replace those earned previously in both the term and cumulative GPA. The earlier grade remains on the student's record even though it is no longer included in the computation of credits or cumulative GPA.

In consultation with the adviser, students who find it necessary to repeat a course will be informed of and expected to use support services available to them through the Office of Learning Services.

An undergraduate student may not take an undergraduate course of record more than three times. A course of record is defined as a course in which a student receives a grade of A, B, C, D, (including + and -) F, U, Z or W. The academic department offering a course may drop a student from a course if the student attempts to take a course more than three times.

RATIONALE:

The proposed policy has been developed to provide students, experiencing academic difficulty in a course taken previously, with ongoing support before denying them the opportunity to take a course for the fourth time. The present policy is punitive without providing students with the support that could foster success.

IMPLEMENTATION:

1. Of the 5661 currently enrolled students, 44 students have repeated at least one course 4 or more times. Only 6 students are currently enrolled in a course that is being repeated 4 or more times; the other 38 repeated courses in past terms.

There were 315 students who repeated a course 3 or more times, including W grades. Of these, 72 are currently repeating a course in fall 2003; the rest (243) repeated courses in past terms. If the W grades are excluded from the tally (per current repeat policy), a total of 228 students (55 in fall 2003, 173 previously) repeated a course 3 or more times.

The following table shows that most repeats occur in the English and Mathematics departments.

Courses repeated 4 or more times, including W grades					
(for undergraduates enrolled Fall 2003)					
Course	4x	5x	6x	7x	Total
BIOL 100	1				1
BIOL 263	1				1
CHEM 111	1				1
CHEM 112	1				1
CHEM 232	1			1	2
COMM 451	1				1
CSCI 140	1				1
CSCI 362	2				2
ENGL 010	4		1		5
ENGL 110	3	1	1		5
ENGL 311	1				1
MATH 090		1			1
MATH 101	3	1			4
MATH 104	2	1			3
MATH 130	2				2
MATH 151	1		1		2
MATH 160	1				1
MATH 161		1		1	2
MATH 162	2	1	1		4
MUSI 100	1				1
MUSI 103		1			1
MUSI 263	1				1
SOCY 101	1				1
Total	31	7	4	2	44

2. Reports on students repeating courses should be sent automatically to the English and Mathematics departments as well as other departments that have numerous repeats in any semester.
3. The Office of Learning Services should send a letter to all students repeating a course. The letter should offer students academic support, suggest talking with the professor and the adviser, and inform students about the limit on repeats in a course. Advisers should receive a copy of all student notifications.

4. In counting repeats, the following grades should be excluded: X, P, S, I.
5. In counting repeats, transfer courses should be included.
6. Banner is not capable of denying a student's registration to repeat a course.

Attachment #6

To: Faculty Senate
From: General Education Review Committee
Re: Double Counting a Perspectives Course
in the Music Dept. Major Requirements

Background:

In June 2003 Senate voted to allow the Music Dept. to double-count Music 363 as both a required Music major course and as a perspectives course for the 2003-04 school year. This double-counting is prohibited by the rules established to fulfill the General Education requirements at Millersville University. The rationale for granting this exception was the conflicting pressures that the Music Dept. faced from their accrediting agency and the 120 credit state mandate. In June it was decided that the General Education Review Committee would review this action and make a recommendation to Senate.

Recommendation:

The General Education Review Committee recommends that Senate continues to allow the Music Dept. to continue to double-count Music 363 as both a required Music major course and as a perspectives course for the 2004-05 school year. We further recommend that this exception not be made permanent but that the exception should be reviewed on an annual basis.

Rationale:

The committee feels that this is exception is necessary for the Music Dept to retain it's accreditation and to meet the 120 mandate. There are two reasons for not making this a permanent exception. First, the committee discussed the tension that exists between major degree credits and general education credits that some of our degree programs are feeling. The committee does not want to weaken the general education program. Second, the General Education Task Force will be making recommendations for changes to the general education program in November 2004. The Music Dept. and the General Education Review Committee will want to reconsider this exception if the general education program is changed.