

Southern Connecticut State University

FACULTY SENATE

November 11, 2020 | 12:10 p.m. | WebEx

To join the meeting, please click [here](#) to be connected via WebEx.

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Southern Connecticut State University
FACULTY SENATE

AGENDA

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- I. Announcements Relevant to the Faculty Senate
- II. Approval of Minutes of Previous Meeting held on November 4, 2020
- III. Faculty Senate President's Report
- IV. Reports of Faculty Senate Standing Committees
 - a. Academic Policy
 - b. Elections
 - c. Finance
 - d. Personnel Policy
 - e. Rules
 - f. Student Policy
 - g. Technology
- V. Reports of Faculty Senate Special Committees
 - a. UCF
 - b. Graduate Council
- VI. Unfinished Business
- VII. New Business
 - a. Resolution Regarding Course Withdrawals for Fall 2020
 - b. Resolution Regarding Course Incompletes for Fall 2020
 - c. Resolution Undergraduate Pass/Fail Option for Spring 2021
 - d. Resolution Graduate Student Pass/Fail Option for Spring 2021
- VIII. Guest(s)
 - a. Sousan Arafeh, Institute for Justice and Social Change (1:50 p.m.)

Fall 2020 meetings: September 2, September 16, September 30, October 14, October 28, November 4 (special meeting)
November 11, December 2.

Spring 2021 meetings: February 3, February 17, March 3, March 17, March 31, April 14, April 28, May 5.

Southern Connecticut State University

FACULTY SENATE

UNAPPROVED MINUTES OF NOVEMBER 4, 2020

<https://inside.southernct.edu/faculty-senate/meetings>

The 6th Meeting of the Faculty Senate AY 2020-2021 was held on November 4, 2020, at 12:10 p.m. via WebEx.

Attendance

Dave Allen <i>Accounting</i> 6/6	Matthew Ouimet <i>Counseling</i> 6/6	Sandip Dutta <i>Finance</i> 4/6	Atul Kulkarni <i>Marketing</i> 6/6	Rex Gilliland <i>Philosophy</i> 6/6	Angela Lopez-Velasquez <i>Special Education</i> 5/6
William Farley <i>Anthropology</i> 6/6	Natalie Starling <i>Counseling & School Psychology</i> 6/6	Lawrence Brancazio <i>Health & Movement Sciences</i> 6/6	Joe Fields <i>Mathematics</i> 6/6	Binlin Wu <i>Physics</i> 6/6	Douglas Macur <i>Theatre</i> 6/6
Jeff Slomba <i>Art</i> 6/6	Beena Achhpal <i>Curriculum & Learning</i> 6/6	Robert Gregory <i>Health & Movement Sciences</i> 6/6	Klay Kruczek <i>Mathematics</i> 6/6	Jon Wharton <i>Political Science</i> 6/6	Luke Eilderts <i>World Languages & Literatures</i> 6/6
Kevin Siedlecki <i>Athletics</i> 6/6	Maria Diamantis <i>Curriculum & Learning</i> 6/6	Troy Paddock* <i>History</i> 5/6	Jonathan Irving <i>Music</i> 6/6	Michael Nizhnikov <i>Psychology</i> 4/6	
Sean Grace <i>Biology</i> 6/6	Dushmantha Jayawickreme <i>Earth Science</i> 6/6	Darcy Kern <i>History</i> 6/6	Frances Penny <i>Nursing</i> 2/6	Kate Marsland <i>Psychology</i> 6/6	Deborah Weiss <i>Faculty Senate President</i> 6/6
Mina Park <i>Business Information Systems</i> 6/6	Sanja Grubacic <i>Economics</i> 6/6	Yan Liu* <i>Information & Library Science</i> 5/6	Kelly Martinez* <i>Nursing</i> 4/6	William Faraclas <i>Public Health</i> 6/6	Cindy Simoneau <i>Undergraduate Curriculum Forum</i> 6/6
Jeff Webb <i>Chemistry</i> 6/6	Peter Madonia <i>Educational Leadership</i> 6/6	Cindy Simoneau <i>Journalism</i> 6/6	Obiageli Okwuka <i>Part-time Faculty</i> 6/6	Michael Dodge <i>Recreation, Tourism & Sport Management</i> 6/6	Meredith Sinclair <i>Undergraduate Curriculum Forum</i> 6/6
Barbara Cook <i>Communication Disorders</i> 6/6	Mike Shea <i>English</i> 6/6	Patrick Crowley <i>Library Services</i> 6/6	Mary Ellen Minichiello* <i>Part-time Faculty</i> 4/6	Sebastian Perumbilly <i>Social Work</i> 6/6	Cynthia O'Sullivan <i>Graduate Council</i> 6/6
Derek Taylor <i>Communication, Media & Screen Studies</i> 6/6	Paul Petrie <i>English</i> 6/6	Jacqueline Toce <i>Library Services</i> 6/6	Stephanie Fischer <i>Part-time Faculty</i> 2/2	Stephen Monroe Tomczak <i>Social Work</i> 6/6	Aidan Coleman <i>Student Government Association</i> 6/6
Alaa Sheta <i>Computer Science</i> 6/6	Matthew Miller <i>Environment, Geography & Marine Studies</i> 6/6	Carol Stewart* <i>Management, International Business & Public Utilities</i> 5/6	Virginia Metaxas <i>Part-time Faculty</i> 2/2	Adam Pittman <i>Sociology</i> 5/5	Dr. Joe Bertolino* <i>SCSU President</i> 5/6
<u>Guests:</u> T. Milburn (AA) C. Hlavac (A&S) T. Bennett (A&S) M. Vancour (HHS)	S. Bulmer (HHS) B. Kalk (A&S) T. Brolliar (IT) B. Zamfir (OOL)				

*An asterisk denotes an absence. Overall attendance recorded below each member.

Faculty Senate President D. Weiss called the 6th meeting of the Faculty Senate to order at 12:10 p.m.

- I. Announcements
 - A. Reminder: Workshop on Renewal Friday November 6 at 1 p.m. (link sent via campus email announcement).
- II. Minutes of the previous meeting held on October 28, 2020 were accepted as distributed.
<https://inside.southernct.edu/faculty-senate/meetings>
- III. Unfinished Business
 - A. **Motion to approve** Resolution Regarding Board of Regents' Resolution for Revised FY 2021 Spending Plan.
 - i. M. Shea **moved to strike** "Whereas, Nearly all of the universities and colleges voted no confidence in President Ojakian and the Board of Regents last year;"
 1. Motion **seconded**.
 2. Vote Tally
 - a. Yes 33
 - b. No 11
 - i. Motion to strike **approved**.
 - ii. K. Marsland **moved to insert** before the first "*Resolved*,": "Whereas, the described proposals by the BOR are inconsistent with the following CSCU mission: "The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs;"
 1. Motion **seconded**.
 2. M. Shea **moved to call the previous question**.
 - a. Motion **seconded**.
 - b. Vote tally
 - i. Yes 33
 - ii. No 10
 1. Motion to call the previous question **approved**.
 - c. Vote tally
 - i. Yes 37
 - ii. No 2
 1. Motion to insert **approved**.
 - iii. K. Marsland **moved to amend** the last "Whereas," to: "Whereas, the described proposals by the BOR are inconsistent with the following CSCU mission: "The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals."
 1. Motion **seconded**.
 2. Vote tally
 - a. Yes 32
 - b. No 2
 - i. Motion to amend **approved**.

iv. Vote to **approve** the resolution **as amended**.

1. Vote tally

a. Yes 37

b. No 4

c. Motion to approve the resolution as amended **approved**.

IV. Adjournment

A. Meeting adjourned at 1:40 p.m.

L. Eilderts
Secretary

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

RESOLUTION REGARDING BOARD OF REGENTS' RESOLUTION FOR REVISED FY 2021 SPENDING PLAN

Whereas, Southern Connecticut State University exists for the primary purpose of furthering academic excellence;

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty;

Whereas, The APA¹ Executive Summary, dated 10/1/2020 for fiscal years ending 2016 and 2017, identified 32 areas requiring improvement and violations by the Board of Regents that included unspent allocations, budgetary miscalculations, and non-compliance with the 2017 SEBAC Agreement;

Whereas, Only a small minority of the members of the Board of Regents have experience working in institutions of higher education;

Whereas, The Regents have made virtually no effort to inform themselves about the purposes and functions of the university, the working conditions of its faculty and staff, and the learning conditions of its students by spending significant time on campus with students, faculty, staff, and administrators;

Whereas, Taking the COVID-19 pandemic into consideration, each college, university and the System Office submitted a budget for FY 2021 to the Board of Regents, which duly adopted a FY 2021 spending plan for CSCU on June 18, 2020 based upon these budgets;

Whereas, The System Office and the Board of Regents miscalculated revenue in these budgets, in particular, that of the community colleges by grossly overestimating enrollment numbers which resulted in a reported budget shortfall of \$69 million;

Whereas, The Board of Regents, at its September 17 and October 15, 2020 meetings, stated that “everything is on the table” and tasked the administration to consider alternatives, including measures that have not been taken in the past and measures that “require extensive analysis, negotiation, and restructuring within the organization” to reduce the budget shortfall;

Whereas, The Board of Regents has stated that “everything is on the table,” in order to justify ‘placing on the table’ the income of the most vulnerable and poorly-compensated employees, including Graduate and University Assistants and part-time faculty;

¹ The Auditors of Public Accounts (APA) is a legislative agency of the State of Connecticut with the primary mission to audit state agencies.

Whereas, The Board of Regents has stated that “everything is on the table,” in order to justify attempting to ‘place on the table’ the income of thousands of faculty and staff responsible for teaching and providing services to our students and to try to break the Collective Bargaining Agreement;

Whereas, The Board of Regents has stated that “everything is on the table,” but, has failed to ‘place on the table’ reducing the salaries of administrators in the System Office and throughout the system who are the most highly-compensated employees, an action that *would not require* “extensive analysis, negotiation, and restructuring within the organization;”

Whereas, The Board of Regents has stated that “everything is on the table,” however, has also stated that it will not ‘place on the table’ the exorbitant costs associated with One College and its top-heavy administrative structure, including the additional planned hiring of over \$10 million worth of managers;

Whereas, The Board of Regents has stated that “everything is on the table,” and has implemented a hiring freeze and a comprehensive effort to “review and identify savings in areas including staffing, academic programming, shared administrative services and collective bargaining;” yet is proceeding with a search to hire a CSCU President, an expensive position, and will not ‘place on the table’ the System Office’s bloated staffing and administrative costs, an action that would not require “extensive analysis, negotiation, and restructuring within the organization;”

Whereas, The Board of Regents has stated that “everything is on the table,” however, has failed to ‘place on the table’ the System Office reserves of \$22.42 million that could be utilized to cover revenue shortfalls;

Whereas, The Board of Regents has stated that “everything is on the table,” but has stated that SCSU, CCSU, and ECSU should contribute \$1.2 million each from their reserves to make up for WCSU’s shortfall, failing to ‘place on the table’ the System Office reserves of \$22.42 million that could cover this shortfall;

Whereas, The described proposals by the Board of Regents are harmful to our students, who comprise the largest population of minority and underserved students in the state;

Whereas, The Board of Regents has stated that it will no longer approve new programs unless they are revenue-positive, which puts revenue firmly before any other consideration such as, how a new program would benefit our students and our communities, which contradicts the primary responsibility and purpose of public higher education which is to serve the common good;

Whereas, The described proposals by the Board of Regents would result in a reduced number of academic programs and classes and larger class sizes, and would threaten the integrity of our educational institutions;

Whereas, The described proposals by the BOR are inconsistent with the following CSCU mission: “The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate

an ever-increasing number of individuals to achieve their personal and career goals;" now, therefore, be it

Resolved, That when the Board of Regents states that "everything is on the table," it truly should consider all alternatives with open-mindedness in order to act in the best interests of the students and the institutions it is charged with protecting and nurturing; and be it further

Resolved, That the Board of Regents cease targeting the most vulnerable and underpaid university and college employees, while failing to take action in reducing the salaries of the most highly-compensated employees in the system; and be it further

Resolved, That the System Office be required to follow any cost-saving measures required of the colleges and universities, including the hiring freeze that would encompass the CSCU President position and One College hires; and be it further

Resolved, That reserves from the System Office be utilized to cover revenue shortfalls of the individual universities and colleges and that the Board of Regents not raid one university's reserves to pay off another university's debt; and be it further

Resolved, That the Board of Regents consider alternatives to the System Office or at the very least, major restructuring of the organization, including measures that have not been taken in the past and measures that require extensive analysis; and be it further

Resolved, That any cost-cutting measures directed towards the colleges and universities not be prescribed in a top-down manner, but rather demonstrate respect and invite the knowledge and experience of those who understand and work in higher education in our institutions; and be it further

Resolved, That the Board of Regents is called on to be advocates for and supporters of higher education and the CSCU campuses, rather than an instrument of harm to the system that will negatively impact our ability to offer our students the quality educational experience that they deserve.

Undergraduate Curriculum Forum Report

Undergraduate Curriculum Forum Thursday, Nov. 5, 2020

World Languages and Literatures assessment self-study was approved.

UCF is considering adopting the Pilot Writing program as the new permanent program.
Possible vote at UCF meeting Nov. 19. (See attached Powerpoint from Writing Director Marie McDaniel)

Guest speaker: Helen Marx on Academic Advising

Submitted:
Cindy Simoneau & Meredith Sinclair
UCF Co-chairs



Writing “Pilot” Program

2018-2020 so far

Should it become a permanent program?



Background

- The W Course program was instituted in 2007 to replace the “L” system for writing at the University level.
- The W program rested on the idea that students “wrote to learn” and that writing was an effective pedagogical strategy to learn any topic. Therefore, the W program required that students take ENG 112: Composition, and three “W” courses across the curriculum.
- The ensuing committee Writing Across the Curriculum (WAC) became an elected committee to monitor the courses proposed to be Ws.
- W courses required students to write at least 5000 words over the course of the semester, have at least one paper revised (the revisions counted towards the word count), have 50 percent or more of their course grade come from out of class writing, and that writing be analytical in nature (rather than creative writing for instance).
- Courses would be assessed based on their syllabus. Faculty would be required to resubmit their W course paperwork every three years. This never happened, but was the intention.
- All W courses would be approved for each individual course AND each individual faculty.



SCSU Writing Assets

- Faculty are committed teachers and scholars, and are capable of (and interested in) helping students become writers.
- Those faculty teach a variety of W courses that are interesting and successful at helping students be better writers.
- There are lots of opportunities for students to take "W" classes at the 300 and 400 levels.
- Students get a good grounding in composition through ENG 110, ENG 112, ENG 120, and HON 150.
- All students can get support at the Academic Success Center, across multiple modalities.



SCSU Writing Program Challenges

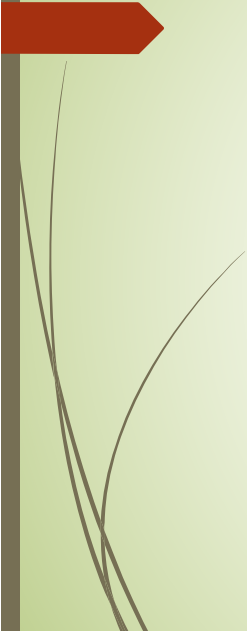
- Many W courses were not particularly robust, but only meeting the bare minimum of requirements. A course could include two 5-page papers with revisions and meet the basic requirements.
- Students were frustrated that some W courses were easy, and some non-Ws had greater writing requirements.
- Students often delayed their W courses until their senior year, often piling on difficult work, and defeating the purpose of sustained writing practice.
- The W paperwork did not reflect what was going on in the classroom; faculty did not resubmit their paperwork and the WAC committee never assessed the effectiveness of W courses.
- Scheduling meant that many courses were taught by adjuncts who were not approved, but were also unable to navigate the system in time to submit the paperwork.
- Besides "writing to learn" and a page number, there were no directions in what a W course at Southern should look like.
- There was an imbalance of W courses so that there were many 300 level W courses, but not many at the 200 level, so that sophomores rarely took W courses, and 300-level faculty complained of students' writing preparation.

W Pilot Assumptions

- That “writing to learn” is not enough for writing competency at the college level. Students are not able to write enough in three W courses spread over four years to learn to write well enough to achieve competency. Instead students must ALSO have some “learning to write.”
- That students learn to write through explicit instruction and practice.
- That writing instruction is largely taught through a disciplinary lens, and we can trust faculty to teach writing through their discipline with support from the Writing Center.
- That writing is best taught if faculty have explicit writing goals that are tailored to the level of the course and the faculty and students' disciplinary backgrounds.

W Pilot Changes

- W courses are approved as courses for all faculty. Department chairs can determine if a specific faculty member should teach any specific course.
 - Previously approved W courses, not under the Pilot, can continue to be taught by that faculty. However, if a new faculty wants to teach the course that course should go through the Pilot for themselves and all future faculty who want to teach that course.
- W courses should include explicit writing goals in their syllabus and should inform the writing assignments.
 - A list derived from W faculty is on the WACC page. These are suggestions only.
- There are no more “writing page minimums” although revision and the requirement that 50% of the final grade (minimum) comes from writing are still components of the program.
- Departments should assess their own W courses as part of departmental review. [This has not been implemented or even fully designed yet.]
 - This will be through a simple list of questions (like “How many W courses/sections do you teach in a year?” “How many students in the W courses are your majors?” “What are the goals for your students in these classes?” “How do you know students are meeting those goals?”). This will be reviewed on the same schedule as STaR, by WACC.



Back to the Question: Should the Pilot become a permanent program?

- The new program reduces paperwork, and makes course acceptance more streamlined. It reduces bureaucracy and confusion for adjuncts and new faculty especially.
- It makes assessment easier to implement.
- It puts the responsibility of the W course on the departments to determine what they think is best, with support from WAC and the Writing Center.
 - I'm hoping this encourages departments to notice when their students are not getting W support at the 200 level, and take steps to alleviate that.
- It increases pedagogical reflection when teaching W courses.
- It may improve student performance in W courses.

DOCUMENTS/MOTIONS/RESOLUTIONS FOR REVIEW FOR THE NOVEMBER 11, 2020 MEETING

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution Regarding Course Withdrawals for Fall 2020

Whereas, Southern Connecticut State University exists for the primary purpose of furthering academic excellence; and

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty; and

Whereas, The extenuating circumstances caused by the on-going COVID-19 pandemic continue to present unprecedented challenges to students; and

Whereas, Students may be disadvantaged by these challenges, resulting in poorer class performance that does not reflect their typical classroom performance; and

Whereas, Faculty wish to provide students with increased flexibility to make critical decisions regarding their courses; and

Whereas, Revising the Course Withdrawal policy would provide students with increased flexibility; now, therefore, be it

Resolved, That the following policy be implemented for the Fall 2020 semester:

The Course Withdrawal deadline shall be extended from “prior to the twelfth week of classes” to December 15th, 2020 (the last day of final exams).

Further, the Late Course Withdrawal policy shall be extended beyond the end of classes to include any extension based upon “I” (Incomplete) or “I+” (Incomplete Extension) status.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE
Resolution Regarding Course Incompletes for Fall 2020

Whereas, Southern Connecticut State University exists for the primary purpose of furthering academic excellence; and

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty; and

Whereas, The extenuating circumstances caused by the on-going COVID-19 pandemic continue to present unprecedented challenges to students; and

Whereas, Students may be disadvantaged by these challenges, resulting in poorer class performance that does not reflect their typical classroom performance; and

Whereas, Faculty wish to provide students with increased flexibility to make critical decisions regarding their courses; and

Whereas, Revising the Incomplete Grade policy would provide students with increased flexibility; now, therefore, be it

Resolved, That the following policy be implemented for the Fall 2020 semester:

- A Student may request an Incomplete grade through December 15, 2020.
- Following the request, the instructor may grant a grade of Incomplete (I), if it is determined that the student has a valid reason for not meeting a particular course requirement(s) prior to the termination of the semester.
- If the Incomplete is granted, the Instructor and Student must complete and sign an Incomplete Grade Contract, in which the Instructor shall specify the remaining coursework to be completed by the Student and the provisional final grade the Student would earn if the remaining work is not completed.
- The Instructor shall submit a copy of the completed contract to the Chairperson of the department in which the course is offered by Friday, December 18, 2020.
- The Instructor shall enter a grade of "I" when submitting final grades. (Note: Instructors should not give an "I" unless the Incomplete has been requested by the Student and a contract has been completed.)
- The Instructor shall make all course materials available to students for the duration of the Incomplete period.
- The "I" grade shall automatically become an "F" 30 days after the start of the next semester, unless one of the following occurs earlier:
 - The Student completes the remaining coursework, and the Instructor enters a final passing grade;
 - The Student does not complete the remaining coursework and the Instructor enters the provisional grade specified in the Incomplete Grade Contract;

- The Instructor issues an extension for completion of the remaining work and enters a grade change to “I+” (Incomplete Extension); or
 - The Student determines that they cannot complete the course requirements and elects to submit a Late Withdrawal from the course.
- For courses taken in the Fall 2020 semester only, at any point, a student who has been given an I or I+ can elect to submit a Late Withdrawal from the course.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE
RESOLUTION Undergraduate Pass/Fail Option for Spring 2021

Whereas, Southern Connecticut State University exists for the primary purpose of furthering academic excellence; and

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty; and

Whereas, The extenuating circumstances caused by the on-going COVID-19 pandemic are expected to present continued unprecedented challenges to students during the Spring 2021 semester; and

Whereas, Students may be disadvantaged by these changes, resulting in poorer class performance that does not reflect their typical classroom performance; and

Whereas, Faculty wish to provide students with every opportunity to achieve successful completion of their courses this semester, stay on track towards their graduation, and reduce the level of stress that they are likely experiencing; and

Whereas, Allowing students to take courses on a Pass/Fail basis could provide them with an option that will help to achieve the above; and

Whereas, The current Pass/Fail option was not adequate to accomplish this in prior pandemic semesters given its restrictions and is not anticipated to be adequate under continued pandemic semesters; and

Resolved, That the following revised Undergraduate Pass/Fail policy be implemented for the Spring 2021 semester if the pandemic circumstances persists:

- With the approval of their adviser, matriculated students are eligible to register for certain courses on a Pass/Fail basis.
- The Pass/Fail option may be used for electives, the Liberal Education Program, or the requirements of a major or minor (as decided by the department housing the major or minor).
- During the Spring 2021 semester, there is no limit on the number of courses that may be taken under the Pass/Fail option.

- The Pass/Fail option is non-reversible. Students will be advised that once they have selected the Pass/Fail option, it will not be possible to revert to a graded option.
- The process for electing the Pass/Fail option shall be automated to the greatest extent possible via a web form. This web form shall provide the student with information about the policy, provide the students with a link to courses that have been designated as exempt by departments (i.e., are not available for Pass/Fail under this revised policy), require that the students indicate that they have read and understand the Pass/Fail policy, and shall direct students to their academic advisors or chairs for consultation. After consultation, the advisor/chairs shall endorse the forms, and the forms shall be routed automatically to the Registrar's office.
- The deadline for submitting a Pass/Fail request shall be extended to the last day of final exams.
- The Pass/Fail option is blind in that the instructor is not aware of the student's use of the Pass/Fail option until after the grades are submitted, except where the instructor is also the advisor or chair.
- The final grade will be reported as "P" if the final grade earned is "D-" or higher. This grade earns zero quality points and has no effect on the GPA but does count as attempted credit. If the final grade earned is not passing, the final grade will be reported as "F". This grade earns zero quality points, but will impact the GPA, and does count as attempted credit. Courses taken for Pass/Fail might not be accepted for transfer credit when attending another institution; are excluded from GPA calculations which may impact a student's ability to meet certain GPA requirements needed for their major, graduation, or honors; and may not be satisfactory in meeting prerequisite requirements when applying to graduate programs.

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE
RESOLUTION Graduate Student Pass/Fail Option for Spring 2021

Whereas, Southern Connecticut State University exists for the primary purpose of furthering academic excellence; and

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty; and

Whereas, The extenuating circumstances caused by the on-going COVID-19 pandemic are expected to present continued unprecedented challenges to students during the Spring 2021 semester; and

Whereas, Students may be disadvantaged by these changes, resulting in poorer class performance that does not reflect their typical classroom performance; and

Whereas, Faculty wish to provide students with every opportunity to achieve successful completion of their courses this semester, stay on track towards their graduation, and reduce the level of stress that they are likely experiencing; and

Whereas, Allowing students to take courses on a Pass/Fail basis could provide them with an option that will help to achieve the above; and

Whereas, The current Pass/Fail option was not adequate to accomplish this in prior pandemic semesters given its restrictions and is not anticipated to be adequate under continued pandemic semesters; and

Resolved, That the following revised Graduate Pass/Fail policy be implemented for the Spring 2021 semester if the pandemic circumstances persists:

- On a department-specific basis, and with the approval of their graduate program adviser, matriculated students in some graduate programs are eligible to register for certain required or elective courses on a Pass/Fail basis. Undergraduate courses listed in any program that students are required to take to strengthen their academic backgrounds may not be taken under the Pass/Fail option.
- During the Spring 2021 semester, there shall be no limit on the number of courses, that may be taken under the Pass/Fail option.
- The Pass/Fail option is non-reversable. Students will be advised that once they have selected the Pass/Fail option, it will not be possible to revert to a graded option.

- The process for electing the Pass/Fail option shall be automated to the greatest extent possible via a web form. This web form shall provide the student with information about the policy, provide the students with a link to courses that have been designated as exempt by departments (i.e., are not available for Pass/Fail under this revised policy), require that the students indicate that they have read and understood the Pass/Fail policy, and shall direct each Pass/Fail request to the student's graduate program advisor for approval. Upon approval by the graduate program advisor, the form shall be routed automatically to the Registrar's office.
- The deadline for submitting a Pass/Fail request shall be extended to the last day of final exams.
- The Pass/Fail option is blind in that the instructor is not aware of the student's use of the Pass/Fail option until after the grades are submitted, except where the instructor is also the advisor.
- The final grade will be reported as "P" if the final grade earned is "C" or higher. This grade earns zero quality points and has no effect on the GPA but does count as attempted credit. If the final grade earned is C- or below, the final grade will be reported as "F". This grade earns zero quality points, but will impact the GPA, and does count as attempted credit. Courses taken for Pass/Fail might not be accepted for transfer credit when attending another institution; are excluded from GPA calculations which may impact a student's ability to meet certain GPA requirements needed for their major, graduation, or honors; and may not be satisfactory in meeting prerequisite requirements when applying to other graduate programs.