

Meeting of the Villanova University Academic Policy Committee

Thursday, March 27, 2014
Mendel Science Center, room 103, 12:30 pm

MINUTES

Present: Louise Russo (chair), Paul Pasles, Bob Styer, Wenhong Luo, Craig Wheeland, Mark Doorley, Randy Weinstein, Jutta Seibert, Joyce Willens, Daniel Wright, Adele Lindenmeyr, Wayne Bremser, Jerusha Conner, Brian Gallagher, Kelly Welch

Not in Attendance: Mary Ann Cantrell (NIA), Ken Kroos, JeanAnn Linney (NIA), Fayette Veverka (NIA), Lesley Perry, Paul Hanouna, Susan Mackey-Kallis (NIA), Catherine Warrick, Sridhar Santhanam, Jillian Amara, Lourdes Carrera-Ortiz, Laura Boisclair (NIA), Erin Connor, Patrick Tempera, Elizabeth Carbone, Caitlyn Sell, Joseph Brady

The meeting was called to order at 12:30 pm

Minutes from the October 22, 2013, November 22, 2013, and January 27, 2014 meetings were approved.

- I. The chair provided the committee with an update on the work of the APC sub-committee that is discussing the proposal for a University Core Curriculum. Membership includes representation from each college and preliminary discussions at the initial meeting included a review of the final report submitted by a prior Task Force that looked at the idea of the University Core which finalized its work in 2007. The sub-committee discussed the potential for modifications to the ACS course sequence as an opportunity area for a well-defined University Core.
- II. Craig Wheeland updated the committee on a recent decision that was made by the VPAA to develop a Task Force to study potential changes to the Honors Program. The Task Force will discuss options for the professional colleges, modifications to the reporting structure, and a long term vision for Honors education at Villanova. Membership will include Tom Smith, Director of the Honors Program, as well as Associate Deans from each College. Additional members may be selected from a proposed list of volunteers from the APC. The chair will solicit interested participants and share a list of names with the VPAA.
- III. The committee discussed the measures that were taken to adjust the spring 2014 academic calendar in response to the extraordinary number of lost class days due to severe winter weather. The VPAA's office shared a detailed document of procedural steps that were undertaken to identify a reasonable make-up plan that eventually led to Sunday classes. Bob Styer suggested that the

VPAA's office use this semester as an opportunity for data collection on the modified calendar as a potential "disaster" plan for future reference. This would require collection of information as to how effectively the make-up days or online content options were utilized by faculty and received by students. Additional information related to use of other campus facilities including the library and food centers would also contribute to a greater understanding of the effectiveness of this as a template plan. Craig Wheeland indicated that he will share this suggestion with Fr. Ellis.

- IV. Members reviewed and approved the tentative academic calendar for 2018-2019 which had been previously approved by the University Calendar Committee. Though the APC had tentatively approved a version of the 2017-2018 calendar in April 2013, substantive changes had recently been made while the calendar was undergoing final approval by the University Calendar Committee. The modifications involved addition a second Reading Day per an agreement that was made to do so in calendar years when final exams ended in fall semester prior to December 20. This concession was in response to SGA resistance to the decision to deduct a second Reading Day. Members raised concerns about the modified calendar stemming from the awkward breaks that would occur based upon adding a second Reading Day while also limiting extended off days at the end of the semester which are not favored by the Office of Student Life. Members voted to reject the modified calendar (Y: 2, N: 8; Abstain: 2). The committee then voted on the original version of the 2017-2018 calendar that had been shared with the APC in April 2013. That version of the calendar was approved (Y: 10, Abstain: 2). Craig Wheeland will share these vote outcomes with the University Calendar Committee.
- V. The committee discussed the *Proposal to Establish a College of Professional Studies* that was recently developed by the VPAA's Office. This proposal arose from the work completed by the Task Force that assessed the establishment of an Online B.A. degree in summer 2013. APC members raised a number of concerns and proposed modifications to the proposal related to the following prime issues:
- a. Language on the diploma
 - b. Faculty in the College: the proposal did not include the potential for joint appointment faculty or the hire of full-time tenure track faculty to support teaching needs within the degree programs within the College

Due to time constraints, the meeting drew to a close before full discussion had ended on this proposal. No resolution was offered and no vote was taken.

The meeting was adjourned at 2:00 pm

Respectfully submitted,
Louise Russo

Members of APC: Louise Russo (chair), Wayne Bremser, Fayette Veverka, Robert Styer, Adele Lindenmeyr, Edwin Goff, Kelly Welch, Mary Ann Cantrell, Louise Fitzpatrick (represented by Lesley Perry), Joyce S. Willens, Wenhong Luo, Paul Pasles, Paul Hanouna, Kail Ellis (represented by Craig Wheeland), Jean Ann Linney, Gary Gabriele (represented by Randy Weinstein), Patrick Maggitti (represented by Daniel Wright), Catherine Warrick, Susan Mackey-Kallis, Mark Doorley, Sridhar Santhanam,

Kenneth Kroos, Aaron Moore, Jutta Seibert, Lourdes Carrera-Ortiz, Joseph Brady, Laura Boisclair, Erin Connor, Patrick Tempera, Elizabeth Carbone, Caitlyn Sell, Brian Gallagher

Proposal to Establish a College of Professional Studies

I. Introduction and History of Villanova’s Part-Time Program

The proposal to establish a College of Professional Studies to provide working adults, including distance learners, with opportunities to study and earn degrees at Villanova University is a continuation of a nearly hundred-year-old University tradition.

As early as 1918, Villanova offered Saturday and summer classes (Summer Sessions) leading to degrees in Bachelor of Arts and Bachelor of Science in Education. Many of the first students were teachers who needed to fulfill the 1918 State of Pennsylvania mandate that required high school teachers to hold a college degree from an accredited institution.

In 1928, the Dean of the School of Commerce and Finance, Fr. Joseph C. Bartley, O.S.A., Ph.D., instituted Evening Sessions to serve working students who wanted to obtain a Certificate in Business—although degrees required further study during Saturday and Summer Sessions. By 1934, Evening Sessions was moved from campus to John W. Hallahan Catholic Girls High School in Philadelphia for the convenience of students. Villanova held Evening Division classes at Hallahan throughout the 1940s. In 1952, Evening Session was expanded to include classes and degrees in the Liberal Arts, Education, Nursing, and Library Science.

Evening Sessions was renamed University College in 1963—a separate academic entity with a dean, Charles P. Bruderle, who also was the Director of Villanova’s Summer Sessions. Through University College, students could earn Bachelor of Arts degrees, as well as Bachelor of Science degrees in the fields of Education, Mathematics, Accounting, Business Administration, Electrical Engineering, and Mechanical Engineering. In 1970, University College began offering non-credit courses in Insurance, Safety Engineering, and Security and Protective Services, leading to the awarding of a certificate.

In 1981, Dr. Angelo Armenti became Dean of University College, holding the position until 1992, when he left the University to assume a college presidency. At that time, administration of University College was given to a director. In 1998, Villanova’s Part-Time studies and Continuing Studies Program was reorganized, and ceased to be a college. An Assistant Vice President, who reported directly to the Vice President for Academic Affairs, led the program.

II. Declining Enrollments and New Solutions

Villanova maintained a robust part-time studies program from the 1960s to the 1990s that catered to the needs and career goals of adult learners, as did other universities, including Georgetown, Boston College, Fordham, Santa Clara, Penn, DePaul and Columbia.¹ Unfortunately, enrollments began to

¹ The following selection of peer schools offering online degree programs to adult learners is taken from their Web sites:

decline in the mid-1990s, after a high of 2,300 students during the 1980s. Today, only 400 students are enrolled in the program. The course requirements for traditional B.A. and B.S. degrees, combined with the constraints of on-campus courses, have proved a daunting combination for many potential adult learners. (The establishment in 2003 of a Bachelor of Interdisciplinary Studies degree, BIS, which featured a reduced core curriculum and more applied courses, did not appreciably increase enrollments.)

In light of this situation, the University engaged Carol Aslanian—Senior Vice President, Market Research Service of Education Dynamics—to assess market demand for adult undergraduate programs in the Philadelphia region. Released on February 1, 2012, the Education Dynamics survey report provided the following information and recommendations:

- Villanova’s Part-Time Studies’ current bachelor’s programs are well matched to adult demand in regard to subject area.
- Despite Villanova’s “top of mind” awareness among undergraduate adult students residing in the area, only 20% of those surveyed knew Villanova had a part-time studies program.
- The Part-Time Studies Program should expand existing articulation agreements with community and two-year schools.
- The University should continue to offer and expand the number of online courses in the Part-Time Studies program.

Georgetown University: School of Continuing Studies (SCS). “For more than 50 years, SCS has fulfilled Georgetown University’s mission of educational outreach and inclusivity by offering a wide range of degrees and applied learning experiences to a community of students and professionals. *Most courses are designed to cater to non-traditional adult students and professionals, with most classes being held in the evening and on weekends.*”

Boston College: The James A. Woods, S.J. College of Advancing Studies “offers both full and part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.” **Fordham University:** School of Professional and Continuing Studies offers its students a wide variety of rigorous academic programs geared toward the interests and needs of the adult learner. The College’s central offering is a Bachelor of Arts and a Bachelor of Science degree.

Santa Clara University: Offers graduate level and part-time opportunities in engineering, law, business, education, counseling, psychology, theology, and pastoral ministries.

Penn’s College of Liberal and Professional Studies (LPS): “Offers an extraordinary education to highly qualified adult students.” “Students at the College of Liberal and Professional Studies are *intellectually capable adults who are fully engaged in their work, and for whom a Penn degree or individual courses serve two fully integrated aims: intellectual and personal enrichment, and career or academic advancement.*”

DePaul University: “DePaul has been developing and providing innovative degree programs for working adults for over 100 years.” It goes on to state: “The life circumstances of our diverse body of students sometimes prevent them from being present on one of our campuses. That’s why we’ve developed an online learning program that makes it easy to take a course—or even earn your entire undergraduate or graduate degree—from a distance, with little disruption to your family or work life.” . . . “Online learning has allowed us to take that commitment to a new level. Our online degrees are backed by the reputation and resources of a well-established urban university.”

- The BIS degree should be repositioned to a B.A. degree offered entirely online to adult learners, with majors in Leadership and Media and Technology.

This report made it evident that in order to remain competitive with other institutions, Villanova would have to engage in more online degree programs designed for the adult learner—with the important caveat that these programs differ from the B.A. and B.S. degrees offered to traditional undergraduate students. A separate administrative structure with an academic dean would be necessary to distinguish the new degrees. To insure success, program reorganization would include the creation of a College of Professional Studies.²

Several studies indicate that demand among adult learners for four-year degrees and continuing education remains high within the mid-Atlantic region, as well as nationally.³ Villanova is well positioned to sustain, and in some programs, to expand adult enrollment by offering high-quality undergraduate degree programs, for-credit post-graduate certificates, and non-credit certificates, using both online and on-campus classes.⁴ The University has already begun this process by establishing highly successful online graduate degree programs in Human Resource Development, Public Administration, and Engineering. The University will launch a new online undergraduate degree program during the 2014-2015 academic year.

Expanding Villanova’s program offerings to adult learners through the establishment of a College of Professional Studies will provide the following opportunities:

- Develop online programs in areas that are focused on offering distinctive and differentiated programming aligned to the university’s strengths and mission.
- Extend Villanova’s geographic outreach to a larger audience with unique programs.
- Decrease the University’s reliance on (and vulnerability to) traditional enrollments and tuition, and increase the student base to fund strategic initiatives.
- Address changing demographics, as the number of traditional-age, college-ready students is projected to shrink in the next decade.
- Provide undergraduate degree programs to working professionals and others unable to attend on-campus classes.
- Adopt rapidly emerging technology-enabled pedagogical approaches.
- Provide the opportunity to augment the reputation and brand image of the University.

² The rationale for the new name is based on the intent to be concise, to use a name that includes options to offer for-credit and not-for-credit programs, and options to offer undergraduate and graduate programs. The name aligns with the ones other national Catholic universities use, such as Marquette (College of Professional Studies), St. Louis (School of Professional Studies) and Catholic (Metropolitan School of Professional Studies).

³ For example, these two studies report the millions of adults who have completed some college without completing the degree: National Student Clearinghouse Research Center, “Completing College: A View of Completing the a degree: National Student Clearinghouse Research Center, “Completing College: A View of National Attainment Rates,” November 2012; U.S. Census Bureau, “Educational Attainment in the United States: 2012.” National Center for Education Statistics, *Digest of Education Statistics 2012*; see also, Education Advisory Board. 2013. *Future Students, Future Revenues: Creating a Principled and Sustainable Enrollment Strategy* (please note that this report is confidential and proprietary to The Advisory Board Company and therefore Villanova’s right to share the report is restricted)

⁴Education Dynamics, 2012. *Undergraduate Adult Student Market Analysis*.

III. New Administrative Structure: College of Professional Studies

The College of Professional Studies (CPS) will be led by an academically-qualified Dean appointed by and reporting to the Vice President for Academic Affairs.⁵ The Dean will have the following responsibilities:

- Serve on the Council of Deans, and therefore be in position to share information, promote initiatives, and coordinate programs with the other colleges, and contribute to planning Villanova's transition to doctoral institution status.
- Assist University Advancement, as appropriate.
- Administer University policies within the college.
- Supervise the Director of Part-Time Studies and the Director of Continuing Studies.

The duties of the Directors of Part-Time Studies and Continuing Studies will not change, although they will report to the Dean. All other staff members in each office will retain their job titles and duties and continue to report to their Director.

Faculty Hiring in the College of Professional Studies (CPS)

The Dean of CPS will have the authority to recruit and hire part-time faculty and full-time continuing non-tenure track faculty to teach courses unique to CPS.⁶ The Dean also will have the authority to assess the teaching effectiveness of the faculty appointed to CPS.

The courses in CPS programs offered through academic departments housed in other colleges will be taught by faculty hired by those departments and Deans; however, the Dean of CPS must approve these faculty members, and may replace a faculty member from another college (in consultation with the relevant department) if the faculty member's teaching is not effective.

Creation of Online and On-Campus Academic Programs

CPS will continue to cooperate with the other colleges to offer part-time degree programs and courses, both on-campus and online.⁷ The addition or elimination of academic programs for part-time students and non-credit certificates for continuing studies will be accomplished in consultation with each college affected, and with the approval of the VPAA. If the initiative does not affect another college, then the Dean of CPS may submit the proposal directly to the VPAA per existing procedures governing the approval/revision of academic programs.

It is essential that the Dean of CPS have the authority to create majors and post-graduate certificates available only to adult learners (with the approval of the VPAA). Recent experience with vendors

⁵ The following national Catholic universities ranked from 20 to 121 in *US News and World Report* have a college or school offering professional and/or continuing studies led by a Dean who reports to the Provost or VPAA: Georgetown, Boston College, Fordham, Marquette, St. Louis, Loyola, Catholic and DePaul.

⁶ Georgetown, Marquette, Loyola, DePaul and St. Louis allow the Dean to hire full-time non-tenure track faculty and part-time faculty. DePaul and St. Louis also allow the Dean to hire tenure-track faculty.

⁷ Online courses are offered by Georgetown, Boston College, Fordham, Marquette, St. Louis, Loyola, Catholic and DePaul. Online degrees are offered by DePaul, St. Louis and Loyola.

bidding to help Villanova offer online undergraduate degrees, as well as marketing studies, affirm that adult learners are interested in professional degree programs with such majors as Criminal Justice Administration, Emergency Management, and Counseling. By exercising the same autonomy to propose and pursue new initiatives as the Deans of the other colleges, the Dean of CPS will be positioned to help Villanova establish high-quality online undergraduate programs appealing to adult learners.

If courses from academic departments in other colleges are included in these new majors or post-graduate certificates, then the Dean of the affected college must be consulted, and will have the discretion to approve/decline the use of those courses in CPS programs.

If academic departments in other colleges would like to offer their undergraduate major or minor online to adult students through CPS, then the dean of the affected college must be consulted, and will have the discretion to approve/decline the offering of the major and/or minor through CPS.

Managing Enrollment in the College of Professional Studies

Consistent with the authority given to the Deans of the other colleges, and in consultation with the Dean of Enrollment Management and the VPAA, the Dean of CPS will have the following responsibilities in regard to enrollment:

- Establish the admission criteria for CPS programs. For example, as is currently the case in Part-Time Studies, admission to CPS programs will not require submission of SAT or ACT scores.⁸
- Define enrollment targets for CPS programs.
- Admit any applicant he/she deems acceptable to CPS programs.

Management of Summer Sessions

The Dean of CPS, through the Director of Part-Time Studies, will continue to manage Villanova's Summer Sessions. Since the program's inauguration in 1918, enrollment in Summer Sessions has increased from 70 to over 4,000 student registrations. The undergraduate and graduate sessions attract hundreds of students from other universities and both part-time and full-time Villanova students. Course requirements are the same as those stipulated in the University Catalog.⁹

Allocating Instructional Budget Costs

CPS will offer three types of undergraduate courses which will affect how instructional costs as allocated across colleges.

Type 1: Courses available to all undergraduates in Fall Semester and Spring Semester

The home college will cover 100% of the instructional costs of the full-time and part-time faculty teaching those courses. (Current Practice.)

⁸Georgetown, Boston College, Fordham, Marquette, St. Louis, Loyola, Catholic and DePaul do not require submission of the SAT or ACT in order to enroll in their college/school of professional/continuing studies.

⁹ The information about Summer Sessions reported here can be found at <http://www1.villanova.edu/villanova/summersession.html>

Type 2: Courses available to all undergraduates offered in Summer Sessions

CPS will cover 100% of the instructional costs of the full-time and part-time faculty teaching those courses (except for courses that are part of entrepreneurial programs, such as SBI and Engineering courses). (Current Practice.)

Type 3: Courses available only to adult part-time undergraduate students

If the course is taught by a full-time faculty member from another college, then CPS will transfer 1/8th of the regular nine-month salary of the full-time faculty to the other college's instructional budget. (Current Policy for Entrepreneurial Programs.)

If the course is taught by a part-time faculty member, then CPS will pay 100% of the instructional costs.

Budget Considerations

Existing staff and programs will continue to be covered by the operating budgets currently in place for Part-Time and Continuing Studies. This includes permanent funding of \$1,315,000 (384027-7449), which currently funds the work of MicroScope Systems, a vendor assisting with the management of faculty and course content for non-credit certificate programs.

Due to the impending retirement of the principal for MicroScope Systems, Villanova will assume full management of these programs within CPS. The initial plan is to hire three staff members to perform work previously done by the vendor. The tentative job titles are Coordinator of Online Education, Financial Officer, and Instructional Designer.

The University believes that the existing budget will be sufficient to transition the current administrative duties of MicroScope Systems to CPS, as well as to fund the salary of the Dean, administrative support staff, and general operating expenses. If necessary, one-time costs will be covered by existing academic carry-forward balances.

Each and every new degree program will be created under the prevailing entrepreneurial model, thereby positioning each to be self-sufficient, including the hiring and expenses of full-time faculty, when necessary.

IV. Conclusion

Establishing a College of Professional Studies led by a Dean will provide opportunities for Villanova to move forward as a thriving University community in the following ways:

- Articulate a new vision for Villanova's long-term commitment to part-time students.
- Develop new academic programming attractive to adult learners.
- Provide quality support services to part-time and continuing students.

- Manage the delivery of online courses and programs.
- Partner with University Advancement to raise funds to support CPS and other university initiatives.

Appendix A

Part-Time Degree Programs

Currently the Bachelor of Interdisciplinary Studies (BIS) is offered in the evening for Villanova adult students. As part of this degree, students choose one of the following majors: General Studies, Information Systems, Leadership Studies, or Media & Technology. The BIS degree is not available to full-time undergraduate students.

Beginning in Academic Year 2014-2015, Villanova will offer to on-campus adult part-time students a B.A. degree with the four majors now listed in the BIS degree. The BIS degree will no longer include the four majors.

Also beginning in Academic Year 2014-2015, Villanova will offer adult part-time students an online B.A. degree with two of the four majors now offered via BIS: Leadership Studies and Media & Technology. Additional majors appealing to adult students will be added in the future.

The online B.A. degree and the BIS will not be available to full-time undergraduate students.

Villanova University also offers the following programs of on-campus study for the bachelor's degree which may be completed through Part-Time Studies:

- Through VSB - Accountancy and Business Administration
- Through CLAS - Computer Science, Education (Secondary Education, Teacher Certification), English, General Arts, and History

In addition to the bachelor's degree, the following programs are available: Associate of Arts, Accountancy Certificate, Business Administration Certificate, Information Systems Certificate, Leadership Studies Certificate, Pre-Health Professions Science Certificate, and Secondary Teacher Certification.

Appendix B

Continuing Studies Programs

The Continuing Studies division offers in-class professional development and certificate programs to approximately one thousand (1,200) students each year. Courses (and certifications) are offered in a variety of subject areas: human resource management (PHR®, SPHR®, GPHR®), facilities management (FMP®), sustainability (SFP®), payroll administration (FPC®, CPP®) project management (PMP®, CAPM®), fundraising (CFRE®), English as a Second Language, treasury management (CTP®), management accounting (CMA®), internal auditing (CIA®), supply chain management (SPSC®), and alcohol and drug counseling (CAC). The courses are offered on campus and at various corporate sites throughout the tri-state area.

Continuing Studies also provides training opportunities at corporate, governmental and non-profit worksites. In addition to the above courses, additional areas of interest include business analysis, agile project management, business communications and leadership.

The Continuing Studies Paralegal Studies Certificate Program is designed to train qualified individuals in the theory and philosophy of the law and the ethics of legal practice. Student gain the necessary practical skills to enable them to effectively assist lawyers and executives in providing a wide range of legal services to corporations, governmental agencies, law firms and businesses. The Paralegal Program is approved by the American Bar Association (ABA).

The Continuing Studies Office, in partnership with BISK Education, offers Project Management, Human Resources, Six Sigma, IT Security, Contract Management, Leadership, Business Intelligence, and a variety of other non-credit certificate programs via distance learning to approximately twelve thousand (12,000) students a year.

Appendix C:

Current Enrollment in the Part-Time and Continuing Studies

1. Enrollment in undergraduate majors offered only through Part-Times Studies to adult students over the last two academic years is:

	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2013</u>	<u>Spring 2014</u>
General Studies	31	30	34	27
Information Systems	23	26	28	25
Leadership	47	47	47	45
Media & Technology	<u>16</u>	<u>18</u>	<u>18</u>	<u>16</u>
Total	117	121	127	113

2. Part-Time Studies also enrolls students completing some of the majors and undergraduate degrees offered through CLAS and VSB (see Appendix A for a list of these programs). The enrollment over the past two academic years is:

	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2013</u>	<u>Spring 2014</u>
Matriculated Part-Time (in CLAS or VSB majors)	84	75	59	34

3. Part-Time Studies also enrolls non-matriculated students for several reasons:

- Adults seeking personal enrichment
- Adults who have an undergraduate degree but seek to complete one of Villanova's post-graduate certificate programs (see Appendix A)
- Adults who need to remedy deficiencies in their academic record before they can be accepted as matriculated into a part-time studies degree program.

	<u>Fall 2012</u>	<u>Spring 2013</u>	<u>Fall 2013</u>	<u>Spring 2014</u>
Non-Matriculated Part-Time	168	200	162	177

4. Enrollment in non-credit programs offered online and on-campus by the Office of Continuing Studies for 2012-2013 is 22,451 students (see Appendix B for programs).

5. The enrollment data presented above omits the undergraduates who were admitted as full-time students to the College of Liberal Arts and Sciences (CLAS), the Villanova School of Business (VSB), the College of Engineering (EGR) and the College of Nursing (NUR) and who changed to part-time status in their senior year, because they do not need to enroll full-time in order to complete their degrees.

Spring 2014 Class Make-Up Plan for Weather-Related Closings

1. The Basic Schedule

This plan does not interfere with Spring Break, Easter Break and graduation in May. The plan applies to all day and evening classes (undergraduate and graduate) – excluding law. Faculty have two main options:

1. Schedule make-up classes on Sundays in order to offer classroom/lab teaching possibilities which will minimize faculty and student conflicts (see Sunday schedule below) and spread the make-up sessions throughout the second half of the semester
2. Using technology (Blackboard) as a teaching tool so that faculty and students can make up class work without having to meet in-person

Colleges may also develop unique solutions to make-up classes as long as they do not create conflicting schedules for their students.

- Engineering and Science faculty teaching labs should consult with their Department Chairs as to scheduling make-up classes on the Sundays listed below. Departments are strongly discouraged from using Saturdays to make-up labs. If a Department wants to use a Saturday for a make-up lab doing so may well create conflicts for more students than if the Department uses Sundays. We already have classes scheduled on Saturdays – although there are not as many as other days of the week. Also, there are many more events scheduled on Saturdays than on Sundays. The plan uses Sundays so as to minimize the chances to create conflicts for students
- Nursing faculty teaching clinical classes should consult with the Dr. Arcamone as to scheduling make-up classes
- We ask all other faculty to choose the best of the two options listed above for their courses

If faculty members choose to schedule an in-person class following the Sunday schedule below, they must use the same time period as their regular class time in order to avoid creating a conflict with other courses.

Because the University has scheduled some classrooms for internal and external events on weekends, make-up classes scheduled for Sunday may not be able to meet in the same classroom as the regularly scheduled class. Faculty should use the classroom reservation system in MyNOVA to find and reserve a classroom available at their time period. Here is a link to make a reservation:

<https://infosilem.villanova.edu/portal/>

Faculty needing assistance to use the classroom reservation system may seek help from the staff in their Department offices. We have also attached instructions as to how to use the classroom reservation system.

In keeping with the spirit of flexibility, faculty should not impose penalties on students who cannot attend the make-up classes. Students must notify the faculty member in advance if they will miss a make-up class and explain the reason for their absence.

The second sentence above is intended to tell students that attending the make-up class is important – that is why they must tell the faculty member in advance they will miss class and explain the reason. We also inform faculty to not penalize students for not attending a make-up class, because we recognize students have events and obligations set for Sundays, such as travel for job interviews, family events, athletic team obligations, and so on. The plan gives faculty options as to how to make up classes. Students also need to have some flexibility to adjust to this unprecedented problem. Therefore, even if faculty grade class/lab participation, the plan does not permit faculty to impose a grade penalty on the students who miss the make-up class. In short, the plan asks faculty to not lower the grade for a student missing the make-up class. If required work can only be completed in the lab/class and no alternative ways to make-up the work exist, then faculty should make this clear to the students. Faculty members are encouraged to remember the unprecedented nature of this problem when deciding how to manage attendance and the work to be completed in the make-up lab classes.

We encourage everyone to work together to manage this problem in a spirit of cooperation and patience.

Sunday Schedule

We have excluded Sundays before and after Spring Break and Easter Sunday.

February 23 replaces Tuesday, January 21

March 16 replaces Wednesday, January 22

March 23 replaces Monday, February 3

March 30 replaces Thursday, February 6

April 6 replaces Wednesday, February 5

April 13 replaces Friday, February 7

April 27 replaces Thursday, February 13

If there are additional weather-related cancelled classes, we will use Friday, May 2 (Reading Day) as a make-up day.

New Dates in the Academic Calendar

The Registrar established new dates in Academic Calendar:

- the new date to begin registration for Fall 2014 is April 1
- because the schedule of courses for summer are finalized, the date to begin registration for summer will remain March 12

- the new deadline to submit Midterm Grades is March 19
- The new deadline to WX a course is April 14

2. Coordinating Services and Adjustment to Schedules

- Joan Lesovitz (Instructional Services in UNIT) and her instructional support team communicated directly with faculty to offer their support, including having staff ready to assist with technology problems in classrooms on Sundays.
- Jenn Brophy (Academic Support for Athletics) worked with coaches to try to adjust travel and practices so our athletes will be able to attend as many Sunday classes as possible – however, we could not eliminate/reschedule all travel and practices. Coaches planned schedules accordingly using the following guidelines:
 - *ALL Sports*: Student-athletes are **NOT** permitted to miss class time for practice at any time. (NCAA Bylaw 17.1.6.6.2)
 - *In-Season Sports*: Any student-athletes who miss Sunday classes due to travel or competition will be deemed an excused absence by University rules. These student-athletes should follow normal procedures and fill out a Varsity Excuse Form in the Office of Academic Support for Athletics to give to their professor.
 - *Out-of-Season Sports*: Student-athletes may **NOT** miss Sunday classes for competition or travel during the nonchampionship segment. (Bylaw 17.1.6.6.1- Applies to Field Hockey, Soccer and Volleyball)
 - Please be sure to encourage your student-athletes to reach out to their professors to find out how they are handling the Sunday class days. It will be extremely important for all coaches and student-athletes to communicate and remain flexible during these unusual circumstances
- Pam Braxton, Registrar, reviewed the classrooms reserved by student organizations on Sundays, especially those reservations that were for several hours throughout a Sunday. Unless these were events scheduled with speakers or a similar type purpose, Pam tried to change those reservations in order to open-up the classrooms for classes.
- Darren Poley, Interim University Librarian, opened Falvey Library two hours earlier (including collection access and desk services) on the seven Sundays when classes are scheduled, so from 10am to Midnight. The library staff used multiple means to communicate the new hours to faculty and students.
- Tim Dietzler and Tony Alfano adjusted Dining Services hours by opening Holy Grounds in the Connelly Center at 8:00 am on Sundays and opening Dougherty Cafeteria at 7:00 am on Sundays as well.