



## FACULTY MEETING MINUTES

Meeting Location: Heritage Commons, Samuel Read Hall

Date & Time: May 3, 2017 at 3:35PM

### **Meeting called to order:**

Meeting called to order at 3:37PM. Faculty Speaker Lourdes Aviles announced that Anne Jung-Mathews will be the next speaker elect.

**I. Acceptance of the draft minutes** for the faculty meetings of March 1 and April 5, 2017.  
Minutes were accepted.

### **II. Old Business**

#### **A. Tabled Motions**

**1. Motion to amend the Faculty Bylaws** to revise the description of the Administrator Selection Task Forces.

Moved by Anne-Jung Mathews, on behalf of the Faculty Steering Committee and the Faculty Bylaws Task Force. Motion seconded.

MOTION: That the committee description for the Administrator Selection Task Forces (Article XI.D.8) be amended with the following proposed language:

#### **Administrator Selection Task Forces**

a. Composition:

Elected faculty members should comprise a plurality on most Administrator Selection Task Forces; that is, the number of faculty should exceed the number of any other constituency on the Task Force. In the case of dean or cabinet level positions in Academic Affairs—such as Provost, Vice President for Academic Affairs, academic deans, and similar positions—the faculty should constitute the majority of the Administrator Selection Task Force. The Steering Committee shall consult with the administration, as well as representatives of the Student Senate, P.A.T. Senate, and O.S. Senate, to determine the appropriate composition for each task force. All faculty members of the Task Force must be elected by the faculty. Faculty members shall be elected to serve for the duration of the Task Force as specified by the Steering Committee.

*[amended 2-4-09]*

b. Function:

In the event of a search for a cabinet-level position or an administrative position at the dean or director level, the Steering Committee shall call a special election to elect faculty members to an Administrator Selection Task Force.

Each Task Force shall follow Human Resources guidelines for searches.

For Presidential searches, the USNH Trustees shall consult with the Steering Committee to elect faculty members to the search committee.

*[as Administrator Selection Committee amended 3-2-94, 5-4-94, and 12-03-03; name changed and content amended 2-7-07]*

*Also see Appendix A for the Motion submitted with the agenda, sent by email to the faculty.*

Explanation: A motion with different language was proposed at the April Faculty Meeting but was tabled. This motion provides new language and is intended to address the concerns raised at the April Faculty Meeting. The Steering Committee withdraws the motion that was tabled at the April meeting and presents this motion instead.

The Speaker noted that all motions to amend Faculty Bylaws require a 2/3 majority to pass.

There were no questions. Motion passed by voice vote, all in favor.

### **III. New Business**

#### **A. Resolutions of Standing Committees**

None.

#### **B. Other New Business**

##### **1. Motion to amend the Faculty Bylaws to create the Graduate Council.**

Moved by June Hammond-Rowan, on behalf of the current graduate faculty constituency. The PSU faculty members who are also currently part of the Graduate Faculty constituency move to amend articles X and XI.D of the Faculty Bylaws as specified in the proposed language. Motion seconded.

MOTION: To create a Graduate Council and include the Graduate Council in the Principal Policy-Making Committees, as follows:

#### **Article X: Principal Policy-Making Committees**

The Principal Policy-Making Committees shall be:

- Academic Affairs
- Academic Technology and Online Education
- Athletic Council \*
- Council of Educator Preparation \*
- Curriculum
- Faculty Welfare
- General Education
- Graduate Council

\* Not included on the Steering Committee.

No faculty member shall be elected to serve simultaneously on more than one of the Principal Policy-Making Committees that make up the Steering Committee, except for members of the Graduate Council who can serve on one other Principal Policy-Making Committee

## **Article XI.D: Committees**

### **Graduate Council**

#### a. Composition:

All Graduate Program Coordinators, or a designee selected by the Department, shall be members of the Graduate Council. The Registrar, or Registrar's designee, and a representative from the Office of Academic Affairs will serve as non-voting ex-officio members.

The Chair: Members of the Graduate Council shall elect the Chair of the Graduate Council annually.

The Council will meet monthly September through May on the fourth Monday of the month and as deemed necessary by the Graduate Council.

#### b. Function:

The Graduate Council oversees all graduate programs offered by the University. The Graduate Council is responsible for making recommendations to the Faculty regarding graduate academic policies and programs.

*Also see Appendix B for the Motion submitted with the agenda, sent by email to the faculty.*

Explanation: The Speaker noted that the Steering Committee supports the desire of the members of the current graduate faculty to be part of the conversation in the Steering Committee, in the spirit of transitioning to integrating graduate and undergraduate issues and services.

June Hammond-Rowan explained that graduate faculty support more integration but still believe there is a need for a Graduate Council that will be a principal policy making committee. Curriculum issues for undergraduate and graduate will both be addressed by the Curriculum Committee, but graduate faculty would like a separate council for policy issues.

Discussion: There was some discussion. One faculty member questioned the need to create a new committee that is likely only to last a few years during a transition period. Two other faculty spoke in favor of the motion, because there will be issues that only affect graduate programs that should be addressed by a graduate council.

There were no questions. Motion passed by voice vote.

## **2. Motion to amend the Faculty Bylaws to amend the description of the Academic Affairs Committee.**

Moved by Anne-Jung Mathews, Chair of the Academic Affairs Committee. Motion seconded.

MOTION: The Academic Affairs Committee moves that its composition and function (Article XI.D.1) be updated with the proposed language:

### **Academic Affairs Committee**

a. Composition

Eight faculty members elected by the faculty for staggered three-year terms and two full-time students elected by the Student Senate shall be voting members of the committee. Additional voting members shall include: one senior Academic Affairs Officer, the University Registrar, and one senior member of Academic Advising. The Academic Student Advocate & Policy Support Faculty Member shall serve as a non-voting member. The committee shall elect a committee chair from among the eight elected faculty members. In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one-year, nonrenewable term. This member shall be selected from a pool of faculty with not more than five years' service at PSU.

b. Function

The Academic Affairs Committee (AAC) shall study, create, and implement university policies concerning (1) admission standards and procedures for entering undergraduate students and transfer undergraduate students; (2) academic continuance and readmission standards and procedures; (3) academic standards for class-related grading policies (e.g., changes in grading, grading procedures, pass/fail, attendance policy, excused absence policy); (4) the philosophy, goals, general responsibilities and delivery of academic advising; (5) academic standards for graduation; (6) the relationship between academic issues and diversity-related categories such as race, ethnicity, nationality, gender, sexual orientation, socioeconomic status, age, physical disability, and learning disability; (7) and any other related academic concerns that may be assigned by the faculty.

c. Duties

- (1) The AAC will periodically inform the faculty or make recommendations to the faculty on matters concerning academic standards.
- (2) Any faculty member on the Academic Affairs Committee may serve as Chair of an academic integrity panel. The hearing panel faculty pool will be composed of one full-time faculty member from each academic department. Each academic integrity hearing panel will consist of the following: the Chair (from the AAC), two members from the faculty pool, and two student members.
- (3) The AAC will act as the hearing panel for cases of alleged violations of the Fair Grading Policy, and, in the case of finding that a violation has occurred, guide in the finding of a solution.
- (4) The AAC (excluding student members), along with others they may appoint, will write probation contracts and review severance appeals.
- (5) The AAC will study factors that might contribute to academic performance in order to generate information and recommendations related to the academic support of all students.

*[created 3-7-07; amended 10-3-2012 and 4-1-15]*

*Also see Appendix C for the Motion submitted with the agenda, by email to the full faculty.*

Explanation: Anne Jung-Mathews explained that the motion reflects changes to administrative positions and to the duties of the Committee. The motion deliberately leaves some terms broad and combines some duties in order to give the Committee more flexibility on a year to year basis to be able to tend to issues that are critical at the time.

There were no questions. Motion passed by voice vote, all in favor.

**3. Motion to amend the Faculty Bylaws** to amend the description of the Athletic Council.

Moved by Ryanne Carmichael, Chair of the Athletic Council. Motion seconded.

MOTION: The Athletic Council moves that its composition and function (Article XI.D.3) be updated with the proposed language.

**Athletic Council**

a. Composition:

(1) Voting members: Three female and three male faculty representatives elected for three-year terms during the annual election. The faculty representatives may not be members of the Department of Athletics.

One female and one male PAT representative elected annually using procedures designed by its organization. The members may not be members of the Department of Athletics.

One female and one male OS representative elected annually using procedures designed by its organization. The members may not be members of the Department of Athletics.

One female and one male student representative chosen annually by the Student Senate.

(2) Non-voting Official Consultants:

- (a) Director of Athletics
- (b) Chair, Department of Health and Human Performance
- (c) Vice President for Academic Affairs
- (d) Vice President for Student Affairs
- (e) Vice President for Finance and Administration
- (f) Director of Undergraduate Recruitment
- (g) Associate Director of Athletics
- (h) Assistant Director of Athletics.

*[amended 9-2-2009]*

In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one-year, non-renewable term. This member shall be selected from a pool of faculty with not more than five years of service at PSU.

The Chair of the Council shall be elected annually from the voting faculty members of the Council.

b. Function:

- (1) Formulates policy which it recommends to the faculty and the President.
- (2) Works to ensure balance, development, and direction of the athletic program concerning:
  - (a) Academic performance criteria for athletes.
  - (b) Recruitment.
  - (c) Number of sports.
  - (d) Capital and operating budgets.
  - (e) Scheduling
  - (f) Any other intercollegiate athletic issues.
- (3) Adjudicates disagreements concerning interpretations of policies, use of facilities or expenditure of funds where intercollegiate issues are concerned.
- (4) Is scheduled to meet at least once each month.

c. Athletic Philosophy of Plymouth State University:

Plymouth State University endorses the NCAA Division III Philosophy:

**NCAA Division III Philosophy Statement**

Colleges and universities in Division III place the highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience, and an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. To achieve this end, Division III institutions:

1. Expect that institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of the intercollegiate athletics program at the institutional, conference and national governance levels;
2. Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs;
3. Shall not award financial aid to any student on the basis of athletics leadership, ability, participation or performance;
4. Primarily focus on intercollegiate athletics as a four-year, undergraduate experience;
5. Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;
6. Encourage participation by maximizing the number and variety of sport offerings for their students through broad-based athletics programs;
7. Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;
8. Assure that athletics participants are not treated differently from other members of the student body;
9. Assure that student-athletes are supported in their efforts to meaningfully participate in nonathletic pursuits to enhance their overall educational experience;

10. Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution. Further, the administration of an institution's athletics program (e.g., hiring, compensation, professional development, certification of coaches) should be integrated into the campus culture and educational mission;
11. Assure that athletics recruitment complies with established institutional policies and procedures applicable to the admission process;
12. Exercise institutional and/or conference autonomy in the establishment of initial and continuing eligibility standards for student-athletes;
13. Assure that academic performance of student-athletes is, at a minimum, consistent with that of the general student body;
14. Assure that admission policies for student-athletes comply with policies and procedures applicable to the general student body;
15. Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports;
16. Support ethnic and gender diversity for all constituents;
17. Give primary emphasis to regional in-season competition and conference championships; and
18. Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences (Revised: 2/3/2017).

**Furthermore, at Plymouth State University, Athletics contribute to the educational process by:**

- (1) offering positive models of coaching excellence
- (2) offering programs that promote the ideals of equal opportunity
- (3) providing an important lab experience, particularly for students preparing to become teachers, coaches, and clinicians
- (4) establishing an environment for developing school spirit and pride in being a Plymouth State University student in addition to helping to unify the student body and to promote social harmony on campus
- (6) promoting and stimulating health and fitness
- (7) promoting an environment that demands integrity and honesty on all levels of participation
- (8) offering a positive experience for all participants: student athletes, coaches, student and professional support staff, and spectators
- (9) establishing an important means for promoting the university and enhancing the image of Plymouth State University.

*[amended 4-4-90, 11-7-90, 12-2-92, 5-2-01, 12-3-03, and 10-3-07]*

*Also see Appendix D for the Motion submitted with the agenda, sent by email to the faculty.*

Explanation: Ryanne Carmichael explained that the changes are mostly to revise administrative titles.

There were no questions. Motion passed by voice vote, all in favor.

**4. Motion to amend the Faculty Bylaws** to amend the description of the Curriculum Committee.

Moved by Hilary Swank, Chair of the Curriculum Committee. Motion seconded.

MOTION: The Curriculum Committee moves that its composition and function (Article XI.F) be updated with the proposed language.

**Curriculum Committee**

a. Composition:

The Curriculum Committee is composed of nine voting faculty members and one voting student member chosen by procedures established by the Student Senate.

Faculty members of the Committee are considered representatives of the entire faculty. Only one member of a department may serve on the Curriculum Committee at one time.

Selection of Faculty: To fill annual vacancies, each department which is not represented or which is losing representation, may present the name of one nominee to the Nominating and Balloting Committee. Election is by majority vote of the faculty. Regular term of office shall be three years.

In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one-year, non-renewable term. This member shall be selected from a pool of faculty with not more than five years service at PSU. The Offices of Academic Affairs and the Registrar shall also each appoint a non-voting representative.

The Chair: The Chair of the Committee is elected annually by the members of the Committee. The chair must be selected from among the voting faculty members.

Consultants: The Committee may invite as many consultants as it wishes and as often as it wishes.

Quorum: A quorum for electronic voting and meetings shall consist of five voting faculty members.

*[amended 9-2-09 and 12-4-13]*

b. Function:

- (1) The Committee oversees all courses and programs offered by the University. The Committee considers proposals for curricular changes initiated by departments and other

curricular groups and acts to ensure the integrity and coordination of all aspects of the curriculum.

- (2) The Committee considers and approves, or denies by its own authority, all minor\* changes in the curriculum. The Committee publishes minor\* changes on the Web. Action on minor\* changes becomes official on the twenty-first day after the action is posted, unless a member of the faculty lodges an objection to the change with the Faculty Speaker prior to the twenty-first day.
- (3) The Committee brings before the Faculty the Committee's recommendations concerning all proposed major\* curricular changes.
- (4) The Committee may, by its own initiative, develop and implement curriculum review processes.

\*Major and minor are operatively and dichotomously defined. A minor change is one which is not major; a major change is one which either a member of the Curriculum Committee declared major during the meeting at which the matter was deliberated, or a member of the faculty, within 20 days of posting, has declared major to the Faculty Speaker. Upon being declared major, the Faculty Speaker will notify the Chair of the Curriculum Committee and the person responsible for the proposal. The latter person must provide, in a timely fashion, the Faculty Speaker with the proposal and any supporting materials.

*[amended 12/5/07 and 5-6-15]*

c. Relationship with other committees:

The Council of Educator Preparation reports to the Curriculum Committee.

*[amended 5-7-97, 5-5-99, 11-3-99, 12-6-00, 12-3-03, 4-7-04, and 4-4-07]*

*Also see Appendix D for the Motion submitted with the agenda, sent by email to the faculty.*

Explanation: Hilary Swank explained that the committee was requesting an increase in faculty representation (from 6 to 9 faculty members) in order to facilitate the work of the Committee and that it was proposing to remove some items listed under "Functions" that are not actually functions.

There were no questions. Motion passed by voice vote, all in favor.

#### **IV. Reports**

A. The President's Report was distributed via email from the President's Office.

The president spoke briefly. He thanked everyone who was involved in the Board meeting and the Student Showcase, which he said was outstanding. President Birx spoke about forming a transition leadership team, as noted in his report. More information will be coming soon, and there will be several elected faculty positions to the leadership team.

B. The Academic Dean's Report was distributed via email from the Academic Affairs Office.

A faculty member asked about the summer work mentioned in the report, what that would involve and when it would start. Dean Parker responded that the logistics are still being worked on and that the cluster guides will help to organize the summer work needs.

A faculty member requested more details about the new position of Academic Operations Manager. Dean Parker responded that this position is responsible for helping to design processes and offering behind the scenes support for clusters.

#### C. Principal Policy Making Committees

Reports were sent out to faculty with the agenda, via email, from the Academic Affairs Committee (see Appendix F), the General Education Committee (see Appendix G), and the Curriculum Committee (see Appendix H). The committee chairs were available to answer questions.

Anne Jung Mathews, Chair of Academic Affairs, was asked about the development of a remediation report as part of a new Academic Integrity policy. She said that the new Academic Integrity policy is still in development and may include creation of a remediation course to be offered online. The committee hopes to have a draft revised Academic Integrity policy by University Days.

#### V. **Adjournment**

Meeting adjourned at 4:11PM.

## **APPENDIX A:**

### **CURRENT:**

#### **Article XI.8. Administrator Selection Task Forces**

a. Composition:

Elected faculty members should comprise the majority of most Administrator Selection Task Forces. The Steering Committee shall consult with the administration, as well as representatives of the Student Senate, P.A.T. Senate, and O.S. Senate, to determine the appropriate composition for each task force. All faculty members of the Task Force must be elected by the faculty. Faculty members shall be elected to serve for the duration of the Task Force as specified by the Steering Committee.

*[amended 2-4-09]*

b. Function:

The Steering Committee shall call a special election to create a Task Force to search for each of the following positions as needed:

- (1) Provost & Vice President for Academic Affairs
- (2) Vice President for Financial Affairs
- (3) Vice President for Student Affairs
- (4) Executive Director of University Relations
- (5) Associate Vice President for Academic Affairs
- (6) Associate Vice President for Graduate Studies
- (7) Dean of Students
- (8) Senior Associate Director of Admissions
- (9) Chief Information Officer
- (10) Academic Deans (such as the Director of Continuing Education, the Dean of Undergraduate Studies, the Dean of the Academic Experience)

Each Task Force shall follow Human Resources guidelines for searches.

For Presidential searches, the USNH Trustees shall consult with the Steering Committee to elect faculty members to the search committee.

*[as Administrator Selection Committee amended 3-2-94, 5-4-94, and 12-03-03; name changed and content amended 2-7-07]*

**PROPOSED:**

**Article XI.8. Administrator Selection Task Forces**

a. Composition:

Elected faculty members should comprise a plurality on most Administrator Selection Task Forces; that is, the number of faculty should exceed the number of any other constituency on the Task Force. In the case of dean or cabinet level positions in Academic Affairs—such as Provost, Vice President for Academic Affairs, academic deans, and similar positions—the faculty should constitute the majority of the Administrator Selection Task Force. The Steering Committee shall consult with the administration, as well as representatives of the Student Senate, P.A.T. Senate, and O.S. Senate, to determine the appropriate composition for each task force. All faculty members of the Task Force must be elected by the faculty. Faculty members shall be elected to serve for the duration of the Task Force as specified by the Steering Committee.

*[amended 2-4-09]*

b. Function:

In the event of a search for a cabinet-level position or an administrative position at the dean or director level, the Steering Committee shall call a special election to elect faculty members to an Administrator Selection Task Force.

Each Task Force shall follow Human Resources guidelines for searches.

For Presidential searches, the USNH Trustees shall consult with the Steering Committee to elect faculty members to the search committee.

*[as Administrator Selection Committee amended 3-2-94, 5-4-94, and 12-03-03; name changed and content amended 2-7-07]*

## APPENDIX B:

**To:** Plymouth State University Faculty  
**From:** Plymouth State University Graduate Faculty - June Hammond Rowan, Graduate Faculty Speaker  
**RE:** Proposed Amendments to “Bylaws of the Plymouth State University Faculty”  
**Date:** May 1, 2017

Plymouth State University Graduate has vibrant graduate programs that have met the need for trained professionals in New Hampshire and New England since 1948. The Graduate Faculty are currently responsible for all matters of graduate student educational policy (see the “Bylaws of the PSU Graduate Faculty” at <https://www.plymouth.edu/office/vpaa/faculty/resources/>). The Graduate Faculty convene monthly and discuss changes to policy, curriculum and issues pertinent to graduate programs. The current governance structure includes a Graduate Curriculum Committee and a Graduate Policy and Bylaws Committee that make recommendations to the Graduate Faculty.

The Graduate Faculty are interested in a new structure that integrates our work into the PSU Faculty governance. To achieve this, the Graduate Faculty offer amendments to the “Bylaws of the PSU Faculty.” The goal is to replace the current Graduate Faculty body with a Graduate Council made up of graduate program coordinators. We believe that this new Graduate Council needs to be a Principal Policy-Making Committee in order to ensure graduate programs have adequate representation. Some points to consider are:

- PSU has several departments that offer only graduate programs (Physical Therapy; Counselor Education and School Psychology; **Educational Leadership, Learning and Curriculum**).
- Graduate students typically are in a different life stage than undergraduates and have very different needs resulting in different policies for graduate programs. Graduate students are often working professionals traveling quite a distance to attend classes. Many graduate students take classes part-time over a period of 1 - 6 years.
- Program requirements for each degree can vary widely in terms of the program of study, admission standards, and course/research requirements. A number of graduate programs have very specific accreditation and professional licensure program needs and requirements.
- Many graduate programs offer courses over 12 months. Some programs are 100% online with students from around the country and world. Face-to-face classes are often held at night or in a weekend intensive format. This requires different teaching loads, scheduling, policies, and resource issues.
- Advising graduate students is different than undergraduate advising. It is an ongoing process that occurs throughout the year as students work on their programs, credentialing, and research. The graduate advising responsibility is intensive for faculty. Advising is not just course scheduling, but also includes program planning specific to each student based on previous course work, professional goals, and professional experience. It can also include career counseling, especially when working with certification programs and research projects.
- A number of graduate degrees require theses or dissertations which require different policies that are program specific. Advising graduate students as they work on their research is intensive for faculty and can involve additional requirements when external funding is involved.

These issues will be best addressed by a Graduate Council. We believe that, at this time, the Graduate Council need representation on the Steering Committee to address these issues. We would welcome being integrated into the PSU faculty governance.

# Proposed Amendments to “Bylaws of the Plymouth State University Faculty” For May 3, 2017 PSU Faculty Meeting

Note: Proposed new text is in *red italics*

## Article X: Principal Policy-Making Committees

The Principal Policy-Making Committees shall be:

- Academic Affairs
- Academic Technology and Online Education
- Athletic Council \*
- Council of Educator Preparation \*
- Curriculum
- Faculty Welfare
- General Education
- Graduate Council*

\* Not included on the Steering Committee.

No faculty member shall be elected to serve simultaneously on more than one of the Principal Policy-Making Committees that make up the Steering Committee, *except for members of the Graduate Council who can serve on one other Principal Policy-Making Committee.*

## Article XI: Committees

### 17. Graduate Council

#### a. Composition:

*All Graduate Program Coordinators, or a designee selected by the Department, shall be members of the Graduate Council. The Registrar, or Registrar’s designee, and a representative from the Office of Academic Affairs will serve as non-voting ex-officio members.*

*The Chair: Members of the Graduate Council shall elect the Chair of the Graduate Council annually.*

*The Council will meet monthly September through May on the fourth Monday of the month and as deemed necessary by the Graduate Council.*

#### b. Function:

*The Graduate Council oversees all graduate programs offered by the University. The Graduate Council is responsible for making recommendations to the Faculty regarding graduate academic policies and programs.*

## APPENDIX C:

MOTION from the Academic Affairs Committee, Anne Jung-Mathews: To amend the Bylaws of the Plymouth State University Faculty, Article XI, D. 1. Academic Affairs Committee.

### Faculty Handbook Academic Affairs Bylaw Changes DRAFT May 2017

NOTE: ~~Strikeouts~~ are deletions; **BOLD** indicates addition or changes

#### a. Composition

Eight faculty members elected by the faculty for staggered three-year terms and two full-time ~~undergraduate~~ students elected by the Student Senate shall be voting members of the committee. Additional voting members shall include: ~~Associate Vice President for Academic Affairs, the Vice President for Enrollment Management and Student Affairs,~~ one senior Academic Affairs Officer, the University Registrar, and one senior member of Academic Advising. ~~a senior staff member from the Undergraduate Advising Center.~~ **The Academic Student Advocate & Policy Support Faculty Member shall serve as a non-voting member.** The committee shall elect a committee chair from among the eight elected faculty members. In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one-year, nonrenewable term. This member shall be selected from a pool of faculty with not more than five years' service at PSU.

#### b. Function

The Academic Affairs Committee (AAC) shall study, create, and implement university policies concerning (1) admission standards and procedures for entering undergraduate students and transfer undergraduate students; (2) academic continuance and readmission standards and procedures; (3) academic standards for class-related grading policies (e.g., changes in grading, grading procedures, pass/fail, attendance policy, excused absence policy); (4) the philosophy, goals, general responsibilities and delivery of academic advising; (5) academic standards for graduation; (6) the relationship between academic issues and diversity-related categories such as race, ethnicity, nationality, gender, sexual orientation, socioeconomic status, age, physical disability, and learning disability; (7) and any other related academic concerns that may be assigned by the faculty.

#### c. Duties

(1) The AAC will periodically inform the faculty or make recommendations to the faculty on matters concerning academic standards.

(2) **Any faculty member on the Academic Affairs Committee may serve as Chair of an academic integrity panel.** ~~One faculty member appointed yearly from the AAC will chair the academic integrity hearing panels.~~ The hearing panel faculty pool will be composed of one full-time faculty member from each academic department. Each academic integrity hearing panel will consist of the following: the Chair (from the AAC), **one two members** from the faculty pool, ~~the Executive Assistant to the Provost and~~

Vice-President for Academic Affairs, the Associate Vice-President for Academic Affairs or her/his designee from the faculty pool, and two student members.

(3) The AAC will act as the hearing panel for cases of alleged violations of the Fair Grading Policy, and, in the case of finding that a violation has occurred, guide in the finding of a solution.

(4) The AAC (excluding student members), along with others they may appoint, will write probation contracts and review severance appeals.

(5) The AAC will study factors that might contribute to academic performance in order to generate information and recommendations related to the academic support of all students. ~~categories of analysis will include but are not limited to race, ethnicity, nationality, gender, sexual orientation, socioeconomic status, age, physical disability, and learning disability.~~

~~(6) The AAC will work with the Undergraduate Advising Center to develop and interpret evaluation instruments for the purpose of assessing the effectiveness of current advising practices.~~

~~(7) The AAC will oversee and coordinate advisor training programs for faculty.~~

~~(8) The AAC will work with relevant groups and offices to strengthen advising of and academic support for all students, including campus minority groups, in order to improve retention and quality of education.~~

~~(9) The AAC will regularly monitor admission procedures, inform the faculty concerning admission procedures, and call attention to changes in standards and procedures.~~

~~(10) The AAC will monitor admissions numbers related to race, nationality, ethnicity, socioeconomic status, and gender, and work with the Office of Admissions to improve recruiting strategies for underrepresented groups.~~

[created 3-7-07; amended 10-3-2012 and 4-1-15]

**Rationale: The bylaws, like other committee bylaws, are being updated to reflect recent position changes at Plymouth State. Deletions under c. Duties are not being eliminated. Rather, the current number 5 has been edited to be more generic so that duties in 6-10 are a part of the committee's overall responsibility. The Academic Affairs Committee recommends this change in order to have more flexibility during each academic year in order to attend to crucial, and perhaps, time sensitive issues facing students and faculty without concern for meeting all duties on the list each academic year.**

## APPENDIX D:

### Athletic Council

#### a. Composition:

(1) Voting members: Three female and three male faculty representatives elected for three-year terms during the annual election. The faculty representatives may not be members of the Department of Athletics.

One female and one male PAT representative elected annually using procedures designed by its organization. The members may not be members of the Department of Athletics.

One female and one male OS representative elected annually using procedures designed by its organization. The members may not be members of the Department of Athletics.

One female and one male student representative chosen annually by the Student Senate.

*[amendment proposed 2-3-2017]*

#### (2) Non-voting Official Consultants:

- (a) Director of Athletics
- (b) Chair, Department of Health and Human Performance
- (c) Vice President for Academic Affairs
- (d) Vice President for Student Affairs
- (e) Vice President for ~~Financial Affairs~~ **Finance and Administration**
- (f) ~~Senior Associate Director of Admissions~~ **Director of Undergraduate Recruitment**
- (g) Associate Director of Athletics
- (h) **Assistant Director of Athletics.**

*[amended 9-2-2009, amendment proposed 2-3-2017]*

In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one-year, non-renewable term. This member shall be selected from a pool of faculty with not more than five years of service at PSU.

The Chair of the Council shall be elected annually from the voting faculty members of the Council.

#### b. Function:

- (1) Formulates policy which it recommends to the faculty and the President.
- (2) Works to ensure balance, development, and direction of the athletic program concerning:
  - (a) Academic performance criteria for athletes.
  - (b) Recruitment.

- (c) Number of sports.
- (d) Capital and operating budgets.
- (e) Scheduling
- (f) Any other intercollegiate athletic issues.

(3) Adjudicates disagreements concerning interpretations of policies, use of facilities or expenditure of funds where intercollegiate issues are concerned.

(4) Is scheduled to meet at least once each month.

c. Athletic Philosophy of Plymouth State University:

Plymouth State University endorses the NCAA Division III Philosophy:

**NCAA Division III Philosophy Statement**

~~Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student athlete's athletics activities are conducted as an integral part of the student athlete's educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student athletes and athletics staff. (Revised: 1/10/95)~~

~~To achieve this end, Division III institutions:~~

- ~~(1) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (students, alumni, institutional personnel) than on the general public and its entertainment needs;~~
  - ~~(2) Award no athletically related financial aid to any student;~~
  - ~~(3) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student athletes, coaches, administrative personnel and spectators;~~
  - ~~(4) Encourage participation by maximizing the number and variety of athletics opportunities for their students;~~
  - ~~(5) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student athletes;~~
  - ~~(6) Assure that athletics participants are not treated differently from other members of the student body;~~
  - ~~(7) Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution;~~
  - ~~(8) Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports;~~
  - ~~(9) Support ethnic and gender diversity for all constituents;~~
  - ~~(10) Give primary emphasis to regional in-season competition and conference championships;~~
- ~~and~~

~~(11) Support student athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.~~

~~The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences.~~

Colleges and universities in Division III place the highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience, and an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. To achieve this end, Division III institutions:

19. Expect that institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of the intercollegiate athletics program at the institutional, conference and national governance levels;
20. Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs;
21. Shall not award financial aid to any student on the basis of athletics leadership, ability, participation or performance;
22. Primarily focus on intercollegiate athletics as a four-year, undergraduate experience;
23. Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;
24. Encourage participation by maximizing the number and variety of sport offerings for their students through broad-based athletics programs;
25. Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;
26. Assure that athletics participants are not treated differently from other members of the student body;
27. Assure that student-athletes are supported in their efforts to meaningfully participate in nonathletic pursuits to enhance their overall educational experience;
28. Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution. Further, the administration of an institution's athletics program (e.g., hiring, compensation, professional development, certification of coaches) should be integrated into the campus culture and educational mission;
29. Assure that athletics recruitment complies with established institutional policies and procedures applicable to the admission process;
30. Exercise institutional and/or conference autonomy in the establishment of initial and continuing eligibility standards for student-athletes;

31. Assure that academic performance of student-athletes is, at a minimum, consistent with that of the general student body;
32. Assure that admission policies for student-athletes comply with policies and procedures applicable to the general student body;
33. Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports;
34. Support ethnic and gender diversity for all constituents;
35. Give primary emphasis to regional in-season competition and conference championships; and
36. Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences (Revised: 2/3/2017).

**Furthermore, at Plymouth State University, Athletics contribute to the educational process by:**

- (1) offering positive models of coaching excellence
- (2) offering programs that promote the ideals of equal opportunity
- (3) providing an important lab experience, particularly for students preparing to become teachers, coaches, and clinicians
- (4) establishing an environment for developing school spirit and pride in being a Plymouth State University student in addition to helping to unify the student body and to promote social harmony on campus
- (5) promoting and stimulating health and fitness
- (6) promoting an environment that demands integrity and honesty on all levels of participation
- (7) offering a positive experience for all participants: student athletes, coaches, student and professional support staff, and spectators
- (8) establishing an important means for promoting the university and enhancing the image of Plymouth State University.

*[amended 4-4-90, 11-7-90, 12-2-92, 5-2-01, 12-3-03, and 10-3-07]*

## APPENDIX E:

### Article XI.F.

#### 5. Curriculum Committee

##### b. Composition:

The Curriculum Committee is composed of ~~twelve~~ **nine** voting **faculty** members: ~~the Associate Vice President for Academic Affairs, Registrar, seven faculty members (no more than two of whom are Department Chairs), and~~ **one voting student member** ~~three members selected from the student body to be~~ chosen by procedures established by the Student Senate.

**Faculty members of the Committee are considered representatives of the entire faculty.** Only one member of a department may serve on the Curriculum Committee at one time.

Selection of Faculty: To fill annual vacancies, each department which is not represented or which is losing representation, ~~will~~ **may** present the name of one nominee to the Nominating and Balloting Committee. Election is by majority vote of the faculty. Regular term of office shall be three years.

~~Students: Student members are chosen by procedures established by the Student Senate.~~

In addition, the Faculty Speaker shall appoint a faculty member to be a non-voting participant on the committee for a one-year, non-renewable term. This member shall be selected from a pool of faculty with not more than five years service at PSU. ~~There shall also be a non-voting representative selected by the President's Commission on Diversity.~~ **The Offices of Academic Affairs and the Registrar shall also each appoint a non-voting representative.**

The Chair: The Chair of the Committee is elected annually by the members of the Committee. **The chair must be selected from among the voting faculty members.**

Consultants: The Committee may invite as many consultants as it wishes and as often as it wishes.

**Quorum: A quorum for electronic voting and meetings shall consist of five voting faculty members.**

*[amended 9-2-09 and 12-4-13]*

b. Function:

- ~~(1) Faculty members of the Committee are considered representatives of the entire faculty.~~
- ~~(2) Departments shall have the right to present all curricular proposals before the Committee and shall be considered advocates for the proposals so presented.~~
- (1) The Committee oversees all courses and programs offered by the University. The Committee considers proposals for curricular changes initiated by departments and other curricular groups and acts to ensure the integrity and coordination of all aspects of the curriculum.
- (2) The Committee considers and approves, or denies by its own authority, all minor\* changes in the curriculum. The Committee publishes minor\* changes on the Web. Action on minor\* changes becomes official on the twenty-first day after the action is posted, unless a member of the faculty lodges an objection to the change with the Faculty Speaker prior to the twenty-first day.
- (3) The Committee brings before the Faculty the Committee's recommendations concerning all proposed major\* curricular changes.
- (4) The Committee may, by its own initiative, develop and implement curriculum review processes.

\*Major and minor are operatively and dichotomously defined. A minor change is one which is not major; a major change is one which either a member of the Curriculum Committee declared major during the meeting at which the matter was deliberated, or a member of the faculty, within 20 days of posting, has declared major to the Faculty Speaker. Upon being declared major, the Faculty Speaker will notify the Chair of the Curriculum Committee and the person responsible for the proposal. The latter person must provide, in a timely fashion, the Faculty Speaker with the proposal and any supporting materials.

*[amended 12/5/07 and 5-6-15]*

c. Relationship with other committees:

The Council of ~~Teacher Education~~ **Educator Preparation** reports to the Curriculum Committee.

*[amended 5-7-97, 5-5-99, 11-3-99, 12-6-00, 12-3-03, 4-7-04, and 4-4-07]*

## **APPENDIX F:**

### **Academic Affairs Committee Report**

**May 2017**

The Academic Affairs Committee worked diligently during the month of April in hopes of presenting a newly designed Academic Integrity Policy for a full faculty discussion and vote. However, the committee had a few remaining issues to resolve and clarify and hence, felt it would be wise to wait until the September 2017 Faculty meeting. As you may recall, this new policy will propose that issues of academic integrity be handled within an academic unit (i.e. department) instead of requiring formal hearings that are time consuming and difficult to convene given disparate student and faculty schedules. The committee is also developing a remediation course for those students who need extra assistance in academic writing and plagiarism. Plans are underway to offer a discussion session during University Days in August.

Next year, in addition to implementing and monitoring a new academic integrity process, the committee plans to review the designations of warning, probation and severance in hopes of simplifying what is now a manual process. This includes investigating early warning category and the GPA that would trigger such a designation.

The Academic Affairs Committee continues to be grateful for the insight and assistance of the Student Success Center in dealing with academic policies and procedures at the University.

Anne Jung-Mathews

Chair, Academic Affairs

## APPENDIX G:

### General Education Committee Report

May 3, 2017

The General Education Committee spent the month of May on a number of issues, primarily hearing from the General Education Working Group, formed from a subset of the committee and the guides working with the committee. The working group held a retreat April 7, to discuss the many converging issues they have developed during this academic year. They brought to the Retreat the ideas they had gathered from an AAC&U conference on General Education, issues on Gen Ed Assessment raised by NEASC, ideas on linking Gen Ed to the new Cluster model, and many other ideas developed during the year. The Process report on that retreat has been sent to you.

A primary result of these converging ideas and issues is a new look at the outcomes of Gen Ed, as a starting place for fitting all the pieces together. The Working Group settled on calling these outcomes "Habits of Mind." They identified four: Problem Solving, Purposeful Communication, Informed Citizenry, and Creative Thinking. For each they developed a definition (habit of mind) and framing. These appear at the end of this report, and have been presented to the Curriculum Committee, and were supported there. The Gen Ed Committee has endorsed the report and these outcomes.

The working group began to try to outline rubrics for these outcomes, with assessment in mind and using examples from the AAC&U. The task was too large to finish in the amount of time the group had for their retreat, and so the Gen Ed Committee agreed that there was a need for a Task Force this summer to pick up where they had left off, and develop such rubrics, to begin a model for assessing Gen Ed. The Committee would expect a report in the Fall, and would encourage a discussion/presentation during University Days. The Steering Committee has received that request for a Task Force, and is calling for that Task Force.

The First Year Seminar Working Group has been suspended for now, as the First Year Seminar Fellows program has begun, and is taking on the task of implementing the new ideas for the course that the Working Group developed. FYS in the Fall of 2017 will be incorporating the work done by the Fellows this Spring and Summer.

As was noted in the last Faculty Meeting, the question of 4 credit Gen Ed was discussed further. One specific point to make is that the Committee intends the total number of credits in Gen Ed to remain the same. Four credit Directions courses and related issues will be discussed by the Gen Ed Committee at a summer retreat. The Committee supports the idea of such changes. New Committee members will be invited to the summer retreat.

Next Fall the Gen Ed Committee will receive the results of the Task Force and the retreat on 4 credits. We anticipate that this will result in a call for a new Task Force, to integrate the results of all these efforts, the results of the Task Force that reviewed Gen Ed, and the ideas emerging on integrating the Cluster Model with Gen Ed. We also anticipate that sunsets will be suspended next year again, but that is a decision for the new Committee.

With all these issues going on, and issues associated with student requests, etc., the Committee asked the Deans to consider a position to be called something like General Education Coordinator. The person would teach some Gen Ed courses, have responsibilities for coordinating and advocating for the Gen Ed program, and would be a faculty member. The Deans have approved such a position. The job description has yet to be written. The Committee supports an internal search. Such needs to be done shortly, but no specific time has yet been set.

### **Habits of Mind (Outcomes)**

**Problem Solving** is a habit of mind that uses a set of strategies, such as critical and analytical thinking, quantitative reasoning, and brainstorming, to explore, identify, and explain problems, describe barriers, and seek, implement, and evaluate solutions.

Framing:

Problem-solving covers a wide array of activities. Problems may range from well-defined to ambiguous and may be set in real-world, simulated, or laboratory environments. Students engaged in problem solving demonstrate the ability to adapt and extend thinking to create and support viable strategies. They understand that solutions are influenced by historical and cultural contexts, come from multiple perspectives, and have implications.

**Purposeful Communication** is a habit of mind characterized by the extraction and construction of meaning from and in a variety of contexts and formats.

Framing:

Extraction of meaning involves understanding the perspectives of others, fostering dialogic connections between individuals, and engaging with community. Construction of meaning involves the development and purposeful expression of ideas and is designed to enhance meaning by increasing knowledge, fostering understanding or promoting change in others' attitudes, values, beliefs, or behaviors. Individuals understand that the extraction and construction of meaning are influenced by cultural and historical contexts. Communication formats include, but are not limited to oral, written, listening, non-verbal, face-to-face, mediated, and collaborative. "Text" is taken to broadly mean any communicative message, including spoken word.

**Informed Citizenry** is a habit of mind characterized by the understanding that one's beliefs and attitudes are influenced by cultural, historical, and global contexts, that individual decisions impact the self, the community, and the natural world, and that each of us is a world citizen.

Framing:

With an appreciation for the diversity of human experience, students will embrace the knowledge that integrating multiple perspectives is essential to effective problem solving, collaboration, and

communication in influencing the local and global community. Students will engage openly with the world and approach the perspectives of others non-judgmentally and with compassion. Students will be aware of power structures and issues of equity and justice.

**Creative thinking** is a habit of mind characterized by both the capacity to combine or synthesize new or existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way, through innovation, divergent thinking, and risk taking.

Framing:

Creative thinking, stems from an understanding of the formal elements of creative expression in a particular domain and the connections among them. With a foundation in the domain, students will demonstrate knowledge of its parameters. The creative thinker pushes beyond boundaries in new, unique, or atypical re-combinations, uncovering or critically perceiving new syntheses through creative risk-taking.

## **APPENDIX H:**

### **May 3<sup>rd</sup> Curriculum Committee Report to Faculty:**

#### **Meeting dates, times and topics:**

The Curriculum Committee working group met on Tuesdays from March 7<sup>th</sup> through April 11<sup>th</sup>, the Curriculum Committee held an additional meeting on Friday, March 31<sup>st</sup> (5<sup>th</sup> Friday) to prepare for the April 18<sup>th</sup> forum, the Committee and working group held a university-wide forum on April 18<sup>th</sup> and the committee met on April 21<sup>st</sup> for its regular monthly meeting.

- The working group used its Tuesday meetings to work out details and develop materials for the forum.
- During the March 31<sup>st</sup> committee meeting, available members met with curriculum cluster guides to draft a plan for the April 18<sup>th</sup> university forum.
- On April 18<sup>th</sup>, the Curriculum Committee and associated cluster guides facilitated a forum on clusters and the curriculum during which they shared goals and a proposed timeline, highlighted the ways in which the committee is responding to faculty input and requests, and offered faculty and staff the opportunity to discuss and develop ideas for credit-bearing cluster experiences. The notes, presentation slides, and original agenda for the forum are available on the Integrated Clusters website:  
<https://www.plymouth.edu/clusters/resources/forums/>
- On April 21<sup>st</sup> during its regular meeting the committee discussed the outcomes of the forum and set a plan for moving forward, reviewed the General Education outcomes proposed by the General Education working group, finalized revisions to Experimental Course proposal procedures and approved bylaw changes to be submitted for approval by the full faculty.

#### **Clusters and Curriculum**

The committee and working group received positive feedback regarding its proposed work and timeline. Because the committee holds only one more (short, because of Convocation) meeting this semester, the committee plans to hold a retreat this summer. An extended period of focused work time will help move the committee's work forward. The committee will continue its work over the course of the summer as needed and return to campus prepared to present and workshop with the campus community in August.

#### **General Education Outcomes**

Members of the General Education Working Group presented drafts of proposed Gen Ed outcomes. Committee members gave informal approval of the outcomes and the proposed timeline for implementing them. Gen Ed Working Group members recommended that the Curriculum Committee take up the work of developing University-wide learning outcomes. The committee will further discuss this topic during its May meeting.

#### **Experimental Course Procedures**

The committee approved some changes to experimental course procedures. (Revised policy shown in Appendix A.) Forms will be revised to align with the new procedures by the start of the fall semester. In response to faculty feedback, the committee changed

the policy to allow first experimental offerings to be proposed for up to two consecutive semesters.

### **Committee Bylaws**

The committee approved changes to the faculty bylaws (to be voted on by full faculty May 3<sup>rd</sup>.) The modifications change the composition of the committee, update language to reflect current terminology, and revise the listed functions of the committee.

### **Workload Management**

As part of its work this summer and fall the committee will explore additional ways to streamline, simplify, and distribute the work required to process and consider curricular changes. With the heavy workload anticipated over the next year or two as programs transition to the four-credit model and Integrated Clusters become a core part of the curriculum, the committee recognizes the need to increase efficiency while maintaining the integrity of the work. The committee has proposed increasing the number of voting faculty members on the committee to nine and requested additional assistance from Academic Affairs in the form of summer compensation and ongoing administrative support for processing curriculum proposals.

### **Reminders**

- Transitioning to Four-Credit Model The committee welcomes proposals for program changes to the four-credit model. The committee has developed the following guidelines for departments as they prepare proposals:
- The overall degree requirements must remain at 120
- The requirement for a *minimum* of 15 free elective credits remains in effect
- The degree program should not increase in size (number of required credits.) Change to a four-credit model should rearrange existing content as appropriate, rather than merely add content, open lab, or field experiences to existing three credit courses.

### **Requests for Information**

The Curriculum Committee requests that departments inform the committee of any significant anticipated proposals and the planned timeline for submission. This will help the committee to plan its work for the rest of this academic year and beyond. Email [hkswank@plymouth.edu](mailto:hkswank@plymouth.edu) with a summary of planned changes.

General inquiries and suggestions are always welcome. Send your input to [hkswank@plymouth.edu](mailto:hkswank@plymouth.edu)

### **Meeting Times and Deadlines**

Remaining Curriculum Committee meetings this academic year will be as follows at the specified location:

- May 19<sup>th</sup> HUB Student Senate Room

The committee will be voting electronically on all proposals. Only those proposals requiring discussion (as determined by committee members) will be voted on in-person at committee meetings.

Proposals will be collected and sent out for electronic votes after each of the following deadlines:

- May 10<sup>th</sup>

**Procedures:**

Please submit one electronic file (PDF) for each proposal (with appropriate required signatures, recorded votes, etc.) to [hkswank@plymouth.edu](mailto:hkswank@plymouth.edu) by the deadline indicated. When your department has one or more items on the agenda, I will inform the department chair if there are questions and if a representative will need to attend the meeting.

Course proposal forms are available here: <http://www.plymouth.edu/committee/faculty/faculty-committees-and-appointed-groups/curriculum/forms-and-documents/>

The syllabus checklist can be found at the link below. *There is a new ADA statement, sent to all faculty by David Zehr that must be used.* The checklist has not yet been updated to account for the new statement but it is below:

<https://www.plymouth.edu/committee/faculty/files/2010/08/PSU-Syllabus-checklist-Appvd-06Feb2012.pdf>

**ADA Statement:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the Disability Services Office (DSO) in the Center for Student Success in Mary Lyon (535-3065) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with DSO. If you have a Letter of Accommodation for this course from DSO, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

For the full University policy, visit: <http://www.plymouth.edu/undergraduate/academic-policies/>

There are two useful documents that will help you as you prepare proposals. The first is the Curriculum Change Procedures document and the second is the 2016 Curriculum Guide. They are both available at the following link: <http://www.plymouth.edu/committee/faculty/faculty-committees-and-appointed-groups/curriculum/forms-and-documents/>

Thank you.

-Hilary K. Swank

## Appendix A

### Revised Version **Experimental Course Proposal**

An experimental course is one which lies outside the area of an already established course either in terms of perspective, subject matter, or audience.

#### **Initial** offering:

Experimental Course proposals are submitted to and approved by the Associate Vice President for Academic Affairs **Department, the Dean** (who may also approve a General Education attribute) **and the Curriculum Committee. Initial proposals can request an experimental period of two consecutive semesters. The instructor is expected to conduct course evaluations at the close of the experimental course offerings. A summary and interpretation of the evaluation are then forwarded with the Experimental Course Report to the Department Chair, the Dean, and--if a 2nd experimental offering is planned--to the Curriculum Committee.**

#### **Subsequent experimental** offering:

Experimental Course proposals are submitted to the **Department, the Dean (who may also approve a General Education attribute) and the Curriculum Committee**, with an Experimental Course Report of the **initial experimental period** and student evaluations. **The instructor is required to collect and interpret course evaluations after the initial experimental period, and to present those findings as part of the proposal for a subsequent offering. For this reason, one full semester must have elapsed after the initial experimental period before an experimental course can be offered again.**

Experimental courses are not included in the Academic Catalog. The Registrar's office enters Experimental Courses into the appropriate schedule of classes (Fall, Winterim, Early Spring, Spring, summer).

The syllabi for Experimental courses should be kept on file by the department offering the course so when students need information about these courses, it can be accessed easily, even after several years have passed.