



FACULTY MEETING AGENDA

October 2, 2019

3:35 PM

Heritage Commons, Samuel Read Hall Building

Meeting called to order.

I. Approval of the draft minutes for the 09.04.19 faculty meeting. ([LINK to Minutes](#))

II. Reports

A. President

(Distributed via email from the President's Office and posted to the President's News & Reports SharePoint.)

B. Academic Affairs Provost

(Linked via President's Monthly Report)

C. Principal Policy Making Committees

(Committee reports from Academic Affairs, Academic Technology and Online Education, Curriculum Committee, Faculty Welfare, General Education, and Graduate Council follow this agenda as Appendices A-F. Committee chairs will be available to speak to the reports and answer questions during the meeting.)

D. Any other reports

Gen Ed Coordinator Report

(See Appendix G. Cathie LeBlanc will be available to answer questions during the meeting.)

III. Old Business

2019-2020 Elected and Appointed Committees Vacancies and Appointments

(Committee Chairs will be available to answer questions during the meeting.)

IV. New Business

A. Resolutions of Standing Committees

The Steering Committee

We the faculty remind the administration that shared governance is crucial to the success of Plymouth State University, as it ensures the expertise and experience of various campus stakeholders can be leveraged to make the best decisions for the institution. We acknowledge that circumstances may sometimes arise when most faculty are off-contract during the summer and may need to be addressed through policy changes. However, we assert better planning--and not unilateral administrative action--is the solution. We therefore propose that the administration prepare a yearly report for the April Faculty meeting in which they articulate those initiatives they will be working on over the summer that may impact academic policies, admission

policies, curriculum, or other matters that PSU has traditionally addressed through shared governance. If it seems likely that such matters will arise, we ask that the administration provide a stipend to the appropriate committees that will allow a quorum of those committees to engage with the administration during the summer. However, it must be understood that even if policy changes are approved by the appropriate committee during the summer, those changes that would typically require a vote of the full faculty shall be brought to the September Faculty Meeting for ratification. We believe that these steps will ensure that the mechanisms of shared governance are allowed to function as designed. (Submitted and presented by Lynn Johnson, Faculty Speaker Elect) (*Unanimously Approved by the Steering Committee*)

B. MOTIONS:

1. MOTION PACKAGE:

- a) Motion to approve to Transformation Innovation and Design Entrepreneurship (TIDE) as an option in the BS Management degree.
- b) Motion to approve to Transformation Innovation and Design Entrepreneurship (TIDE) as an undergraduate certificate

(Submitted and presented by Deborah Brownstein, Professor of Marketing approved at the 09_20_19 by the Curriculum Committee) (*Support Material are Attached under TIDE*)

2. MOTION: To approve seven already-implemented changes to the Academic Policies in the AY19-20 Academic Catalog. (Submitted and presented by Jay Cordeira, Chair of the Academic Affairs Committee) (*The policies identified for approval are listed in appendixes I*)

Rationale: The Office of Academic Affairs, in collaboration with the Registrar's Office, implemented 13 new policies at the start of the academic year now contained in the 2019-20 Academic Catalog motivated by a need to update policies to adhere to federal law (e.g., Financial Aid regulations). The Academic Affairs Committee identified that seven of 13 of these policies necessitated discussion, review, approval in committee and a vote by the full faculty. Note that two of the 13 policies were voted on and approved by the full faculty in Spring 2019 and four of the 13 policies were not voted on following discussion that they fell under the purview of the administration to implement. The remaining seven policies were approved in committee and now come to the full faculty for approval.

Those policies on the table for approval by the full faculty are listed below. The number refers to their original number identified in an email attachment from the Office of the Registrar on 8/23/19 with the title "Academic Policy Changes – Effective Fall 2019 (2019/20 Catalog)". Additional documents and justifications are attached.

2. Adjust Latin honors *Recognition at Commencement* for students who have yet to graduate

3. (Adjustment to) Late Course Add
4. (Removal of) First Day Drop
7. (Update to) Undergraduate Student Class Level
8. (Change in) Graduate Student Inactivity Policy
9. (Removal of) Retroactive (After Graduate) Addition of Option, Minor, Major
10. (Update to) Graduate Student Transfer Credits

Recommendation by AAC:

The AAC recommends (1) that the faculty-at-large vote yes on the motion and changes to the policies based on the justifications given and (2) that voting yes on the motion and changes to the policies does not indicate approval nor disapproval of the way in which these policies were implemented.

Additional Information that Follows (Appendices I-K and Attached under AAC_report_motion)

- o Email attachment from the Office of the Registrar on 8/23/19 with the title “Academic Policy Changes – Effective Fall 2019 (2019/20 Catalog)” (appendix I)
- o Justification for the Academic Policy Changes provided by the Office of Academic Affairs to the AAC on 9/16/19 with the same title as above. (Appendix J)
- o The review of these policy changes by the AAC (Appendix K)

C. Discussion Items

1. Cathie LaBlance, Gen Ed Coordinator
UNCAP Implementation Options (Appendix H)
2. Matt Wallace, CTLT Chair
Committee Updates
3. Matt Wallace and Marlin Collinwood
Community College Connection – PPT Attached
4. Ann Berry, Chair Grad Council
“To remove the principal policy making function of the Graduate Council and amend the membership to include anyone who teaches in graduate programs. (The motion was passed unanimously by the Grad Council)”
5. Tamara Herbert, Director, Events and Conference Planning-
*(Tabled to Nov. Meeting (per request of the Director of Events).
“Two years ago, a conversation was begun about uniting Faculty and Staff awards. I’m pleased to say that last year, the Operating Staff and PAT’s combined their efforts to host one event. It was well attended and well received. I would like to propose an integrated Faculty and Staff Awards event in April.”*

Adjournment

Announcements: *Note: Please limit announcements to matters that are urgent, timely (happening within the next few days to a week), and have not been/will not be disseminated through multiple other means. In other words, let’s keep the announcements short and sweet!*

APPENDIX A:

Academic Affairs Committee Report Jay Cordeira, Chair October 2019

The Academic Affairs Committee (AAC) last met on Monday 16 September and Friday 27 September.

Monday 16 September 2019:

The AAC reviewed Academic Policy Changes implemented for Fall 2019 in the AY19–20 Catalog at its first meeting of the Fall 2019 semester on 9/16/19. For reference, the program coordinators were notified of the 13 Academic Policy changes on 8/6/19 via email from the Office of Academic Affairs and the faculty-at-large were notified of these Academic Policy changes on 8/23/19 via email from the Registrar's Office. Following a meeting between the defacto AAC chair (J. Cordeira) with R. Dorff, A. McClellan, and T. LaBrosse on 8/29/19, it was decided that many of these policy changes needed to be developed/reviewed with faculty via shared governance (i.e., by the AAC), voted on if necessary, and brought to the full faculty for a vote/motion for implementation.

It should be noted that:

- a. the AAC's review of these policies, subsequent votes, and decision to bring (some of them) to the full faculty is driven by their need for a vote, despite that these policies have already been implemented,
- b. the Catalog legally (as indicated by the Provost's office) cannot be retroactively reverted to the prior year, and
- c. the review and approval of these policies by the AAC does not indicate that the members of the AAC necessarily approve of the way in which these policies were implemented and later reviewed.

Discussion of the 13 policies focused on two paradigms for the development and modification of Academic Policies: those that are *academic administrative* (which are bound by and/or superseded by USNH or financial aid policy) that ultimately fall to the Administration to implement and those that are *academic curricular* that ultimately fall to the Faculty to implement. The following was the result of discussion of 11 of the 13 policies as the latter two policies were approved by AAC and voted by the full faculty in Spring 2019.

1. Remove Late Add Fee and Late Grad App Fee – No Vote
2. Adjust Latin honors *Recognition at Commencement* for students yet to graduate – Vote 6-0-1
3. Late Course Add – Vote 5-0-2.
4. First Day Drop – 7-0-0
5. Early Evaluation (Disallowing students to drop a course 8 weeks into semester) – No Vote
6. Enrollment Status (Part Time vs. Full Time) – No Vote
7. Undergraduate Student Class Level – Vote 7-0-0
8. Graduate Student Inactivity Policy – Vote 7-0-0

9. Retroactive Addition of Option, Minor, Major – Vote 7-0-0
10. Graduate Student Transfer Credits – Vote 7-0-0
11. Graduate Student Withdrawal (from the University) Policy – No Vote

Friday 27 September 2019:

This meeting focused on a presentation by Marlin Collingwood and Matt Wallace describing a forthcoming (but still formulating) initiative called the Community College Connection (CCC) whereby PSU would rent space (classroom and some admin space) to the White Mountain Community College for students take their classes on our campus, and reside in our dormitories. PSU would seed this program with out-of-state students who were denied admission to PSU. These students would be given transfer priority to PSU pending satisfactory completion of 1-year of coursework (2.5 GPA) and given the chance to obtain their Associate's degree and Bachelor's degree through this program. The AAC found the proposal intriguing and encourage members of the faculty to ask questions of Marlin and his team at the faculty meeting.

Submitted by Jay Cordeira, Chair of Academic Affairs Committee

APPENDIX B:

**Plymouth State University Academic Technology Committee (ATC)
Daniel Lee, Chair
September 2019**

Submitted: September 21, 2019

Submitted By: Daniel Lee, ATC Chair

ATC Meeting Date: September 10, 2019

Action Items:

- ATC surveys: The Committee analyzed both faculty and student surveys, reviewed their results, discussed how to proceed in the September meeting.
- Working groups: Based on the survey results, the Committee formed two working groups: 1) one charged with defining the academic technology strategic plan on campus and 2) another charged with updating online education policies.
- Technology Innovation Proposal (TIP) Form has been revised and converted to an online form. The new process will be shared with Faculty at the October 2019 Faculty meeting. <https://plymouthstate.sharepoint.com/sites/ATC>
- The Committee unanimously voted to approve the TIP proposal of Liesl Lindley.

Next ATC Meeting: October 8, 2019 – 3:30-5:00 pm – HUB 123

APPENDIX C:

Curriculum Committee October Report Scott Coykendal, Chair

The Curriculum Committee met Friday, September 20. Our next meeting is Friday, October 18, in HUB 119.

Actions taken:

We considered nine proposals, including the new TIDE option in Management that is before the faculty today (approved by a vote of 8-0-0-1).

The committee also discussed the status of the Ascent program, recommending to the Associate Provost that a standing faculty body (council or other group) be formed to manage the academic side of the experience and to approve offerings of the Ascent toolkit courses.

Additionally, the committee voted to change our policy on approving initial offerings of **experimental courses**. Effective January 2020, faculty who wish to teach an initial offering of an experimental course will need the approval of their program or cluster, program/cluster coordinator, and the Provost or Associate Provost (who will notify the Curriculum Committee of the offering). Initial offerings of experimental courses will not need Curriculum Committee approval. We will update the forms this Fall.

The procedure for second offerings of experimental courses has not changed.

Migration to CourseLeaf:

Faculty should watch for a notification from the Registrar or the Academic Affairs office announcing availability for training on the new [CourseLeaf Curriculum](#) product, known as CIM (pronounced “Kim”). This is a powerful workflow system designed specifically to manage the curriculum approval and curriculum change management process in higher education. Beginning in November, Faculty will submit all course and curriculum proposals in CIM. Those proposals make their way through various stages of electronic review and approval, maintaining the path but speeding up the progress of the current cumbersome paper process and guaranteeing that all levels of approval/notification are met all the way through to approval and implementation in the next academic catalog. Training sessions will be October 8 and 9 (times and locations TBA).

Curriculum Deadlines:

Finally, we want to remind faculty of the changes in proposal deadlines for the 2020 Scott Coykendal, 2019-2020 Curriculum Committee Chair catalog. Below, is a revised list of deadlines--the deadlines have not changed from our May and September report, but we have tried to clarify the expectations. Please note that course or program revisions that do not affect resource-allocation do not require the approval of the Provost. [Consult the Curriculum Handbook for a chart of required signatures, forms, etc. for each proposal type](#) (<https://curriculumcommittee.press.plymouth.edu/chapter/required-forms-signatures-consultations-etc-for-new-or-revised-curricula/>).

- **September 27** – Deadline to submit materials to **Provost/Associate Provost** for the October 18 CC meeting or the October 4 CC online voting.

- October 4 – **General Education** proposals due for the October 14 Gen Ed meeting
- October 4 – **Curriculum Committee** Early deadline for October CC electronic voting (SIGNED experimental course proposals and minor course- or program-changes such as course level, course description, prerequisite changes, program names, addition or removal of courses from programs, and the like).
- October 11 – **Curriculum Committee** (Provost- or Associate Provost-SIGNED) Proposals due for October 18 CC meeting.
- October 18 – **General Education** proposals due for the October 28 Gen Ed meeting
- **October 25** – Deadline to submit materials to **Provost/Associate Provost** for the November 15 CC meeting.
- November 1 – **Curriculum Committee** Early deadline for November CC electronic voting (SIGNED experimental course proposals and minor course- or program-changes such as course level, course description, prerequisite changes, program names, addition or removal of courses from programs, and the like).
- November 8 – **Curriculum Committee** (Provost- or Associate Provost-SIGNED) Proposals due for November 15 CC meeting (**final deadline for new program proposals**).
- November 15 – **General Education** proposals due for the November 25 Gen Ed meeting
- November 26 – **General Education** FINAL deadline for all gen ed sunsets and proposals for 2020 catalog
- **November 26** – **FINAL** deadline to submit materials to **Provost/Associate Provost** for the February CC meeting.
- November 26 – **Curriculum Committee** Early deadline for December CC electronic voting (SIGNED experimental course proposals and minor course- or program-changes such as course level, course description, prerequisite changes, program names, addition or removal of courses from programs, and the like).
- December 13 – **Curriculum Committee** **FINAL** deadline for all (Provost- or Associate Provost-SIGNED) course/program proposals for 2020 catalog

The Curriculum Committee meets the 3rd Friday of each month during the academic year from 2:30-5

APPENDIX D:

Faculty Welfare Committee Report Alice Pearman October 2019

At the last meeting of the Faculty Welfare Committee on September 13, 2019, the main focus of our discussion was on the Task Force created to update the Faculty Handbook. This included process, timeline, accessibility, publishing options, volunteers, and outreach to various constituents. This work will remain a priority item for our October agenda. *As a reminder, our committee is looking for volunteers. Please see the approved motion detailed at the end of this report for reference.*

The committee also discussed creating a survey to assess the impacts of recent administrative changes, and to provide data as a continuation to the surveys completed AY 18/19. This will also be an agenda item for further discussion at our next meeting.

In addition, the committee discussed issues and concerns for non-tenure/non-union faculty as related to promotional procedures.

Our next meeting will occur at 2:30pm on October 11th in Rounds 304A.

As a reminder, anyone wishing to contact the Faculty Welfare Committee can send an email to:

psu-facultywelfarechair@plymouth.edu

Respectfully,

Rebecca Grant, Interim Faculty Welfare Committee Chair

MOTION: (approved September 4th at Faculty Meeting)

The Steering Committee shall organize a Task Force of appropriate size and consisting of a representative cross section of faculty constituencies in order to update the Faculty Handbook. A number of changes must be considered, including details about promotion requirements for non-union represented Faculty; areas where the AAUP bargaining agreement should be referenced for those faculty in the bargaining unit; and information that has simply grown outdated and needs to be examined and updated. This Task Force shall be made up entirely of faculty, though testimony from other members of the community is certainly welcome. This task force shall work with Faculty Welfare Committee and Academic Affairs Office, with the goal of reporting back to the full faculty with an updated Handbook by April 2020. The chair of the Task Force shall be appointed by the Faculty Speaker. (Submitted by Alice Pearman).

As a reminder, anyone wishing to contact the Faculty Welfare Committee can send an email to:

psu-facultywelfarechair@plymouth.edu

Respectfully,

Rebecca Grant, Interim Faculty Welfare Committee Chair

APPENDIX E:

General Education Committee Report Kate Elvey; Joey Rino, Co-Chairs October 2019

The General Education committee met twice in September. We focused primarily on the following items.

Sunsets: Syllabi were added to the faculty governance blog with the following description: “This collection of syllabi serves to illustrate different approaches to crafting a successful initial course request or sunset application. Though each syllabus is different, each one clearly communicates how the relevant General Education outcomes infuse all aspects of the course. These syllabi are not intended as exemplars simply to copy, but rather, as demonstrations of successful approaches. For further guidance, please consult the *General Education Syllabus Requirements*”.

INCAP: The General Education Coordinator sought faculty feedback regarding the different options to move forward in connection to INCAP. After receiving some feedback, we decided that postponing a vote until after we were able to have a full faculty discussion would be prudent. Our hope is that by reviewing the feedback that has been sent to Cathie and participating in a discussion on the October faculty meeting, we can better understand the will of the faculty as it pertains to the INCAP courses.

Thematic Pathways: A number of instructors/programs/clusters have expressed interest in creating thematic pathways. In trying to differentiate what sorts of connections constitute a theme as opposed to a minor, we concluded that themed courses should embrace cluster pedagogy and connect to one another in purposeful ways. As for specific structures that would be required for a thematic pathway, we continue to look forward to the different models that faculty are trying before we seek to impose any requirements.

Habits of Mind: Currently programs are not required to provide evidence that courses are addressing Habits of Mind during the sunset process. However, we encourage programs to think proactively about how one or more Habit of Mind could be purposefully included in their general education courses. In future sunset cycles we will expect evidence that the Habits of Mind are being addressed in all General education courses. In order to support programs, we will be making general reminders, updating course evaluations, running workshops, updating sunset forms, and communicating regularly with program coordinators.

Please send proposals and other inquiries to our "Gen Ed Committee Chair" email address: Psu-general-ed-chair@plymouth.edu

Gen Ed Committee Co-Chairs: Kate Elvey; Joey Rino

APPENDIX F:

Graduate Council Ann Berry Graduate, Chair September 2019

September Report From Graduate Council
Ann Berry Graduate Council Chair

A short survey was sent out in September to all faculty teaching in graduate programs. The survey asked Council members to prioritize possible topics for upcoming Graduate Council meetings. The possibility of forming a Graduate Council Advisory Group was investigated. Members were solicited to serve on the Advisory Group. The Advisory Group would be made up of faculty who teach in graduate programs from each Cluster. The function of the Advisory Group would be to meet with administrators and graduate support services (Financial Aide, Registrar and Graduate Admissions) to discuss upcoming changes that would affect graduate policies and programs. The Advisory Group would act as a conduit for issues and concerns to and from Graduate Council. The final item on the survey encouraged members to fill vacant positions on several principle policy-making committees and represent the graduate perspective. Thirty-six Graduate Council members responded to the survey.

APPENDIX G:

Gen Ed Coordinator Report Cathie LeBlanc, Coordinator September 2019

Report from the General Education Coordinator

1. I will once again create a web site containing the cluster learning experiences that we are offering our students in Spring 2020. This site will contain the descriptions for the Spring Tackling a Wicked Problem sections as well as the descriptions for the Spring INCAP sections. **Please send me information about other classes that are providing cluster learning experiences** (interdisciplinary and integration, project-based learning, open education) for students. The site will be found here:
<https://plymouthstate.sharepoint.com/sites/ClusterExperiences>
2. Reminder that all students and faculty are expected (encouraged?) to attend the Showcase of Student Engagement on Dec 4, 10am-3pm, in lieu of classes. All students from the Tackling a Wicked Problem (TWP) course will be presenting. (The TWP Steering Committee is working on the plan for the format of the event.) Students engaged in other experiences, whether related to a class or not, are encouraged to submit their work. More information will be forthcoming about how to do so. The idea is that we will have a Showcase event at the end of every semester.
3. A group of faculty interested in thematic pathways in General Education has begun exploring ways in which we can offer several such pathways starting in the Fall 2020 semester. If you are interested in this conversation, please send me an email and I can add you to our Team (part of the Microsoft Office 365 suite of tools). If your discipline would like more information about where we are in our thinking about this initiative, I can come talk to you at a discipline meeting sometime if you like.

Respectfully submitted by Cathie LeBlanc

APPENDIX H:

INCAP Implementation Options

Three options presented by the Gen Ed Committee concerning implementation of an INCAP requirement in the General Education program.

Members of the Gen Ed Committee will be there to answer questions and listen to concerns. Recall that the 3 options are:

1. Keep the INCO requirement but require that all INCO classes meet some of the criteria that comprise the INCAP courses. For example, we might require that all INCO classes engage students in project-based learning even if the class is not comprised of students from a variety of majors. (Further explanation: the INCAP Task Force and the INCAP Fellows both recommended that we implement an explicit INCAP requirement. This option does not follow the recommendations of faculty who have spent significant time studying and piloting the idea.)
 - Pros: easy to implement immediately with no changes to the Gen Ed program
 - Complications: INCAP classes are not visible or even actually named as integrative capstone experiences, Gen Ed Committee needs to determine which criteria of the INCAP are critical, some instructors will need to change what they do in existing courses.
2. Replace the INCO requirement with an INCAP requirement. To make room in the General Education program for this potentially additional 4 credit course, reduce the number of Directions credits from the current 20 (with at least 1 in each Direction) to 16 (with at least 1 in each Direction). (Further explanation: we do believe we are seeing decreased numbers of students enrolled in Directions courses because of the previous decrease in the required number of credits. This option is likely to make that situation worse although many students do take more Directions credits than they are required to.)
 - Pros: no programs will experience an increase in their numbers of required credits since the 4 credits of the INCAP will be offset by the reduction in required Directions credits
 - Complications: enrollments in Directions courses will decrease (but with an equivalent demand for seats in INCAP courses), worry that a single course in each Direction is not enough for the students to get a real sense of the value of these various ways of looking at the world
3. Replace the INCO requirement with an INCAP requirement. (Further explanation: all courses currently having INCO status would lose that status but could still be offered without it. Faculty would need to submit courses for INCAP approval. Some current INCO courses might easily receive INCAP approval but others, especially those that fulfill a requirement in a major, would not. This means that if a particular degree program requires a particular INCO course currently, students in that major may still need to take the INCO course which will no longer have INCO status but also will need to take an INCAP course, effectively adding 3-4 credits to the students' degree program.)

- Pros: most programs allow enough elective credit and do not require a specific major course to fulfill the INCO requirement, every student will have at least 2 cluster learning experiences, a common General Education capstone helps with assessment of the General Education program, our practices will be more aligned with our vision of cluster learning
- Complications: this requirement will negatively impact numbers of credits for graduation in some programs, we will need to work with those programs to determine mitigation strategies

APPENDIX I:

Academic Policy Changes – Effective fall 2019 (2019/20 Catalog)

1. **Remove late add and late grad app fees** – in spring 2019, these late fees were **discontinued**. However, meeting the deadline is still expected so that other processing can occur in a timely fashion. (See below for the change to the Late Course Add policy.)
 - Students were notified in March of this change
2. **Adjust Latin honors recognition at Commencement for students who have yet to graduate** – in late spring 2019, the policy was **adjusted** to include a credit requirement
 - Affected students were notified during the preparation for the May 2019 ceremony

Undergraduate Student Graduation Honors

Bachelor's degree recipients who have maintained a cumulative average of 3.75 or above for work done at Plymouth State University are graduated summa cum laude. Bachelor's degree recipients who have maintained a cumulative average of 3.50 through 3.74 are graduated magna cum laude. Bachelor's degree recipients who have maintained a cumulative average of 3.25 through 3.49 are graduated cum laude. Degree candidates must have **earned** at least 45 credits at Plymouth State University to be eligible for graduation honors. Recognition is noted on the student's diploma and final transcript.

For students who have yet to graduate, honors listed in the Commencement program and announced at the ceremony will be based on the student's grade point average (GPA) at the end of January of the commencement year. Honors will be calculated only for students who have earned at least 30 credits by January 31st and will **earn** the minimum of 45 credits earned at Plymouth State University by the end of the spring semester.

3. **Late Course Add** – this policy has been **adjusted** by reducing the amount of time in which a student has to add a course late. Students will no longer be able to add a course “anytime” after the course add/drop period ends. If a student is sitting in your course, but is not on your Banner provided class roster (*not Moodle*), the student is not officially registered. Students will no longer be able to be added directly into Moodle because a course reflected only in Moodle will not be captured for billing or financial aid and the student will not be able to earn credit for the course. Please send the student to the registrar's office as soon as possible. Checking your Banner provided class roster right after add/drop ends will provide you with the names of students who are officially registered. If the student's name is not on that roster, they should not remain in your class.
 - The new Late Course Add form will be posted in early August.
 - Students will be notified in mid-August

Course Add/Drop

Attendance in a class does not constitute an official add. Failure to attend class, complete coursework, notify the instructor, or make complete payment does not constitute an official drop or withdrawal. Students may add or drop full-semester, first-half, and first-quarter courses until the end of the seventh calendar day of the semester. Internships, practica, individual enrollment courses, independent study, Performance Study, and auditioned courses may be added or dropped until the 10th Friday after the first day of classes. Second-half courses may be added or dropped until the end of the seventh calendar day of the second half of the semester. Adding or dropping a course does not require the signature of the instructor. Courses dropped within the drop period will be removed from the transcript. All adds/drops take place via myPlymouth.

Late Course Adds are allowed with the signature of the instructor and must be finalized before 25% of the term or part-of-term has elapsed*. For example, for a course in a 16-week term, adding late will require the form to be submitted to the Registrar's Office no later than the end of week four. The Late Add Form is available on the Registrar's Office website, campus.plymouth.edu/registrar. Forms received after the 25% mark will not be accepted.

*Due to the built-in two month add period, courses scheduled in the IND part of term must be added by the end published add/drop period. Late adds will not be approved.

4. **First Day Drop** – policy has been **eliminated**. Students are responsible for dropping themselves from courses thereby requiring them to pay attention to what a course(s) drop does to their bill, financial aid package and possibly other campus eligibility (ie athletics) that require a certain enrollment status.
- Students will be notified in mid-August

Additional Attendance Considerations and First Day Drop/Non-Participation

Students are reminded that they have the responsibility to choose their extracurricular activities at times not in conflict with their academic classes.

~~Students who do not appear for the first class meeting of each course and do not notify the instructor before the class meeting that they will be absent, may be dropped from the course by the instructor. For online classes, students who have not logged in to the course within a week of the start date and have not notified the instructor of a delay in their participation may be dropped from the course by the instructor. In both instances, the student's place in the class may be given to another student. Students should not, however, assume they have been dropped if they miss the first class. This policy is most typically used by instructors of courses in which demand is high and ability to accommodate extra students is low. Students should make a point, early each semester, to verify their academic schedule online. Student teachers are subject to the same attendance rules as the regularly employed cooperating teachers, within the bounds of the University calendar. Absences because of sickness of the individual or a family member can be excused by the principal or superintendent of schools. Absences for other causes have to be agreed upon jointly by the principal or superintendent and the University's director of educator preparation.~~

5. **Early Evaluation** – policy **adjusted** to remove the option for first-semester, first-year students to drop a course(s) 8 weeks into the semester. If a student no longer wishes to be enrolled in the class(es), they must withdraw.
- As this policy was only for incoming students, this policy will be the only policy incoming fall 2019 students will know; they will not be informed that there used to be a different policy

Early Evaluation

All students are evaluated at the end of the first six weeks of classes during the fall and spring semesters. Instructors of full-semester courses submit grades on students' performance. Students are urged to discuss these grades with their advisors and instructors. ~~All first-semester, first-year students (those who have attempted fewer than 12 credits), after consultation with the advisor and instructor(s), may drop full-semester courses(s) within two weeks after notice of the early evaluation.~~

6. **Enrollment Status (PT vs FT)** – policy **adjusted** so that enrollment status mis-matches will be reviewed and changed in-office instead of the student filling out and submitting a form to the registrar's office. This review/change will take place at the end of each term and part-of-term add/drop period
- Students will be notified in mid-August

– Classifications of Students

Students at Plymouth State University may be either matriculated (degree-seeking) or continuing education (non-matriculated) students. To be a matriculated student at PSU means that the student has been admitted and is actively working on a formal program (ie a BS, MBA, or CAGS). Continuing education students have not been admitted into a formal program, they have been withdrawn, or are taking courses for the purposes of lifelong education, professional development, or to transfer credits earned into a degree program at PSU or elsewhere.

Matriculated Students

Matriculated students are classified as either part-time or full-time depending on the number of credits in which they are enrolled.

- Full-time undergraduate matriculated students are those who are enrolled in 12 or more credits in any given semester.
- Full-time graduate matriculated students are those who are enrolled in 6 or more credits in any given semester.
- Part-time undergraduate matriculated students are those who have enrolled in 11.5 credits or fewer in any given semester.
- Part-time graduate matriculated students are those who are enrolled in 5.5 credits or fewer in any given semester.

~~Full-time undergraduate matriculated students who wish to change to part-time status must request a change of status in writing to the registrar. This request must be made by the end of the add period in the semester in which the change is to be effective. A change to part-time status may affect a student's eligibility for financial aid, on-campus housing, and intercollegiate athletics, as well as eligibility for loan deferments, insurance, and the like. Full-time tuition and fees will be charged to all students identified as full-time when admitted.~~

~~Part-time undergraduate matriculated students who wish to change to full-time status must request a change in status in writing to the registrar. This request must be made by the end of the add period in the semester in which the change is to be effective. For currently admitted matriculated students, an on-time request to change to full-time status is automatically granted.~~

7. **Undergraduate Student Class level** –policy has been **adjusted** to eliminate and automatic “5th year senior” category and reflect a traditional 4-year bachelor’s timeline. Students are simultaneously being bombarded with a campaign highly encouraging them to successfully register and complete 15 credits that count toward their program requirements (major, option, minor, certificate, general education or free electives) or have a plan to make up credits over the course of the 4 years. For example, if they take 14 credits one semester, they need to take 16 credits in another semester.
- Students were notified of this change in May

– Class Level

Students are classified according to the total number of credits **earned**, including transfer credits accepted, but not including in-progress courses, as follows:

Class Level	Number of Credits
First Year	Fewer than 30 credits earned
Second Year (Sophomore)	30 – 59.99 credits earned
Third Year (Junior)	60 – 89.99 credits earned
Fourth Year (Senior)	90 or more credits earned

8. **Graduate Student Inactivity Policy** – **adjusted** from 2 years to 1 year

Inactivity

Undergraduate students who do not re-enroll in the next regular semester (summer and early spring are not included) will be considered inactive. Students who wish to re-enter Plymouth State University as matriculated (degree-seeking) students in a subsequent semester must reapply for admission through the Office of Admissions

Graduate students who do not take at least one course during any two-year period will be considered inactive. Students may reapply to a graduate program. If admitted, students will follow the current catalog year requirements.

Inactive students will be withdrawn from the University and will lose access to PSU services provided to enrolled students.

Inactivity

Undergraduate students who do not re-enroll in the next regular semester (summer and early spring are not included) will be considered inactive. Students who wish to re-enter Plymouth State University as matriculated (degree-seeking) students in a subsequent semester must reapply for admission through the Office of Admissions

Graduate students must be enrolled in at least one credit each year. Graduate students who remain un-enrolled for 12 consecutive months will be withdrawn from the university. Students who have matriculated at Plymouth State University but who have interrupted their enrollment must apply for re-admission through the Admissions Office. If admitted, students will follow the current catalog year requirements.

Inactive students will be withdrawn from the University and will lose access to PSU services provided to enrolled students.

Re-admission

All matriculated graduate students must be enrolled in at least one credit each year. Graduate students who remain un-enrolled for 12 consecutive months will be withdrawn from the university. Students who have matriculated at Plymouth State University but who have interrupted their enrollment must apply for re-admission through the Admissions Office. Regular application deadlines apply to re-admission applicants. Students who have attended another college during their absence from PSU must submit an official college transcript.

9. **Retroactive Addition of Option, Minor, Major – adjusted** to allow for students to return to PSU for a second degree (BA or BS), but to no longer be able to add portions of the degree (major, option, minor) to the degree already conferred. New languages is as follows:

Second Degree Requirements

Students desiring to return to Plymouth State University to earn a second Bachelor's degree, in addition to either the B.A. or B.S. they have already completed, must complete a second residency requirement of 30 credit hours and meet all major course requirements for the second degree. The second degree can be the same as the first (ie a second BA or a second BS), but the major must be from a different discipline. Students will not be required to complete additional general education requirements. Students who wish to return for a second degree after graduation will begin with Admissions and will pursue the additional degree from the catalog in effect at the time of their re-matriculation.

Adding Degrees, Majors, Options, or Minors After Graduation

The major, minor, and cumulative grade point averages that are earned at the time that a Plymouth State University degree is awarded may not be changed after the degree is awarded. This includes repeating courses at PSU or transferring courses to PSU.

Students who already hold a bachelor's degree from Plymouth State University may apply for readmission for the purpose of retroactively adding a major, option, or minor to that degree. The academic student advocate will determine the catalog to be followed. Students seeking a new major or minor will typically follow the catalog current at the time of readmission. Students seeking a new option will, if possible, follow the original catalog. If not possible, they will follow the catalog current at the time of readmission and will have to complete any outstanding major and General Education requirements.

The idea of retroactively adding a major pertains to PSU graduates whose second program is a degree program of the same type (e.g., a second major in a bachelor of science program or a second major in a bachelor of arts program). A second diploma will be issued only if the second major requires the completion of 30 or more additional credits.

Students with a Plymouth degree returning as candidates for a second bachelor degree that is different from the first degree may select majors, minors, and options appropriate to the second degree and will typically follow the catalog current at the time of readmission. Students seeking a second bachelor degree must meet the following requirements:

- Students must complete at least 30 credits of coursework at PSU subsequent to the completion of the first bachelor's degree.
- All of the requirements of the second degree program, including General Education requirements that were not fulfilled in the first degree program, must be fulfilled.
- At least half of the courses in the new major must be completed at PSU.
- Student must comply with all other PSU academic regulations.
- The two degrees must be from two different disciplines.

~~The major, minor, and cumulative grade point averages that are earned when a student returns to PSU to add a major, option, or minor, shall not change the record established for awarding prior degree(s) from Plymouth State University.~~

Students who already hold a bachelor of science or a bachelor of arts degree from any other college or university are allowed to pursue any Plymouth State University degree program once admitted. At least half of the courses in the new major program must be taken at PSU, and students must complete a minimum of 30 credits while at Plymouth State University. Students who already hold a degree from elsewhere are allowed to transfer in credits just as any other students are allowed to do (see Transferring Courses to Plymouth State University).

~~Plymouth State University graduates may also apply for readmission for the purpose of retroactively adding a minor or option. Students seeking a new minor will follow the catalog current at the time of readmission. Since options are based on major degree programs, students will follow the original catalog whenever possible. When it is not possible, they will follow the catalog current at the time of readmission and will have to complete any outstanding major and General Education requirements. Students must be readmitted before they may take or transfer courses for the major, option, or minor that is being retroactively added.~~

10. **Graduate Student Transfer Credits** – adjusted to clarify maximum number of credits that can be transferred into a program, including certification and certificate programs. Removed the restriction on reusing courses.

– Transfer Credits

Grades for transfer courses must be a B or higher and appropriate to the program attempted at PSU. Only credits may be transferred, not grades, therefore, the grade for transfer courses does not count toward the required 3.0 grade point average for program completion. Generally, up to nine graduate-level credits from other regionally accredited institutions may be transferred into programs with 30 or more credits. Transfer of credits into Certification and certificate programs that are less than 30 credits will be evaluated on a case by case basis and generally cannot exceed 25% of total program credits. MBA, MS in Accounting, and EdD students should refer to the transfer credit policy in the respective catalog sections for more information.

Transfer Credits

Grades for transfer courses must be a B or higher and appropriate to the program attempted at PSU. Only credits may be transferred, not grades, therefore, the grade for transfer courses does not count toward the required 3.0 grade point average for program completion. Generally, up to nine graduate-level credits from other regionally accredited institutions may be accepted in degree or certification programs, but not certificate programs. Courses cannot be transferred for credit if used in earning another degree. MBA, MS in Accounting, and EdD students should refer to the transfer credit policy in the respective catalog sections for more information.

11. Graduate students have been added into the University Withdrawal Policy

– Withdrawal/Inactivity from the University, Readmission, Reactivation

Prior to leaving, students must inform the academic student advocate of their intention to withdraw from the University; a withdrawal survey and a PSU withdrawal form must be completed. The completed withdrawal form should be returned to the academic student advocate, located in Frost House. To access the form and the survey, please visit the PSU withdrawal policy available in the forms section of the Registrar's Office website, campus.plymouth.edu/registrar.

Undergraduate Students

- If the student withdraws from the University prior to the beginning of the undergraduate final examination period, W grades will be recorded on student's transcript. If the student withdraws after the beginning of the final examination period, without taking final examinations, failing grades will be recorded on student's transcript for the semester in which they withdrew. If the student withdraws in between terms, all grades will remain as is and the student's academic record will reflect withdrawn from the university.
- Students who wish to re-enter Plymouth State University as a matriculated (degree-seeking) student in a subsequent semester must reapply for admission through the Office of Admissions. Students who wish to be readmitted into the BS Nursing or BS Social Work majors or a teacher education program leading to teacher certification will need to follow program guidelines in the most recent academic catalog at the time of readmission. To qualify for readmission students must meet the grade point average requirement for the total credits attempted as indicated in the Academic Standing section.

Graduate Students

- If the student withdraws from the University during the term, W grades will be recorded on student's transcript. If the student withdraws in between terms, all grades will remain as is and the student's academic record will reflect withdrawn from the university.
- Students who wish to re-enter Plymouth State University as a matriculated (degree-seeking) student in a subsequent semester must reapply for admission through the Office of Admissions and will need to follow program guidelines in the most recent academic catalog at the time of readmission. Students in Doctoral programs should check program policies before withdrawing. To qualify for readmission students must meet the grade point average requirement for the total credits attempted as indicated in the Academic Standing section.

Students who have withdrawn from the University or who have been withdrawn by the University due to inactivity, and wish to resume coursework toward degree completion at PSU must apply for readmission through the Office of Admissions. Students who wish to complete their degree program with transfer credits, should contact the degree auditor in the Registrar's Office to be reactivated for graduation. The auditor will request a Graduation Application, available on the Registrar's Office website, campus.plymouth.edu/registrar, but students will not be placed on the graduation file until the Graduation Application is received and approved by the auditor. Students reactivated for graduation only are not readmitted to take classes at the University. Degree completion via transfer credits must adhere to current transfer credit policies.

12. Excused Absence Policy – adjusted via the Academic Affairs Committee

13. Undergraduate Academic Standing Policy – adjusted via the Academic Affairs Committee

APPENDIX J:

Academic Policy Changes – Effective fall 2019 (2019/20 Catalog) – A McClellan

1. **Remove late add and late grad app fees** – in spring 2019, these late fees were discontinued. However, meeting the deadline is still expected so that other processing can occur in a timely fashion. (See below for the change to the Late Course Add policy.)
 - Student friendly policy from spring 2019
 - Most were not paying either fee anyway; those who did not had an excuse and were granted an exception. (Inconsistencies caused a lot of extra work for the registrar's and student accounts offices).

2. **Adjust Latin honors recognition at Commencement for students who have yet to graduate** – in late spring 2019, the policy was adjusted to include a credit requirement.
 - Does not actually change students' eligibility or guidelines to receive honors designation on diploma; only affects Commencement program.
 - The 18/19 **recognition** policy only looked at CGPA as of end of fall; however, the real policy is twofold – CPGA and credits earned at PSU, both upon final audit.
 - To be consistent – and to take care of students (and parents) complaining to the president, the **recognition** policy was adjusted to include both parameters, and both as of the end of fall
 - i. Thus, the student had to have the proper CGPA per the real policy, but could be on track to reach the final number of credits by the end of the spring semester.
 - Just because the student has a qualifying CGPA in December and thus qualifies for ceremony **recognition**, this doesn't mean that the student WILL EARN Latin Honors upon final audit. The same rationale was used to include the other ½ of the policy – the credits earned at PSU.

3. **Late Course Add** – this policy has been adjusted by reducing the amount of time in which a student has to add a course late. Students will no longer be able to add a course “anytime” after the course add/drop period ends.
 - This also is an attempt to get a student charged in a timely manner for a course they are being added to. Adding a course 2 years (in one example) after taking it means the student now has to pay for that class and there's no financial aid available and no private educational loan lender allows for past-due balance loans beyond 1 year.
 - PSU does not, and doesn't seem to ever have had, a late add deadline; students could add whenever.
 - Best practice : there is typically a institutional deadline for late course adds.

4. **First Day Drop** – policy has been eliminated. Students are responsible for dropping themselves from courses thereby requiring them to pay attention to what a course(s) drop does to their bill, financial aid package and possibly other campus eligibility (ie athletics) that require a certain enrollment status.

- From the experiences in the registrar's office students 1) do not seem to know that they've been dropped and 2) do not know the consequences of that drop (even when/if the instructor emails them).
- Financial Aid impacts and Athletics impact: A student who only has 12 credits who is dropped by the instructor and now is part time no longer qualifies for full-time aid nor can they participate in athletics
- Some students assumed that they would be dropped and therefore never did anything further, causing problems later on with GPA, late course withdrawals, and appeals.
 - i. Again, the student not knowing is detrimental to their enrollment status and the effect that status has on their bill, their aid, athletic eligibility and perhaps other enrollment status driven requirements.
- Best practice – students who manage their enrollment/registration are aware of their enrollment status and the effect that that status has in their bill, their aid, athletic eligibility and perhaps other enrollment status driven requirements.

5. **Early Evaluation** – policy adjusted to remove the option for first-semester, first-year students to drop a course(s) 8 weeks into the semester. If a student no longer wishes to be enrolled in the class(es), they must withdraw.

- This change grew out of Financial Aid concerns. The student who changes their status 2 months into the semester could end up owing money back to PSU and the government.
- The previous policy violated several federal regulations:
 - i. If a student is attending after the add/drop period their courses count towards their enrollment which we use to determine disbursement eligibility. Dropping their courses half-way through the term and not showing any record of them on their transcript opens the financial aid office up to audit compliance issues and program integrity issues.
 - ii. Students got aid disbursed based on their full-time courseload. If after 'early-evaluation' courses get dropped then they are no longer eligible for that disbursement.
 - iii. Depending on the timing of the drops, the charges may not have been adjusted, meaning students are still charged for the fulltime courseload.
 - iv. PSU follows the same R+30 freeze date as UNH (also known as an institutions Lock Date, Pell Recalculation Policy, or Financial Aid Enrollment Verification Date), meaning we freeze enrollment at that point in time and adjust students' cost of attendance budgets and financial aid at that point in time. (Schools who do not have such a policy are federally required to continuously change students aid throughout the term every time their enrollment changes (i.e. for every 'W' grade they would lose aid during the term). Student's courses being dropped after that point in time makes no sense. The transcript will not match the enrollment used to disburse aid which would be an audit finding.

- When students drop on October 25th, there is no clear policy/responsibility to ensure they make up the credits in a timely fashion so as not to lose out on aid, scholarships, athletic eligibility, class level needed for future registration. They may also be too late to add a second half, eight week class if they wait until the eight week drop deadline.
6. **Enrollment Status (PT vs FT)** – policy adjusted so that enrollment status mis-matches will be reviewed and changed in-office instead of the student filling out and submitting a form to the registrar’s office. This review/change will take place at the end of each term and part-of-term add/drop period
- The Banner database cannot automatically adjust student enrollment status.
 - The registrar’s office could not ethically continue to allow students to notice – or not – that their enrollment status did not change and therefore, they were possibly being under or over charged.
 - i. For example, this past spring some graduate students were ineligible to apply for a scholarship due to the enrollment status radio button on their record in Banner not reflecting their true enrollment status after they made changes to their registration.
 - PSU follows the same R+30 freeze date as UNH (also known as an institutions Lock Date, Pell Recalculation Policy, or Financial Aid Enrollment Verification Date), meaning we freeze enrollment at that point in time and adjust students’ cost of attendance budget and aid based on the enrollment that is captured at that time.
 - If a student drops to part-time, we are federally required to adjust their aid, whereas if they did not have their status changed to part-time it meant that they had full-time charges but part-time aid.
7. **Undergraduate Student Class level** –policy has been adjusted to eliminate and automatic “5th year senior” category and reflect a traditional 4-year bachelor’s timeline. Students are simultaneously being bombarded with a campaign highly encouraging them to successfully register and complete 15 credits that count toward their program requirements (major, option, minor, certificate, general education or free electives) or have a plan to make up credits over the course of the 4 years. For example, if they take 14 credits one semester, they need to take 16 credits in another semester.
- Problems with mis-labeling student’s progress towards their degrees (i.e., ‘senior’ usually designates final year) caused students not to realize how many more credits (and money) they needed to complete their degrees. This change of status accurately reflects the minimum credits per year necessary to graduate in four years. It’s thus a better alignment of credits and student rank/status. The majority of people – including students and parents – equate the number of years a student is in attendance with their class level – 1st year, sophomore, junior and senior.
 - This change grew out of FA loan concerns and the inability of the student to know and understand that after being at PSU for 4 years, the last as a “senior”, that they still have one more year to go.
 - Students tend to run out of financial aid by the time they need their 5th year if they’ve been only doing 12 credits a term.

- i. Federal loans have an aggregate cap which a student can use to get an undergraduate degree. The underlying assumption is the student will graduate in 4 years. For a dependent undergraduate the cap is \$31,000 total in undergraduate loans. Students receive \$5500 Freshman year, \$6500 Sophomore year, \$7500 junior and again senior year. That only leaves them \$4000 in eligibility if they have a full 5th year left.
 - 1. Overall a 5th year means more borrowing than they would have needed had they finished in 4 years.
 - 2. Less access to federal loans means more borrowing private loans to finish their degree.
- ii. State funding also has a cap of 4 full-time years (8 semesters total) (See NH Governor's scholarship and Unique program).
- iii. PSU also has a 4 year limit to our merit scholarships.

8. **Graduate Student Inactivity Policy** – adjusted from 2 years to 1 year

- i. Graduate students who are unenrolled remain active and PSU continues to pay for services on their behalf.
- ii. Numbers and data are skewed as active students are typically seen as enrolled.
- iii. The streamlining of programs and resources at PSU cannot be fully implemented if we continue to allow students to remain unenrolled for up to 23 months
 - 1. Given our financial situation goal to be fiscally responsible, keeping students enrolled inside of a 12 month period so that programs and resources can be planned should be seen as appropriate.
 - 2. Curricular implications when students drop out for up to 23 months make it more difficult (a) to change and update curricula and programs, and (b) for students to complete the same degree program/curriculum they enrolled in.
- iv. This also has led to graduate students to believe their federal loans will remain in deferment when that is not the case. If a student is not actively enrolled in courses they begin their loan grace period then go in to repayment. PSU keeping students 'active' is a confusing status for the students.

9. **Retroactive Addition of Option, Minor, Major** – adjusted to allow for students to return to PSU for a second degree (BA or BS), but to no longer be able to add portions of the degree (major, option, minor) to the degree already conferred.

- This policy violated federal regulations. Minor courses don't need to count towards the major, but they do need to count towards the completion of the degree. **If the degree program does not require a minor concentration, then**

the minor credits do not count towards degree completion requirements and cannot be paid with Title IV aid.

- In order for a minor or concentration to be considered part of a student's academic program, he or she **must declare it before** completing all other coursework for his or her degree.
- Once a degree is awarded – including the concentration/option/minor which are attached to that degree – the degree package is closed, the CGPA is finalized and honors are awarded.
- The 18/19 policy required reopening an already conferred degree package to allow a student to add an option or minor and therefore forced the package to change. This might inadvertently render previously shared transcripts, degree information, invalid.
 - i. The integrity concern lies with the CGPA major requirements – all of which will change when the previously awarded degree package is reopened and new coursework is attached.

10. **Graduate Student Transfer Credits** – adjusted to clarify maximum number of credits that can be transferred into a program, including certification and certificate programs.

Removed the restriction on reusing courses.

- After multiple requests and concerns about the low number of transfer credits allowed for graduate students – mostly for those in programs over 36 credits – research was conducted and NECHE contacted (with no response).
- The removal of the restriction for not allowing students to use credits toward their PSU program that they used elsewhere brought the graduate policy in-line with the undergraduate policy where no such prohibition exists.

11. Graduate students have been added into the University Withdrawal Policy

- Per federal regulations and federal consumer disclosure requirements (HEA Sec. 485(a)(1)(F), 34 CFR 668.43) an institution must have the requirements and procedures for officially withdrawing from the school. As a part of the institution's disclosure of the procedures for officially withdrawing, the school must identify the offices the school has designated to accept notification of official withdrawals.
- PSU's previous graduate withdrawal and LOA policies were very disjointed, not clearly stated, and relied on faculty advisors or department chairs to notify the right departments of a student's withdrawal or LOA. This new policy takes a centralized and simplified approach and treats all students the same, regardless of program they are in.
- Graduate students needed to have a formal policy for direction when seeking to withdraw from the university.

Federal Citations (inclusive but not an exhaustive list of citations):

[34 CFR 682.610\(c\)\(1\)-\(c\)\(2\)](#) **Enrollment Reporting**

(c) *Enrollment reporting process.* (1) Upon receipt of an enrollment report from the Secretary, a school must update all information included in the report and return the report to the Secretary—

(i) In the manner and format prescribed by the Secretary; and

(ii) Within the timeframe specified by the Secretary.

(2) Unless it expects to submit its next updated enrollment report to the Secretary within the next 60 days, a school must notify the Secretary within 30 days after the date that the school discovers that—

(i) A loan under title IV of the Act was made to or on behalf of a student who was enrolled or accepted for enrollment at the school, and the student has ceased to be enrolled on at least a half-time basis or failed to enroll on at least a half-time basis for the period for which the loan was intended; or

(ii) A student who is enrolled at the school and who received a loan under title IV of the Act has changed his or her permanent address.

[34 CFR 682.21](#) Treatment of title IV grant and loan funds if the recipient does not begin attendance at the institution.

a) If a student does not begin attendance in a payment period or period of enrollment—

(1) The institution must return all title IV, HEA program funds that were credited to the student's account at the institution or disbursed directly to the student for that payment period or period of enrollment, for Federal Perkins Loan, FSEOG TEACH Grant, Federal Pell Grant, ACG, and National SMART Grant program funds; and

(2) For FFEL and Direct Loan funds—

(i)(A) The institution must return all FFEL and Direct Loan funds that were credited to the student's account at the institution for that payment period or period of enrollment; and

(B) The institution must return the amount of payments made directly by or on behalf of the student to the institution for that payment period or period of enrollment, up to the total amount of the loan funds disbursed;

[34 CFR 682.622](#) Treatment of title IV funds when a student withdraws.

a) *General.* (1) When a recipient of title IV grant or loan assistance withdraws from an institution during a payment period or period of enrollment in which the recipient began attendance, the institution must determine the amount of title IV grant or loan assistance that the student earned as of the student's withdrawal date in accordance with paragraph (e) of this section.

(2)(i) Except as provided in paragraphs (a)(2)(ii) and (a)(2)(iii) of this section, a student is considered to have withdrawn from a payment period or period of enrollment if—

(A) In the case of a program that is measured in credit hours, the student does not complete all the days in the payment period or period of enrollment that the student was scheduled to complete;

e) *Calculation of the amount of title IV assistance earned by the student—*(1) *General.* The amount of title IV grant or loan assistance that is earned by the student is calculated by—

(3) *Percentage unearned.* The percentage of title IV grant or loan assistance that has not been earned by the student is calculated by determining the complement of the percentage of title IV grant or loan assistance earned by the student as described in paragraph (e)(2) of this section.

(4) *Total amount of unearned title IV assistance to be returned.* The unearned amount of title IV assistance to be returned is calculated by subtracting the amount of title IV assistance earned by

the student as calculated under paragraph (e)(1) of this section from the amount of title IV aid that was disbursed to the student as of the date of the institution's determination that the student withdrew.

[34 CFR 668.24\(c\)](#) **Record and retention and examinations.**

(c) *Required records.* (1) The records that an institution must maintain in order to comply with the provisions of this section include but are not limited to—

- (i) The Student Aid Report (SAR) or Institutional Student Information Record (ISIR) used to determine eligibility for title IV, HEA program funds;
- (ii) Application data submitted to the Secretary, lender, or guaranty agency by the institution on behalf of the student or parent;
- (iii) Documentation of each student's or parent borrower's eligibility for title IV, HEA program funds;

[34 CFR 668.164](#) **Disbursing Funds.**

(3) At the time a disbursement is made to a student for a payment period, an institution must confirm that the student is eligible for the type and amount of title IV, HEA program funds identified by that disbursement.

Credit Balances - School Responsibility to Pay Credit Balances with in Time frame

(2) A title IV, HEA credit balance must be paid directly to the student or parent as soon as possible, but no later than—

- (i) Fourteen (14) days after the balance occurred if the credit balance occurred after the first day of class of a payment period

Student Becomes Ineligible for Disbursement

(2) An institution may not—

(j) *Late disbursements*—(1) *Ineligible student.* For purposes of this paragraph (j), an otherwise eligible student becomes ineligible to receive title IV, HEA program funds on the date that—

- (i) For a Direct Loan, the student is no longer enrolled at the institution as at least a half-time student for the period of enrollment for which the loan was intended; or
- (ii) For an award under the Federal Pell Grant, FSEOG, Federal Perkins Loan, Iraq-Afghanistan Service Grant, and TEACH Grant programs, the student is no longer enrolled at the institution for the award year.

[34 CFR 668.46](#) **Institutional security policies and crime statistics. (a.k.a. Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act)**

(h) *Missing student notification policies and procedures.* (1) An institution that provides any on-campus student housing facility must include a statement of policy regarding missing student notification procedures for students who reside in on-campus student housing facilities in its annual security report. This statement must—

- (i) Indicate a list of titles of the persons or organizations to which students, employees, or other individuals should report that a student has been missing for 24 hours;
- (ii) Require that any missing student report must be referred immediately to the institution's police or campus security department, or, in the absence of an institutional police or campus security department, to the local law enforcement agency that has jurisdiction in the area;
- (iii) Contain an option for each student to identify a contact person or persons whom the institution shall notify within 24 hours of the determination that the student is missing, if the student has been determined missing by the institutional police or campus security department, or the local law enforcement agency;

- (iv) Advise students that their contact information will be registered confidentially, that this information will be accessible only to authorized campus officials, and that it may not be disclosed, except to law enforcement personnel in furtherance of a missing person investigation;
- (v) Advise students that if they are under 18 years of age and not emancipated, the institution must notify a custodial parent or guardian within 24 hours of the determination that the student is missing, in addition to notifying any additional contact person designated by the student; and
- (vi) Advise students that the institution will notify the local law enforcement agency within 24 hours of the determination that the student is missing, unless the local law enforcement agency was the entity that made the determination that the student is missing.

34 CFR 668.32 Student Eligibility-general

A student is eligible to receive Title IV, HEA program assistance if the student either meets all of the requirements in paragraphs (a) through (m) of this section or meets the requirement in paragraph (n) of this section as follows:

- (a)(1) (i) Is a regular student enrolled, or accepted for enrollment, in an eligible program at an eligible institution;
 - (ii) For purposes of the FFEL and Direct Loan programs, is enrolled for no longer than one twelve-month period in a course of study necessary for enrollment in an eligible program; or
 - (iii) For purposes of the Federal Perkins Loan, FWS, FFEL, and Direct Loan programs, is enrolled or accepted for enrollment as at least a half-time student at an eligible institution in a program necessary for a professional credential or certification from a State that is required for employment as a teacher in an elementary or secondary school in that State; and
- (2) For purposes of the ACG, National SMART Grant, FFEL, and Direct Loan programs, is at least a half-time student.

34 CFR 676.16(d)(2) Payment of an FSEOG

(d)(1) The institution shall return to the FSEOG account any funds paid to a student who, before the first day of classes—

- (i) Officially or unofficially withdraws; or
- (ii) Is expelled.

(2) A student who does not begin class attendance is deemed to have withdrawn.

34 CFR 685.200 Borrower Eligibility

(a) *Student Direct Subsidized or Direct Unsubsidized borrower.* (1) A student is eligible to receive a Direct Subsidized Loan, a Direct Unsubsidized Loan, or a combination of these loans, if the student meets the following requirements:

- (i) The student is enrolled, or accepted for enrollment, on at least a half-time basis in a school that participates in the Direct Loan Program.
- (ii) The student meets the requirements for an eligible student under 34 CFR part 668.
- (iii) In the case of an undergraduate student who seeks a Direct Subsidized Loan or a Direct Unsubsidized Loan at a school that participates in the Federal Pell Grant Program, the student has received a determination of Federal Pell Grant eligibility for the period of enrollment for which the loan is sought.

34 CFR 690.63(b) Calculation of a Federal Pell Grant for a payment period

(b) *Programs using standard terms with at least 30 weeks of instructional time.* The Federal Pell Grant for a payment period, *i.e.*, an academic term, for a student in a program using standard terms with at least 30 weeks of instructional time in two semesters or trimesters or in three quarters as described in paragraph (a)(1)(ii)(A) of this section, is calculated by—

- (1) Determining his or her enrollment status for the term;

(2) Based upon that enrollment status, determining his or her annual award from the Payment Schedule for full-time students or the Disbursement Schedule for three-quarter-time, half-time, or less-than-half-time students; and

34 CFR 690.79 Liability for and recovery of Federal Pell Grant overpayments

(a)(1) Except as provided in paragraphs (a)(2) and (a)(3) of this section, a student is liable for any Federal Pell Grant overpayment made to him or her.

(2) The institution is liable for a Federal Pell Grant overpayment if the overpayment occurred because the institution failed to follow the procedures set forth in this part or 34 CFR Part 668. The institution must restore an amount equal to the overpayment to its Federal Pell Grant account.

(3) A student is not liable for, and the institution is not required to attempt recovery of or refer to the Secretary, a Federal Pell Grant overpayment if the amount of the overpayment is less than \$25 and is not a remaining balance.

(b)(1) Except as provided in paragraph (a)(3) of this section, if an institution makes a Federal Pell Grant overpayment for which it is not liable, it must promptly send a written notice to the student requesting repayment of the overpayment amount. The notice must state that failure to make that repayment, or to make arrangements satisfactory to the holder of the overpayment debt to repay the overpayment, makes the student ineligible for further title IV, HEA program funds until final resolution of the Federal Pell Grant overpayment.

(2) If a student objects to the institution's Federal Pell Grant overpayment determination on the grounds that it is erroneous, the institution must consider any information provided by the student and determine whether the objection is warranted.

(c) Except as provided in paragraph (a)(3) of this section, if the student fails to repay a Federal Pell Grant overpayment or make arrangements satisfactory to the holder of the overpayment debt to repay the Federal Pell Grant overpayment, after the institution has taken the action required by paragraph (b) of this section, the institution must refer the overpayment to the Secretary for collection purposes in accordance with procedures required by the Secretary. After referring the Federal Pell Grant overpayment to the Secretary under this section, the institution need make no further efforts to recover the overpayment.

34 CFR 690.80 Recalculation of a Federal Pell Grant award

(a) *Change in expected family contribution.* (1) The institution shall recalculate a Federal Pell Grant award for the entire award year if the student's expected family contribution changes at any time during the award year. The change may result from—

(i) The correction of a clerical or arithmetic error under §690.14; or

(ii) A correction based on information required as a result of verification under 34 CFR part 668, subpart E.

(2) Except as described in 34 CFR 668.60(c), the institution shall adjust the student's award when an overaward or underaward is caused by the change in the expected family contribution. That adjustment must be made—

(i) Within the same award year—if possible—to correct any overpayment or underpayment; or

(ii) During the next award year to correct any overpayment that could not be adjusted during the year in which the student was overpaid.

(b) *Change in enrollment status.* (1) If the student's enrollment status changes from one academic term to another term within the same award year, the institution shall recalculate the Federal Pell Grant award for the new payment period taking into account any changes in the cost of attendance.

(2)(i) If the student's projected enrollment status changes during a payment period after the student has begun attendance in all of his or her classes for that payment period, the institution may (but is not required to) establish a policy under which the student's award for the payment period is recalculated. Any such recalculations must take into account any changes in the cost of attendance. If such a policy is established, it must apply to all students.

(ii) If a student's projected enrollment status changes during a payment period before the student begins attendance in all of his or her classes for that payment period, the institution shall recalculate the student's enrollment status to reflect only those classes for which the student actually began attendance.

(c) *Change in cost of attendance.* If the student's cost of attendance changes at any time during the award year and his or her enrollment status remains the same, the institution may (but is not required to) establish a policy under which the student's award for the payment period is recalculated. If such a policy is established, it must apply to all students.

APPENDIX K:

Academic Affairs Catalog Policy Changes – Review by AAC 9/16/19

The AAC reviewed Academic Policy Changes implemented for Fall 2019 in the AY19–20 Catalog at its first meeting of the Fall 2019 semester on 9/16/19. For reference, the program coordinators were notified of the 13 Academic Policy changes on 8/6/19 via email from the Office of Academic Affairs and the faculty-at-large were notified of these Academic Policy changes on 8/23/19 via email from the Registrar’s Office. Following a meeting between the defacto AAC chair (J. Cordeira) with R. Dorff, A. McClellan, and T. LaBrosse on 8/29/19, it was decided that many of these policy changes needed to be developed/reviewed with faculty via shared governance (i.e., by the AAC), voted on if necessary, and brought to the full faculty for a vote/motion for implementation.

It should be noted that:

- a. the AAC’s review of these policies, subsequent votes, and decision to bring (some of them) to the full faculty is driven by their need for a vote, despite that these policies have already been implemented,
- b. the Catalog legally (as indicated by the Provost’s office) cannot be retroactively reverted to the prior year, and
- c. the review and approval of these policies by the AAC does not indicate that the members of the AAC necessarily approve of the way in which these policies were implemented and later reviewed.

Discussion of the 13 policies focused on two paradigms for the development and modification of Academic Policies: those that are *academic administrative* (which are bound by and/or superseded by USNH or financial aid policy) that ultimately fall to the Administration to implement and those that are *academic curricular* that ultimately fall to the Faculty to implement. The following was the result of discussion of 11 of the 13 policies as the latter two policies were approved by AAC and voted by the full faculty in Spring 2019.

1. Remove Late Add Fee and Late Grad App Fee

The AAC did not vote on this policy and deemed its implementation the purvey of the administration.

2. Adjust Latin honors *Recognition at Commencement* for students who have yet to graduate

Function (5) of the AAC per the PSU Faculty Bylaws is to study, create, and implement university policies concerning **academic standards for graduation**. While some may argue the semantic differences between *graduation* and (*recognition at*) *commencement*, the AAC believes this policy should have been developed with faculty via shared governance. The AAC voted to approve this policy 6-0-1.

3. Late Course Add

Implementation of a deadline for which students may late enroll in a course, of which one did not previously exist, appears to fall under both academic administrative and academic curricular designations, but is ultimately constrained by federal financial aid guidelines. Nevertheless, the

AAC believes this policy should have been developed with faculty via shared governance. The AAC voted to approve this policy 5-0-2.

4. First Day Drop

The decision to remove the automatic first-day drop policy is motivated by putting the responsibility on the student to drop themselves and protecting students from being automatically demoted to part time status which affects federal financial aid eligibility. The AAC believes the decision to remove the first-day drop policy should have been made with faculty via shared governance. Nevertheless, the AAC voted to approve the removal of first day drop 7-0-0.

5. Early Evaluation (Disallowing students to drop a course 8 weeks into semester)

Students will no longer be allowed to *drop* a course 8 weeks into the semester and must *withdraw*. This decision is constrained by federal financial aid – a student whose status drops to part-time owing to a drop will owe money back to PSU and the government, whereas a student who withdraws would not. This policy was deemed academic administrative by the AAC and no vote taken.

6. Enrollment Status (Part Time vs. Full Time)

Students who intended to change their enrollment status from PT to FT needed to do so via a form at the Registrar's office. Enrollment status will now be handled automatically by the Registrar's Office. This policy was deemed academic administrative by the AAC and no vote taken.

7. Undergraduate Student Class Level

This policy effectively removed the Fifth-Year senior designation and changed the number of credits earned thresholds to designate standing. Modification of these credit thresholds (to 30-59, 60-89, 90+) was necessary because of financial-aid-constrained "mis-labeling" of students. Apparently, a "5th Year" student based on credits in their fourth year could get withheld financial aid owing to federal and state regulations seeing that "5". This policy at face value appears academic administrative; however, changing a student's standing based on credits does impact those courses with pre-requisites of "Junior Status" which may not necessarily be attained by some students on the lower end of their credits entering their third year. This policy therefore impacts the curriculum and will require a change (attention to detail) in advising such students – effectively becoming an academic curricular issue and necessitating override. The AAC believes this policy should have been with faculty via shared governance. Nevertheless, the AAC voted to approve this policy 7-0-0.

8. Graduate Student Inactivity Policy

This policy changes the period of inactivity from 23 months to 12 months for the purposes of defining a matriculated graduate student, which has implications on federal financial aid and university costs. Those students seeking re-matriculation would be required to re-apply (which would be free) and need to follow a new AY catalog. Any curricular issues arising from this change could be handled through Student Request Forms in consultation with the Graduate Program Coordinator and Registrar. Change is both academic administrative and academic curricular. The AAC believes this policy should have been developed with faculty via shared governance on account of the AAC's function to study, create, and implement university policies regarding

academic continuance and readmission. Nevertheless, the AAC voted to approve this policy 7-0-0.

9. Retroactive Addition of Option, Minor, Major

Students were apparently able to return to PSU for post-bac studies and retroactively add a minor/option/major retroactively to their original transcript. That's against federal law (i.e., effectively reprinting a transcript). This policy is both academic administrative and academic curricular (on account of the AAC's function to study, create, and implement university policies concerning academic standards for graduation). The AAC believes this policy should have been developed with faculty via shared governance. Nevertheless, the AAC voted to approve this policy 7-0-0.

10. Graduate Student Transfer Credits

This policy limits the number of transfer credits a student may count from another institution toward their PSU degree to ~25% of the total credits. The policy also allows other institution's credits if they already counted toward an already-earned degree (e.g., "Do they really need to take chemistry again?"). On account of the AAC's function to study, create, and implement university policies concerning admission standards and procedures, the decision to modify the transfer credit policy for graduate students should have been developed with faculty via shared governance. Nevertheless, the AAC voted to approve this policy 7-0-0.

11. Graduate Student Withdrawal (from the University) Policy

There was no policy that allowed for a graduate student to withdraw from the University; now there is and uses identical language to undergrad policy. No vote taken.