

Plymouth State University
Faculty Meeting Agenda
Wednesday, March 4, 2009
3:35PM-5PM – Heritage Commons

I. Approval of draft minutes of the February 4, 2009 meeting. Minutes are available online on the Faculty Governance Blog. You will be required to log in to myPlymouth to view the minutes. Use the headings to the left and click on faculty meeting minutes. Then, in the right-hand column, click on the link listed below the title “Faculty Meeting minutes February 4, 2009 draft.” The Faculty Governance Blog may be found at <http://facultygovernance.blogs.plymouth.edu>.

II. Reports (submitted in writing) –
President Steen
Provost Bernier

III. New Business

A. Resolutions of the Standing Committees—

1. Motion from The Dept of Languages and Linguistics: to drop the BA French Teacher Certification Option and the BA Spanish Teacher Certification Option. (see Appendix A)
2. Motion from Social Science – Geography: to drop the Geographic Information Systems option and the Terrain Analysis option, leaving a streamlined Geography degree program without any options. (See Appendix B)
3. Motion from the Education Department: to add a Contract option for Early Childhood Studies. (see Appendix C)
4. Motion from the Academic Affairs Committee: to introduce of leave of absence policy for students. (See Appendix D)
5. Motion from the Academic Affairs Committee: to increase the maximum number of credits a student may enroll in during Winterim from 4.5 to 6." (See Appendix G)

B. Discussion of General Education Report (sent Tuesday, 2/24, via email). Discussion may also include questions and comments about the next three motions: two from the General Education Committee and one from the Social Science Department.

C. Motions from General Education Committee (Evelyn Stiller):

1. MOTION ONE

- a: Remove the 2nd paragraph from the current description of Directions courses (page 66 in the current catalog), which prohibits Directions courses from being required by and major and explicitly prohibits courses which introduce whole academic disciplines from being Directions courses. Instead institute the following set of guidelines for limited double counting of Directions courses.
- b. A major may include among its requirements two or more Directions courses from a single Direction OR no more than one Directions course from each of two Directions.
- c. Courses currently listed as required for a major, including courses that introduce the major, can become Directions courses provided they fully meet the description of such courses and are approved by the General Education Committee. The department sponsoring the course is expected to consult with any other department that also requires the course in order to make sure this designation is not going to create a conflict for the latter department with rule 2, above. Such conflicts must be resolved before the course can be designated a Directions course.

- d. Directions courses can be used as prerequisites for other courses required in a major providing the Directions course is explicitly included as a requirement in that major.
- e. Courses with prerequisites cannot be designated Directions courses with one exception: the second course in a two-part sequence (e.g., General Chemistry II) may be so designated if the first course in the sequence is its only prerequisite and is also designated as being the same kind of Directions course.
- f. As these allowances will eliminate the need for majors to waive a Directions requirement for their students, the waiver process will be terminated. Current waivers will remain in effect until their sunset dates to allow programs to make any necessary curriculum changes.

2. MOTION TWO:

As the Writing in the Discipline, Quantitative Reasoning in the Discipline, and Technology in the Discipline courses are part of the major and not part of the General Education program per se, it will be up to departments, rather than the General Education Committee, to monitor the content of these courses. As the faculty mandated, as part of the General Education proposal, that every major should include at least one course of each type, the General Education Committee's only role in the administration of this requirement will be to monitor whether in fact each major includes courses with these designations. Departments are expected to inform the General Education Committee of any changes in course status in this respect: new courses that have been designated as in-the-Discipline Connections and courses that have lost that designation. The committee will no longer approve or even receive proposals for designation or renewal of designation of these labels. Departments are expected to use the descriptions of such courses that were approved by the faculty to make these judgments themselves.

- D. Motion: (Social Science Department – Khuan Chong): That the Directions portion of the General Education program be reduced to require one 3-4 credit course per Direction (Creative Thought, Self and Society, Past and Present, and Scientific Inquiry) instead of the two courses per Direction currently required. The 12 credits saved will be used for free electives (~~which includes minors~~) **of which 6 must be at the upper-division or used towards a minor. Furthermore, the “in the discipline Connections” courses are recognized as in the General Education program.** (See Appendix E)

[The Social Science Department voted for a slightly revised version of their November motion. Changes from the original motion are marked. From Social Science: “We make the following motion for the sake of: not making Gen Ed more complex with double-counting; keeping the philosophy of why Directions course should be offered; honest accounting; the integrity of a PSU degree that includes electives, to encourage depth outside the major, and supports minors; the size of the General Education program; and the ability to offer Directions seats to Plymouth students.” The original motion was committed to the General Education Committee for a recommendation during our November Faculty meeting. From p. 14 of the General Education Committee report: “Following these deliberations, the General Education Committee voted unanimously not to support the motion to halve the Directions course requirement..”]

- E. Discussion from Faculty Welfare (Mary Cornish): to discuss adjunct representation on the Faculty Welfare Committee.
- F. Motion from the Women's Studies Council (Ann McClellan): to revise its current bylaws, as described in Article XI, Section F, article 16 (page 18-9) (see Appendix F for current wording):
- Revision:
- a. The Women's Studies Council will be composed of at least five and no more than twelve faculty members; Adjunct and Contract faculty will serve one-year terms, and Tenure-Track and FIR faculty will serve three-year terms. Two student members will be elected by the Council and must be declared Women's Studies minors; they will serve one-year terms. The Chair of the council will serve a one-

year term, and may also be elected to the Chair-elect position. The Chair-elect will serve a one-year term and then become Chair of the Council the following year. All terms are renewable by election by Council members. The Chair will notify full-faculty, adjuncts and declared Women's Studies minors of the opportunity to run for open seats to be filled at a meeting of the Council. The voting members of the Council elect new members.

The Chair of the President's Commission on the Status of Women and the Director of the S.A.G.E. Center will be permanent, ex officio non-voting members of the Council, and the Library liaison will be a permanent voting ex officio member of the Council.

b. Function:

Within the policies of the Faculty Handbook and the Bylaws of the Faculty, the Women's Studies Council shall decide all policies concerning the Women's Studies minor program.

IV. Announcements

A. The Nominating and Balloting Committee would like to let the faculty know that we're moving to Survey Monkey for our next election.

V. Adjournment

Appendix A: Justification for Foreign Language motion:

We are proposing to drop the undergraduate Spanish and French Teacher Certification Options for the following reasons:

1. At the present time (Dec. 2008), there are 2 first-year French Teacher Certification Option Students and 7 Spanish Teacher Certification Option Students (2 1st Yr, 1 Soph., 1 Jr., 3 Sr+) with only 2 of the 3Sr+ students formally admitted into the program through the Office of Teacher Certification. At the end of the Fall semester 2008, due to very poor course performance, one 1st year Fr. and 1 Jr. Sp. Teacher Cert. Option Majors most likely will not continue in the program. The historical low number of students does not justify the extra work and cost to maintain the program in the department. Also, there is no guarantee that these current students will be formally admitted into the Teaching Certification Program because of certain recommended CTE and OTC dispositions, a minimum GPA and Praxis exam scores required of the program.
2. It has become increasingly difficult for student teaching placement in a public elementary, middle or high school language program throughout the region/ state. Since many of the schools throughout NH with language programs have novice language teachers or teachers who received their Alternative 4 certification through the NHDOE because of the critical need to teach world languages, many of these language teachers do not feel comfortable nor qualified to mentor our language student teachers. Please note that as part of Alternative 4, it has not been a specific NHDOE requirement for these teachers to take a Foreign Language Methodology course as part of their three yr. Alternative 4 NH State Cert. plan. (SEE ATTACHMENT "A" RE: INFORMATION ON NHDOE ALTERNATIVES TO TEACHING CERTIFICATION).
3. In recent years, several formally admitted French and Spanish Teacher Certification candidates have decided to forego their student teaching practicum because they had met the required 122 program credits needed to graduate w/out counting student teaching credits, or they could not fulfill the study abroad requirement or could not participate in an immersion language program due to personal or financial constraints. They too have chosen to seek teaching certification through the NH Alternative 4 certification program which allows them to enter a school system as a full-time teacher and apply for state certification through Alternative 4 while working in the public school system for 3 years.
3. As French and Spanish Language Majors w/out the Teaching Option, students committed to teaching would have the opportunity to complete more language courses, hence making them stronger and more proficient in the language. They would have several options besides Alternative 4 for public school teaching. They could teach at a parochial school or private school w/out state certification. They could enter one of our College of Graduate Studies Certification programs (K-12 FR ED Cert. or M.Ed. K-12 FR Ed. Cert./ K-12 SP ED Cert. or M.Ed. K-12 SP Ed. Cert) with the possibility of fast-tracking some of the program courses by taking them their senior year as electives and completing these graduate programs in one to two years. These PSU Graduate programs would ensure that the students would have a strong foundation in Education, a required Foreign Language Methodology course LL 5170 and additional language courses (SEE ATTACHMENT "B" RE: COGS LANGUAGE CERTIFICATION PROGRAMS).
4. PSU Spanish and French B.A. graduates interested in teaching also would have the opportunity to apply for a Graduate Teaching Assistantship/Fellowship in the Department of Languages & Linguistics. If they qualify, these students would have a Department of LL faculty member mentor them while they teach fundamentals language courses for the department while they complete the Graduate program Certification program. Once the graduate teaching certification program is completed, these students would enter into the school system at a higher pay scale.

Appendix B:

Geography Degree Revision Justification

The revised Geography degree will accomplish the following goals:

1. Provide students with a basic core of Geography courses which allows them to study Geography and cognate subjects at an advanced undergraduate level.
2. Ensure that students take some advanced undergraduate- level courses in each of the major areas of study in Geography, and
3. Give students an opportunity to specialize in of the major areas of study in Geography. This specialization may include a limited number of courses in cognate areas such as Biology, Earth Science, Meteorology, Computer Science, Technical Communication, and Mathematics.

The revised degree accomplishes these objectives while allowing students flexibility in course choice so that they may graduate in a timely fashion. The revised degree also allows faculty flexibility in schedule planning. The revised degree will also allow better management of class sizes, since most courses are electives and specific courses are not desperately needed by students in order for them to graduate on time.

Appendix C:

Department of Education

EARLY CHILDHOOD STUDIES, Bachelor of Science

120 credits

Change to current catalog: Eliminate second sentence, "Majors may also choose to take two options," from second paragraph of explanation of degree.

Add new option: CONTRACT OPTION

This 21-credit option is designed by the student and his/her advisor and must be approved by the Department Chair. The 21 credits of the Option must be 3000/4000 level courses in Early Childhood (ER), Early Childhood Special Education (ERSE), and/or Education (ED). The student must have 15-30 credits left to take at Plymouth to declare this Option. In designing this Option the student should work with his/her advisor to develop a program that will support his/her career goals.

Degree Requirements

Credits

Courses required for the Option are shown in boldface

ER 2000	Introduction to the Early Childhood Professions (WRCO)	3
ER 2200	The Constructivist Approach in Early Care and Education	3
ER 2300	Young Children's Learning and Development in Context	3
ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
ER 3200	Assessment in Early Childhood (QRCO)	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)	3
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3

ER, ERSE, and/or ED 3000/4000 level Contract courses

18

MA 2110	Mathematics in Our World I (MATH)	4
RL 2500	Language and Literacy Development in Young Children	3

General Education:

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature Of Inquiry	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	6
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
TECO	Technology Connection - complete one of the following ER 3800 Technology and Problem Solving Across the Primary Grade Curriculum (TECO) ER 4300 Leadership, Advocacy, and Policy in Early Childhood (TECO)	3

Electives 27-29

Total 120

Recommended Course Sequence

Check all course descriptions for prerequisites before planning course schedule. Courses required for the Option are shown in boldface. *Course sequence is suggested but not required.*

Year One Credits

EN 1200	Composition	3
IS 1111	The First Year Seminar: Critical Thinking and the Nature of Inquiry	3
MA 2110	Mathematics In Our World I (MATH)	4
ER 2000	Introduction to the Early Childhood Profession (WRCO)	3
ER 2300	Young Children's Learning and Development in Context	3
CTDI	Creative Thought Directions	6
PPDI	Past and Present Directions	<u>6</u>
		31

Year Two Credits

ER 2800	Preschool and Kindergarten Curriculum and Instruction	6
ER 3200	Assessment in Early Childhood (QRCO)	3
ER 3300	Culturally Responsive Early Care and Education (DICO) (WRCO)	3
ERSE 2500	Supporting Young Children with Exceptional Learning Needs	3
RL 2500	Language and Literacy Development in Young Children	3
SIDI	Scientific Inquiry Directions	6-8
SSDI	Self and Society Directions	6
	Electives	<u>2-0</u>
		32

Year Three Credits

ER and/or ERSE 3000/4000 level courses		9
GACO	Global Awareness Connection	3
WECO	Wellness Connection	3
	Electives	<u>15</u>
		30

Year Four Credits

ER 4200	Senior Seminar: Perspectives on Early Childhood (INCO)	3
TECO	Technology Connection (ER 4300 or ER 3800)	3
ER, ERSE, and/or ED 3000/4000 level courses		9
	Electives	<u>12</u>
		27

Appendix D:

MOTION from the Academic Affairs Committee: To create a Leave of Absence Policy as described below:

Leave of Absence and Return Policy (proposed)

Students may request a Leave of Absence from studies for one or two consecutive semesters' absence from Plymouth (this policy applies only to continuous fall and spring semesters; winter and summer sessions are not considered to be a part of a student's regular continuous enrollment). A Leave of Absence is appropriate if the student intends to return to the University following a temporary absence for compelling reasons, which may include but are not limited to: military service, family emergencies, or medical reasons. Eligible students who apply for and receive a Leave of Absence retain their status as an active student which guarantees retention of their Plymouth email account, access to myPlymouth, and the ability to register online. No readmission application or fees are required if the student re-enrolls for a fall or spring semester immediately following the leave of absence. If there is no intent to return to the University or if a student is unable to return following the leave of absence period, the withdrawal procedure should be followed. If the university approves a leave of absence, a student receiving federal loans retains their in-school status for a maximum of 180 days.

Eligibility for a Leave of Absence

To be eligible for a Leave of Absence the following criteria must be met:

1. The student must be matriculated during the semester in which the Leave of Absence is requested.
2. The student must be in good academic standing.
3. The student must not be subject to university initiated disciplinary action.
4. The student must have no restrictions/holds on their registration.
5. The student must provide documentation to support the leave of absence request.

Additional Conditions for a Leave of Absence:

1. Students have the right to request a Leave of Absence more than once, but may not exceed a total of two years for all approved requests.
2. Students have the right to return earlier than the initially agreed upon return date.
3. Students who do not return to Plymouth at the end of the Leave of Absence period will be withdrawn from the university and must follow all procedures for readmission if, in the future, they seek to re-enroll as a matriculated student.
4. Students are not eligible to receive financial aid payments from the university during the Leave of Absence period.
5. Plymouth State University will report any student granted a Leave of Absence as "approved leave of absence" in response to inquiries for enrollment verification.
6. Students may not live in on-campus residential facilities, attend classes, or seek/maintain university sponsored employment during a leave of absence. Students may not enroll in winterim or summer sessions if those alternative sessions fall within the time period of the requested leave of absence.
7. Students are responsible for understanding all implications of a Leave of Absence, including but not limited to the following:
 - a. Status of financial aid and scholarship awards
 - b. Residential Life/Meal Plans. Students living in on-campus housing must contact the Residential Life office to request termination of their housing contract. Students returning from a Leave of Absence must reapply for on-campus housing.

Process for Requesting a Leave of Absence

To request a Leave of Absence a student must fill out a Plymouth State University *Request for Leave of Absence and Return Form*. Upon completion, the form must be reviewed and approved by both the Associate Vice President for Undergraduate Studies and the Vice President for Student Affairs.

Steps for Returning from a Leave of Absence

When preparing to return from an approved leave of absence, a student should make sure that they have contacted:

- The Registrar
- The Financial Aid Team
- The Bursar's Office
- Residential Life
- Academic Adviser

Appendix E:

Whereas:

1. Many members of the faculty have felt the Directions component of the General Education program has been stressed (as frequently caps have been raised at the last minute, overloads have been requested, last-minute/frantic searches for adjuncts have been conducted, and advising students often has shown few-to-no seats open for first and second-year students); and further, in her October 22 charge to the General Education Committee, asking for the program to be reviewed, the Provost stated that: "We struggle to offer enough seats in Directions courses. The term seats was consciously used as opposed to sections because it is the number of seats that is ultimately most important in meeting student need."
2. Cutting the number of Directions seats required by students in half, assuming the number of seats offered remains the same and students take upper-division and/or minor courses in their place, will eliminate current staffing/enrollment issues re: Directions seats.
3. Requiring a minimal amount of upper-division coursework not only relieves stress on Directions (all required to be lower-level) being taken as electives but also improves the integrity of a PSU degree by acknowledging the quality of a generally educated student is reinforced with some depth of knowledge in a field outside a major; a principle amplified by those students who use the electives to complete a minor.
4. The University has a long tradition of recognizing the importance of electives, yet some programs currently have less than 12 electives, and this motion will create a minimum of 12 electives.
5. The Provost has observed that: "Reducing the overall number of required courses to something closer to 40 would greatly enhance our ability to adequately implement the general education program." Cutting the number of Directions in half brings the size of the program (including "in the discipline" Connections courses) to 14-16 courses (42 credits if all classes are 3-credits and a minor is earned); down from 18 courses (approximately 54 credits if all classes are 3-credits). A smaller Gen Ed program thus is achieved.
6. Related: 40 credits is what NEASC, our accrediting body, looks for in a General Education program and currently we are 35% above that; this motion brings us to about 5% above it if a minor is achieved and an "honest" accounting of the "in the disciplines" is used so as to acknowledge they are in the Gen Ed program.
7. Requiring all four Directions still be taken maintains the integrity of the original Directions program (compared to double-counting) and does not reduce the breadth of Directions taken (just the repetitiveness of that breadth).
8. Reducing from 2 courses in each Direction to 1 course in each Direction makes the Gen Ed program no more complicated than already it is (while "double counting will make the program much more complicated).

9. Acknowledging the “in the discipline” Connections as part of the Connections courses to be counted in the General Education program gives the General Education Committee appropriate oversight of these important courses (Quantitative Reasoning, Writing, Technology) and the General Education motions will leave oversight to an already-burdened Curriculum Committee.
10. Acknowledging the “in the discipline” Connections as part of the Connections courses counted in the General Education program allows for a fair accounting of the courses considered in the Gen Ed program, compared to the current status where they: are listed in the General Education program; are reviewed, approved, and sunsetted (as appropriate) by the Gen Ed Committee; comprise up-to three courses required by students to graduate and thus affect the size of a major or number of electives; yet, are not considered by the current General Education Committee as “in the program.”
11. Including the “in the discipline” Connections seems important from a NEASC-accreditation perspective, where we believe the current proposal by the General Education program will be viewed by NEASC’s “three primary domains” of General Education (“natural sciences and mathematics”; “arts and humanities”; and “social sciences”) as something roughly like the following (where motion 1 double-counts and motion 2 removes the ‘in the disciplines’ from the Gen Ed program:

Natural Sciences and Mathematics:

Math Foundations (MA 1500 or higher)

~~Quantitative Reasoning Connection~~

~~Technology Connection~~

Scientific Inquiry Direction/Introduction to a Natural Sciences I for the a Science field major

Scientific Inquiry Direction/Introduction to another Natural Science (or part II) for a (the same field) Science major

Arts and Humanities:

English Composition (EN 1200)

~~Writing Connection~~

Creative Thought Direction/Introduction to an Art for an Artistic Major

Creative Thought Direction/Introduction to an Humanities for Humanities Majors

Past and Present Direction/Introduction to the Arts/Humanities for a discipline-specific major

Social Sciences:

Past and Present Direction/Introduction to Social Science Field for a Social Science major

Self and Society Direction/Introduction to Social Science Field for a Social Science major

Self and Society Direction/Introduction to Social Science Field for a Social Science major

Global Connection (this might be in Art/Humanities)

Diversity Connection (this might be in Art/Humanities)

Critical Thinking/Other:

First Year Seminar (IS 1111)

Wellness Connection

Integrative Connection

12. Our motion would look something like the following in the same NEASC construct:

Natural Sciences and Mathematics:

Math Foundations (MA 1500 or higher)

Quantitative Reasoning Connection

Technology Connection

Scientific Inquiry Direction~~Scientific Inquiry Direction~~**Arts and Humanities:****English Composition (EN 1200)****Writing Connection****Creative Thought Direction**~~Creative Thought Direction~~~~Past and Present Direction~~**Social Sciences:****Past and Present Direction****Self and Society Direction**~~Self and Society Direction~~**Global Connection (this might be in Art/Humanities)****Diversity Connection (this might be in Art/Humanities)****Critical Thinking/Other:****First Year Seminar (IS 1111)****Wellness Connection****Integrative Connection**

13. And the General Education's first motion does not really change the effective size of the current program (where 2 Directions may be waived, now they say waivers are void and two courses may be double-counted)
14. And the General Education's second motion does not really change the effective curricular constraints for a student (as the "in the disciplines" will still be required to be reported to the General Education Committee and the Curriculum Committee will require all majors have them)

Therefore we make the following motion for the sake of: not making Gen Ed more complex with double-counting; keeping the philosophy of why Directions course should be offered; honest accounting; the integrity of a PSU degree that includes electives, encourages depth outside the major, and supports minors; the size of the General Education program; and the ability to offer Directions seats to Plymouth students:

Motion: (Social Science Department – Khuan Chong): That the Directions portion of the General Education program be reduced to require one 3-4 credit course per Direction (Creative Thought, Self and Society, Past and Present, and Scientific Inquiry) instead of the two courses per Direction currently required. The 12 credits saved will be used for free electives ~~(which includes minors)~~ **of which 6 must be at the upper-division or used towards a minor. Furthermore, the "in the discipline Connections" courses are recognized as in the General Education program.**

Appendix F:

Women's Studies Council motion:

Current Bylaws:

a. Composition:

The Associate Vice President for Undergraduate Studies will prepare a roster of those faculty members who will regularly teach Women's Studies courses, are planning to teach such courses, or are otherwise actively involved in the program. The roster will be updated every two years. At an annual general meeting of those on this roster, convened by the Chair of the Women's Studies Council, the faculty members of the Women's Studies Council will be elected. The Council will be composed of at least five and no more than twelve faculty members; Adjunct and Contract faculty will serve one-year terms, and Tenure-Track and FIR faculty will serve three-year terms. Two student members will be elected by the Council and must be declared Women's

Studies minors; they will serve one-year terms. All terms are renewable by election. The Associate Vice President for Undergraduate Studies and the Director of the Women's Services and Gender Resources will be permanent ex officio members. At a meeting of the Council called every spring, the Council will elect its Chair for the following year. The Vice President for Academic Affairs serves as a consultant.

b. Function:

Within the policies of the Faculty Handbook and the Bylaws of the Faculty, the Women's Studies Council shall decide all policies concerning the Women's Studies minor program.

[amended 12-2-92 and 9-7-05]

Appendix G:

MOTION from the Academic Affairs Committee: To change the Winterim overload policy as follows:

CURRENT

Full-time students taking more than 17 credits during a fall or spring semester are assessed a per credit overload fee. See the Overload Fees in the Tuition and Fees section for details. Students with a 2.67 (minimum) cumulative grade point average are eligible to take up to four credits of overload by completing an Overload Request Form which is available at the Registrar's Office or may be downloaded from the forms section of the Registrar's web site. Students with a cumulative grade point average of less than 2.67 and students requesting more than four credits of overload must secure, by the appropriate add deadline, the approval of their advisor and the Associate Vice President for Undergraduate Studies (or designee).

During Winterim students may enroll for 4.5 credits. Students with a 3.00 (minimum) cumulative grade point average may enroll for a maximum of six credits, with permission of the Associate Vice President for Undergraduate Studies (or designee). During summer sessions students may enroll for nine credits. Only students with a 3.00 (minimum) cumulative grade point average and permission from the Associate Vice President for Undergraduate Studies (or designee) may take an overload.

PROPOSED

Full-time students taking more than 17 credits during a fall or spring semester are assessed a per credit overload fee. See the Overload Fees in the Tuition and Fees section for details. Students with a 2.33 (minimum) cumulative grade point average are eligible to take up to four credits of overload by completing an Overload Request Form which is available at the Registrar's Office or may be downloaded from the forms section of the Registrar's web site. Students with a cumulative grade point average of less than 2.33 and students requesting more than four credits of overload must secure, by the appropriate add deadline, the approval of their advisor and the Associate Vice President for Undergraduate Studies.

During Winterim students with a 2.33 minimum cumulative grade point average may enroll for six credits. Students with a cumulative grade point average of less than 2.33 may enroll for six credits, with permission of the Associate Vice President for Undergraduate Studies. Any student requesting more than six credits must secure the permission of the Associate Vice President for Undergraduate Studies. During summer sessions students may enroll for nine credits. **Any student requesting more than nine credits must secure permission from the Associate Vice President for Undergraduate Studies.**