

**Plymouth State University**

**FACULTY MEETING AGENDA**

Wednesday, May 5, 2010

3:35 – 5:00 PM, Heritage Commons

- I. Approval of the draft minutes** of the April 7, 2010 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 below the title, “Faculty Meeting minutes, April 7, 2010, DRAFT.” The Faculty Governance Blog may be found at <http://facultygovernance.blogs.plymouth.edu/>

**II. Reports**

- A. Sara Jayne Steen, President
- B. Julie Bernier, Provost and Vice President for Academic Affairs
- C. Yvette Lazdowski, Faculty Representative to Board of Trustees Financial Affairs Committee (report to be sent separately by e-mail)
- D. Phil Lonergan, Faculty Representative to Board of Trustees (report to be sent separately by e-mail)

**III. New Business**

- A. Resolutions of the Standing Committees—none.
- B. **MOTION from the MATH DEPARTMENT** (Barbara Boschmans): To drop the Statistics and Mathematics Education minors and add a Mathematics Education K-8 minor and a Mathematics Education 7-12 minor (**See Appendix A.**)

**RATIONALE:** We have had no students enrolled in the Statistics or Mathematics Education minors. The Mathematics Department doesn't have enough statistics courses to offer a statistics minor. The Mathematics Education minor as currently listed is not very student friendly and is hard to complete. Splitting the minor into two, K-8 and 7-12, allows students who are completing a Childhood Studies degree or a Secondary Teacher Certification program to complete a Mathematics Education minor, which will help them in their future job searches.

- C. **MOTION from the COUNCIL OF TEACHER EDUCATION (Irene Cucina):** To include the following statement on syllabi:

Plymouth State University is committed to providing students with documented disabilities with equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with the PASS office in Lamson Library (535-2270). If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that the accommodations can be reviewed.

- D. **MOTION from the ACADEMIC AFFAIRS COMMITTEE (Eric Hoffman):** To change the catalog policy regarding the Early Evaluation process. The current policy is on p. 51 of 2009-2010 catalog under the “Grading System” heading and the “Early Evaluation” sub-heading. Changes are indicated in bold.

*New Policy:*

**All students who have earned 47 or fewer credits (First Year through Second Year sophomore classification) 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 course(s) within two weeks after notice of the early evaluation.

*Current Policy:*

To provide early evaluation for first-semester, first-year students (those who have attempted fewer than 12 credits), at the end of the first six weeks of classes, instructors of full-semester courses submit grades on these students' performance. These students are urged to discuss these grades with their advisors and instructors. After consultation with the advisor and instructor(s), these first-year students may drop full-semester course(s) within two week after notice of the early evaluation.

**RATIONALE:** After hearing from students and faculty regarding the previous motion (defeated at the March faculty meeting), the committee decided to amend the motion to include only first and second year students. There are several reasons we feel this policy change would be beneficial:

1. This allows students early in their academic career the opportunity to get feedback from their professors early enough during the semester to take action.
2. This allows many more transfer students to get early feedback about their progress at a new school with new expectations.
3. Academic advisors can use this information as an effective advising tool for more than just first year – first semester students.

- E. **MOTION from the ACADEMIC AFFAIRS COMMITTEE (Eric Hoffman):** Change the Transferring Credits policy on p. 49 of the 2009-2010 catalog. Changes are indicated in bold.

*New policy:*

A maximum of **90 credits from regionally accredited degree-granting institutions** will be accepted toward the baccalaureate degree.

*Current policy:*

A maximum of 65 credits taken at two-year colleges or 90 credits taken at four-year institutions will be accepted toward the baccalaureate degree.

**RATIONALE:** The current policy is a disadvantage to students that may have earned more than 65 credits at a two-year college or colleges that would be transferable if taken at a four-year institution. By eliminating this disadvantage it would help the handful of students each year in this situation graduate in a timely manner.

- F. **DISCUSSION ITEM:** To discuss the proposed new Honors Program (Becky Noel) (**See Appendix B**)
- G. **DISCUSSION ITEM:** To discuss the survey sent to Faculty (Elliott Gruner)

#### IV. Announcements

#### V. Adjournment

Immediately following the meeting, please join us in celebrating the recipients of the **Distinguished Teaching Awards**.

## APPENDIX A: Proposed New Math Minors

<b>New Requirements: Mathematics Education Minor K-8</b>		<b>18 credits</b>
MA 2110	Math in Our World I	4
MA 3010	Math in Our World II	4
MA 3050	Introduction to Math Ed	3
MA 2300 Statistics I or MA 3500 Probability and Statistics for Scientists		3
Complete one of the following		4
MA 2140	Precalculus	
MA 2490	Applied Calculus I	
MA 2550	Calculus I	

<b>New Requirements: Mathematics Education Minor 7-12</b>		<b>18 credits</b>
MA 2490 Applied Calculus I or MA 2550 Calculus I		4
MA 2500 Applied Calculus II or MA 2560 Calculus II (QRCO)		4
MA 3500 Probability and Statistics for Scientists		3
MA 3050	Introduction to Math Ed	3
MA 3230	Geometries (TECO) (WRCO)	4

<b>Old Requirements: Mathematics Minor - Teacher Education Majors (and Others)</b>		<b>21 to 23</b>
MA 2300	Statistics I (QRCO)	3
MA 3010	Mathematics in Our World II (QRCO)	4
MA 3230	Geometries (TECO) (WRCO)	4
Complete one of the following:		4
MA 2490	Applied Calculus I (QRCO)	
MA 2550	Calculus I (QRCO)	
Complete one of the following:		3 to 4
MA 2500	Applied Calculus II (QRCO)	
MA 2560	Calculus II (QRCO)	
MA 3110	Logic, Proofs, and Axiomatic Systems (WRCO)	
MA 3200	Discrete Mathematics	
Complete one of the following:		3 to 4
MA 4020	The Cultural and Psychological Aspects of Mathematics Learning (DICO) (INCO)	
MA 4030	Mathematics in the Secondary and Middle School	

## APPENDIX B: Honors Council Proposal

The Honors Council seeks feedback on the new Honors Program it has been developing. The two-page attachment shows in brief what we have been working on. We plan to work this program into a votable item for a fall Faculty Meeting. For now, we would appreciate any thoughts or questions you may have. The overview will also be posted on the Faculty Governance blog in case you'd like to make comments there, or you may send comments to any member of the Council: David Zehr ([zehr@plymouth.edu](mailto:zehr@plymouth.edu)), *ex officio*; Joyce Larson ([jl Larson@plymouth.edu](mailto:jl Larson@plymouth.edu)), *ex officio*; Kerry Yurewicz ([klyurewicz@plymouth.edu](mailto:klyurewicz@plymouth.edu)) or Rebecca Noel ([rrnoel@plymouth.edu](mailto:rrnoel@plymouth.edu)), Co-Chairs; Gerard Buteau ([gbuteau@plymouth.edu](mailto:gbuteau@plymouth.edu)), Louise McCormack ([louisem@plymouth.edu](mailto:louisem@plymouth.edu)), or Bryon Middlekauff ([bryonm@plymouth.edu](mailto:bryonm@plymouth.edu)).

**Proposed New PSU Honors Program in brief**

PSU Honors Council, 2010

Currently students can earn an Honors transcript designation for a given year by taking two Honors courses in that year. The new program awards **Honors Points** for Honors-designated **coursework** (as at present), **Bridge Experiences** both group and independent, and an **Honors Capstone**. Students earning **6 Honors Points in a year** receive an Honors transcript designation for that year (maximum two years). Students earning **24 Honors Points and completing an Honors Capstone** graduate with a University Honors degree.

**Honors Points Opportunities**

<b>EXPERIENCE</b>	<b>POINTS</b>	<b>DESCRIPTION</b>	<b>RATIONALE</b>
<b>Coursework</b>	1/credit hour, 12-18 total	Honors-designated courses, including Honors travel courses Honors transfer semester through NCHC	Core of program remains Honors coursework
<b>Bridge—Group</b> <i>Events enriched by writing, discussion, or reception</i>	½ each+, 3-9 total	Existing campus lectures/events Added campus lectures/events, sponsored by honors/disciplinary societies, student groups Field trips Serving on Honors Student Board Other community projects/events	Engage students when coursework unavailable; enhance community; diversify experiences; add service opportunities
<b>Bridge—Independent</b> <i>Approved by Honors Coordinator</i>	½ each+, 3-6 total	Research/added project in non-Honors course, including Independent Study, Individual Enrollment, Internship, or Practicum with Tutoring Mentoring (including other Honors students)	Engage students when coursework unavailable; allow diverse & independent Honors work
<b>Honors Capstone</b> <i>Conference/Banquet planned by Student Board &amp; Honors Coordinator</i>	1-2	Conference/Banquet each semester showcases in-major Capstone work OR approved Honors Capstone work in key in-major course Requires monthly meetings with Honors Capstone cohort and/or Coordinator	Interdisciplinary research-sharing experience distinct from major, unites Honors community

**Honors Coordinator, with Council, to do/delegate**

- Outreach upon admission, at Orientation
- Coordinate courses
- Recruit, direct training of faculty
- Coordinate, publicize Bridge experiences
- Approve/Record Honors points
- Award Honors points to transfer students
- Run cohort Capstone meetings
- Keep up with best practices, attend conferences
- Conduct program, faculty, alumni assessment
- Create alumni network

**University needs**

- Budget line for events, Coordinator
- National Collegiate Honors Council membership
- Program & alumni assessment
- Mechanism to award University Honors degree

**Faculty needs**

- Application/continued eligibility process
- Ongoing training, best practices, RP group
- Improved course/faculty evaluation process

**Student needs, in addition to program itself**

- Attention upon admission, at Orientation
- Improved/expanded selection process
- Honors-wide gatherings, 2-3/semester
- Student Board to plan events, give input
- Honors residence option(s)
- Lounge/reading room
- Social networking, listserv, active website
- Honors alumni network

### Rationale for an Honors Program

- >Recruit high-achieving students—competing with other public universities, private colleges, and community colleges, noting that a major trend nationally is the creation of honors programs at other public institutions, particularly regional state colleges and community colleges, to compete with private schools
- >Retain students, particularly out-of-state students
- >Serve high-achieving students; research shows this population can have particular difficulties with isolation and career choice, especially among first-generation college students
- >Useful for faculty—experiment with new ideas and courses, vary offerings and assignments

### Origin of PSU's Honors Program

PSC's Honors Program was founded in 1968 "to provide students who have demonstrated superior academic ability with the opportunity for enriched courses in a number of interdisciplinary areas of study" and "to promote a more genuine academic atmosphere throughout the College community," among other reasons. (from the 1981-1982 catalog, p. 105).

### How Honors courses differ from non-Honors courses

- You can often cover more material with the same amount of work, go through syllabus faster; this frees up time for an additional chapter or assignment without much more student work time
- You can broaden assignment options, direct students to more advanced/complex work or higher-order work sooner; an honors class will often climb a skills scaffold faster and enjoy the challenge
- You can often use more discussion and more independent projects, whether group or individual

