

SUNY PLATTSBURGH CAMPUS HANDBOOK

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ACADEMIC CALENDAR PRINCIPLES AND GUIDELINES

The Registrar's Office proposes a calendar for review by the Provost and Vice President for Academic Affairs. After consultation with appropriate campus groups, the Provost and Vice President recommend a calendar to the President of the College for action.

Principles for Academic Calendars

Adopted by the Faculty Senate (Action #537) and approved by the President, fall 2003.

The academic calendar should be consistent with the educational mission and vision of the college, and in particular, be aligned with the college-wide goal of active learning and ongoing early feedback.

The academic calendar should afford students an opportunity to have appropriately paced academic experiences, as determined by the faculty's best professional judgments.

The academic calendar must adhere to sections 50.1, 52.2, & 145-2.1 of the State Higher Educational standards which define credit and semester hour, establish standards for the registration of undergraduate and graduate curricula, and define full and part-time study, respectively.

Periodic review of the academic calendar, and calendaring process, should be undertaken through consultation with representatives from all campus community stakeholder groups, and in light of college-wide and SUNY Board of Trustees' policies and resolutions.

Guidelines for Design of Academic Calendars

Adopted by the Faculty Senate (Action #271) and approved by the President, September 1986; modified by Faculty Senate Action #375 approved by the President in January 1994, by Faculty Senate

Action #537 approved by the President in October 2003 and by Faculty Senate #549 approved by the President in February 2004.

1. Fall and spring semesters will start on Tuesdays.
2. If Labor Day falls on the 1st, 2nd, or 3rd of the month, the fall semester will begin on the Tuesday immediately following Labor Day.
3. The first semester will end prior to Christmas.
4. The first semester will include, besides a Thanksgiving break, a break in October of at least four days (two class days).
5. Spring semester will begin on the Tuesday immediately following Martin Luther King Day.
6. The starting date for the spring semester will allow for three weeks for winter session. Winter session will begin after January 1st each year.
7. The second semester will end in May.
8. The second semester will include one well-spaced break centered on March 17.
9. When possible, a spring break coinciding with Easter weekend will be scheduled.
10. There will be one week without scheduled classes between the end of the spring

semester and the beginning of the Maymester.

11. Summer session will have two, five-week sessions, with provision for faculty and departments to schedule longer courses as they deem necessary.

12. Grades are due by 4:30 P.M. on the third business day after the end of each semester exam week.

13. To the extent practicable, SUNY Plattsburgh's academic calendar will be aligned with those of our sister institutions with which we have articulation agreements.

ACADEMIC POLICIES

Academic policies may be found in the Undergraduate and Graduate Catalog. Specific policies are available on-line.

STUDENT ATTENDANCE

Students absent themselves from class on their own responsibility. Each instructor sets the attendance policy for their courses and is responsible for informing the students in writing at the beginning of each semester of this policy. No excuse for absence will exempt students from satisfactorily completing all of the work for each course. Students shall assume responsibility for requesting assistance from instructors for making up work which has been missed.

Instructors are urged to note absence or tardiness to class carefully and contact the appropriate Dean whenever they question excessive absences or tardiness. These situations will be investigated as soon as possible and a report made to the faculty member. Absence and tardiness are symptoms, which, if reported in time to counselors, can enable help to be obtained for students.

REPORTING STUDENTS WHO HAVE NEVER ATTENDED CLASS BUT APPEAR ON THE CLASS ROSTER

Adopted by the Faculty Senate (Action #600) and approved by the President, December 2004; modified by the President, September 2006.

Faculty will report on the Third Week Census all students who have never attended class to that point. Such students will be removed from the official class roster by the Registrar. Faculty will assign a mid-term grade of E to any student who never attended class but appears on the class roster. Faculty will assign a final grade of E to any student who never attended class but appears on the class roster.

AUDITING COURSES (See College Catalog)

COURSE WITHDRAWAL

(from 2008-09 College Catalog)

For full semester courses, commencing on the 8th day of the semester (fall and spring) and ending at midnight on the Friday of the 10th week (fall and spring semesters), a student who submits a completed Course Schedule Adjustment Form may withdraw from any class, after consultation with his/her course instructor and advisor and, beginning in the fourth week, payment of a \$20 withdrawal fee. In the case of courses that are less than full semester, the student may withdraw from a class through the course schedule adjustment process until the midpoint of the course. The course withdrawal fee will apply at a point

equivalent to the beginning of week four of a full semester. (The Registrar's Office may be consulted, as needed, for precise dates.) The academic record will indicate W which is not computed into the grade point average.

Course withdrawal is not normally allowed after the published withdrawal date. In extreme circumstances, however, a student can appeal for a late withdrawal to the dean under whose jurisdiction the course is offered. Extreme circumstances include such things as serious illness or a death in one's immediate family. Poor academic performance is not considered an extreme circumstance. Appeals for late withdrawal must be accompanied by documentation of the extreme circumstance.

Course withdrawal may affect the student's financial aid eligibility or grace period repayment, medical insurance coverage, athletic eligibility, and timely completion of degree requirements.

Students who withdraw from all courses through the course withdrawal process relinquish the right to use all college services and privileges.

ACADEMIC PROGRESS STANDARDS (See College Catalog)

COMMENCEMENT HONORS (See College Catalog)

GRADUATE ASSISTANTSHIPS

Approved by Executive Council on March 28, 2006

1. The State University of New York College at Plattsburgh offers its qualified graduate students a limited number of assistantships.

The types of graduate assistantships offered in various departments and offices at SUNY Plattsburgh include: Residence Director, Administrative Assistant, and Research/Teaching Assistant. A Residence Director is responsible for all managerial and programmatic aspects of operating a residence hall and supervises a staff of undergraduate resident assistants. Administrative Assistants provide programmatic and administrative support to various administrative and academic offices throughout campus. Research/Teaching Assistants are associated with academic departments on campus and may involve students in the following kinds of learning experiences: tutoring, supervising laboratories and clinics, conducting research, and assisting faculty with scholarly and pedagogical endeavors. Not all Graduate Assistantships are available every year. Graduate Assistantships offer a stipend and a tuition scholarship. (Residence Directors also receive housing and partial meal plan.)

2. Typically, assistantships are awarded on an academic year basis. However, when circumstances warrant, one-semester appointments can be made. All appointments are made using guidelines outlined in the Procedures for Awarding Graduate Assistantships. Students need to reapply annually, and assistantships may be renewed for up to two years after initial appointment.

Graduate assistants, in addition to their status as students, are employees of the State University of New York, and are represented by the Graduate Student Employees Union (GSEU) and the State of New York. The terms and conditions of their employment are

determined through collective bargaining and are enumerated in the Agreement between GSEU and the State of New York.

3. Graduate assistants must be matriculated at the start of the appointment period. Graduate assistants must take a minimum of 9 credit hours per semester. A graduate assistant who withdraws from any or all courses may jeopardize the stipend and tuition scholarship, which affects tuition liability.

Maintenance of good academic standing shall be a requirement for continuation and/or reappointment. A graduate assistant who accepts other employment, inside or outside of the College, without the approval of the employing department head/dean may jeopardize his/her assistantship.

4. Graduate assistants, whether awarded full or partial tuition scholarships, must either apply for a Tuition Assistance Program (TAP) grant, or submit a completed TAP ineligibility certificate each academic year. Details about TAP eligibility and application process are available in the Financial Aid Office. The tuition scholarship will be reduced by the TAP award amount or any other tuition-specific grant. Students who have not submitted a TAP award certificate or filed an explanation of their ineligibility for TAP by October 15 of each academic year in which a tuition scholarship has been granted, may forfeit the tuition scholarship and be liable for tuition charges. All other fees charged are the student's responsibility.

5. Tuition scholarships are limited to in-state rates when funds are coming from the GA/TA/RA/Fellow Tuition Scholarship fund.

HONORS PROGRAM College wide

The college-wide Honors Program at SUNY Plattsburgh is a two-tiered program; General Honors at the freshmen and sophomore levels and Advanced Honors at the junior and senior levels. The Program is governed by the following policies:

I. **General Honors:** Honors study at this level is intended to occur during approximately the first four semesters of college study.

A. Admission into General Honors

1. Entering Freshmen

a. Students whose combined SAT score is 1100 or above AND whose high school average is 92 or above will be automatically admitted into the General Honors Program.

b. Students who would like to be in the Honors Program but who do not meet the above criteria may apply to the Honors Program Director for admission.

2. Current Plattsburgh and Transfer Students

a. Students whose GPA is 3.5 or above will be automatically admitted into the Honors Program.

b. Students who would like to be in the Honors Program but who do not meet the above criteria may apply to the Honors Program Director of admission.

B. Continuation in General Honors

1. Students must maintain an overall GPA of 3.5 or above AND a cumulative GPA of 3.0 or above in Honors courses.

2. Students who do not meet the above criteria may apply to the Honors Council for continuation in the Program based on special circumstances.

C. General Honors Courses

General Honors study will consist in specially designed seminars or specially designated sections of existing courses. These courses will have an 'HON' prefix.

D. General Honors and General Education

General Honors courses will parallel aspects of the General Education Program, usually in the distributive component and may be used to satisfy specified portions of the General Education requirement.

E. General Honors Course Requirements

Students are required to complete four General Honors Seminars to receive designation as having completed the General Honors portion of the Honors Program.

F. General Honors Transcript Designation

Upon completion of the four seminars with at least a 3.0 cumulative average in the Honors Seminars, the transcript will record the fact that the General Honors portion of the Honors Program has been completed.

II. Advanced Honors: Honors study at this level is intended to occur during, approximately, the last four semesters of college study.

A. Admission into Advanced Honors

1. Students who complete General Honors will be automatically admitted into Advanced Honors if the department, center or program in their area of interest has established an Advanced Honors Program.

2. Departments, centers or programs may establish additional admission requirements for any student who has not completed General Honors provided those requirements meet the following minimum standards.

- a. Minimum cumulative GPA 3.2
- b. Minimum GPA in area of study 3.5

B. Advanced Honors Opportunities

Departments, centers, or programs having primary administrative responsibility for disciplinary and interdisciplinary degree programs shall also have primary responsibility for establishing and administering

Advanced Honors study opportunities. The Honors Council will support their work in this regard.

C. Advanced Honors Projects

The work of each student pursuing Advanced Honors must result in a specific product appropriate to the area in which the work is being conducted (e.g. thesis, performance, etc.). It is expected that the product will receive public or peer presentation. The administrative unit overseeing the project shall inform the Honors Council of the date of the presentation. A copy of the project shall be submitted to the

Honors Council.

D. Advanced Honors Credit

Ordinarily Advanced Honors projects should receive a minimum of six credit hours.

E. Advanced Honors Transcript Designation

Upon completion of the Advanced Honors project, and certification of acceptability by the sponsoring administrative unit, the Honors Program Director shall have the fact of the completion of Advanced Honors recorded on the transcript.

III. The Honors Council

The Honors Program Director has overall administrative responsibility for the Honors Program. The Director's office is located at Honors Center, Hawkins Hall Room 123.

SENIOR HONORS

Commencement honors are based on student averages earned during the four-year courses. Special recognition of superior scholastic achievement is given with the designation "summa cum laude", "magna cum laude" and "cum laude".

HONORS PROGRAM Departmental/Faculty

The following are the policies of SUNY Plattsburgh for all college guidelines for departmental and/or faculty honors programs:

1. Departmental or faculty honors involves an organized program of scholarship, usually encompassing the two academic semesters of the senior year, and including:

- a. demonstrable research and/or creative endeavor;
 - b. comprehensive knowledge to be determined and tested by the appropriate academic department(s) faculty(ies).
2. To be eligible for admission to a departmental or faculty honors program, the student shall have achieved a 3.0 minimum grade point average in their major and a 2.5 cumulative grade point average.
 3. Opportunity shall be available for capable students to meet individual needs for interdisciplinary study through interdepartmental or interfaculty honors programs. Guidance of such programs shall be provided by members of the appropriate faculty (ies).
 4. Between the student's admission to the department or faculty honors program and their receiving such honors, the department or faculty shall periodically evaluate the student's work. Evaluation will include examination of the student's honor work, his/her overall academic performance and any other factors considered pertinent to the case. Such evaluation will be done by a special honors committee appointed by the department(s) concerned with the particular honors program.
 5. To be awarded departmental, faculty or interfaculty honors, the student shall have satisfied these requirements:
 - a. completed requirements for the Baccalaureate degree as specified by their individual honors committee, and approved by the appropriate faculty(ies).
 - b. achieved a minimum grade point average of 3.4 in their major, and a 2.76 grade point average in all other work;
 - c. successfully completed the agreed upon honors projects and all examinations pertaining to the honors program.
 6. Final evaluation of the student's honor work must be completed in sufficient time before commencement in order that the Registrar may appropriately list the awarding of departmental, faculty or interfaculty honors.

ACADEMIC INSTITUTES (Guidelines for)

Revised and reapproved by the Deans' Cabinet, November 2006

An academic institute is an organization sponsored by SUNY Plattsburgh of New York devoted to the study of specific topics, issues or areas. The study should be interdisciplinary and may consist of scholarly or applied research or creative activities.

The following suggestions for procedures to establish academic institutes at Plattsburgh are intended to insure that institutes constitute more than a collection of people interested in a particular subject. The procedures should insure that an institute contributes to the long-range mission of the college, that an institute survives the interests of the specific faculty involved in its founding, and that it has the full and continued support of faculty, administrators and others involved with it.

Guidelines

1. An academic institute needs to be based in an existing administrative unit (e.g. the Office of a Dean, or Provost and Vice-President). The administrative unit will be responsible for supplying support services to members of the institute. The administration may provide seed money to initiate support and to administer the institute. All institutes are urged to seek external support through the Office of Sponsored Research and Programs, and the college reserves the right to require an institute to be self-supporting.
2. An academic institute needs to establish a steering committee or appropriate administrative organization to help coordinate, along with the administrative office, the activities of the institute. The person or persons involved will work with a person or persons from the appropriate administrative office in arranging meetings, symposia, classes, or other activities appropriate to the working of the institute.
3. Proposals for institutes should demonstrate why the goals and activities to be pursued can be done best through an institute, rather than any other form.
4. Proposals for institutes should show what kind of groundwork has been laid in preparation for developing an institute. For example, please describe and evaluate:
 - a. What kinds of activities and projects have already been developed or completed?
 - b. What kind of faculty, professional or community expertise has been enlisted?
 - c. What kind of research has been pursued?
 - d. What kinds of resources (libraries, laboratories, organizations)?
 - e. What kinds of courses relating to the area of the institutes have been offered?
5. There must be evidence of a long-term commitment to the goals and activities of the institute, as reflected in an annual report presented to the head of the administrative unit within which it is based, including the following:
 - a. There must be evidence of a long-range commitment of faculty and other involved with an institute. This commitment should generally take the form of grants or other sources of outside funding, and should reflect (or demonstrate) the fact that the activities of the institute constitute the primary research or teaching interests of some of the involved.
 - b. There must be evidence of a long-range commitment of departments to the institute; this may take the form of an assurance to maintain a position in the department in an area of relevance to the proposed academic institute.
 - c. There must be evidence of a commitment on the part of the administration to support the activities of the institute.
 - d. There ought to be evidence that the institute is seeking external support.
6. There must be evidence of the potential contributions of the proposed institute to the educational mission of the college. The potential contributions may be in the area of research, program or course development, or community service.

7. There must be evidence of long-range planning for the activities of the institute. There should be at least a list of proposed activities to be sponsored by the institute on a fairly regular basis.

8. The initial duration of an institute shall be three years unless a decision is made to renew it. Such a decision shall be made after a process of self-study and assessment by the Deans' Cabinet constituting itself as an Institute Review Board. After the initial period institutes will be reviewed for renewal every three years for an additional term.

This process is intended both to provide for long-range planning and to phase institutes in and out as resources and interests change.

COURSE AND PROGRAM CHANGE PROCEDURE

1. A course, minor program, or major program proposal or change, approved at the department level, must be submitted to the Division's Course and Program Review Committee.

2. New or revised Courses after consulting with the Division's Course and Program Review Committee, the Dean will grant approval for new courses or revisions to an existing course. The Course Proposal/Revision form and attachments will be transmitted to the Provost/Vice President for Academic Affairs for implementation. If the Vice President sees any problems with the implementation of a new or revised course, the Division's Dean and the department chair will be so notified.

3. Revised Programs

After consulting with the Division's Course and Program Review Committee, the Dean will transmit approved revised programs to the Dean of Library and Information Services, who will transmit approved revised programs to the Provost/Vice President for Academic Affairs. If the Vice President sees any problems with the implementation of a revised program, the Dean and the department chair will be notified.

Approved revised programs are then forwarded to the Faculty Senate. The Program Proposal/Revision form and attachments will be routed as follows:

- a. Chair Department
- b. Division's Course and Program Review Committee
- c. Dean of Division
- d. Dean of Library and Information Services
- e. Provost/Vice President for Academic Affairs
- f. Faculty Senate Executive committee with copies to Faculty Senate Resources and Planning and Curricula and Program Committees
- g. Faculty Senate, if major revisions

4. New programs

The Dean should be informed early in the process if a department/center plans to develop a new major or minor program. The Dean shall consult the Provost/Vice President for Academic Affairs and advise the unit in developing the final proposal. If the Vice President sees any problems with the implementation of a new program, the Dean and the department chair will be so notified.

The Program Proposal/Revision form and attachments will be routed as follows:

- a. Chair Department
- b. Division's Course and Program Review Committee
- c. Dean of Division
- d. Dean of Library and Information Services
- e. Provost/Vice President for Academic Affairs
- f. Faculty Senate Executive committee with copies to Faculty Senate Resources and Planning and Curricula and Program Committees
- g. Faculty Senate

5. When the Faculty Senate approves a new program or major program change, it goes to the President for approval. If the President approves, material is forwarded to the Provost/Vice President for Academic Affairs for implementation.

6. New degree programs and program revisions requiring approval of SUNY System Administration will be submitted to the SUNY Provost by the Provost/Vice President for Academic Affairs based on materials prepared by the proposing departments following the SUNY Handbook for the Submission of Undergraduate Academic Program Proposals or the Guidelines for the Submission of Graduate Academic Program Proposals.

7. The Provost/Vice President for Academic Affairs will specify the date when new programs or program changes are to be effective, and the Registrar's Office will prepare new or revised CAPP forms for the program.

8. The Provost/Vice President for Academic Affairs will maintain an official file of all approved programs, and an official outline for all approved courses.

ACADEMIC MINORS

Adopted by the Faculty Senate (Action #155) and approved by the President, April 1979.

A minor shall consist of a minimum of 18 and a maximum of 24 credit hours, shall be available to students as an option, and will be recorded on their permanent transcript. A minor program may be proposed by the faculty of an existing major program (e.g., chemistry, sociology, music, etc.). Such programs will be reviewed by the Faculty Senate subject to the same procedures as an approval for a major program. In the case of minors for which there is an existing major, students must have the approval of department chairpersons or program coordinators.

A minor program may also be proposed by faculty in an area not currently available as a major program (e.g., religious studies, occupational health, American studies, etc.). Such proposals will also be reviewed by the Faculty Senate subject to the same procedures as an approval for a major program. In the case of minors for which there is no corresponding major program, the faculty proposing the minor shall designate a person to act as coordinator of the minor, and give approval for those students wishing to enroll in the minor program.

NON CREDIT PROGRAMMING/COURSES/CLASSES

Approved by Executive Council April 12, 2005

All non-credit programming, including courses and classes, is defined as all activities organized for the purpose of providing learning opportunities without awarding academic

credit for such program/s. Such activities may be one session or multiple sessions and vary in length from one hour to all day (8 hours) or several days. The program/s or course/s are generally limited in size. This policy includes programs for all audiences.

Any and all faculty and/or staff desiring to develop and offer non-credit programs, including courses and classes will follow these procedures:

1. Contact the Coordinator for Non-credit Programming at College Auxiliary Services and request and complete the Non-credit Course Scheduling and Information Form.
 2. Submit the draft form to department/unit chair supervisor for review and signature and transmittal to College Auxiliary Services (with copy to Dean or VP for those areas without a dean).
 3. Work with the designated CAS Coordinator on all logistical/organizational arrangements necessary to conduct the courses/classes.
 4. Review all costs and projected revenue and disbursements.
 5. Submit the final form with all scheduling, financial and programming details completed to department/unit chair supervisor for approval and transmittal to the Dean/VP for approval.
- All non-credit programming activities must be in accord with SUNY Plattsburgh's mission and be approved and administered through CAS.

COURSE SYLLABI

Adopted by the Faculty Senate (Action #645) and approved by the President, May 2007

Course instructors must provide to students in writing within one week after the start of classes a syllabus containing the following: 1) the instructor's name, office address, office telephone number or other contact information, and in-person and/or electronic office hours; 2) information on required course materials, projected course content and assignments, including the approximate number and submission dates of papers, projects, and examinations; 3) an explanation of course policies and requirements including grading and attendance policies; 4) a list of the course learning objectives; and 5) the College Honor Code Statement for Syllabi. Syllabi must be consistent with the master course outline on file in the department office and the dean's office.

Departments and programs will keep and make accessible to students in a manner to be determined by individual departments and programs:

- 1) a list of program learning objectives and of college learning objectives met by each individual course in the department or program;
- 2) a list of General Education learning objectives met by each departmental or program course which is part of the College's General Education program, and
- 3) a file copy of the current syllabus for each course section offered by the department or program.

HONOR CODE STATEMENT FOR SYLLABI

Adopted by the Faculty Senate (Action #638) and approved by the President, December 2006

It is expected that all students enrolled in this class support the letter and the spirit of the Academic Honesty Policy as stated in the College Catalog.

INTERNATIONAL STUDY PROGRAM POLICY

SUNY Plattsburgh of New York encourages students to seek international awareness and the development of second language skills within the context of general education and advanced work in major areas of study. International study programs ("Study Abroad Programs") are understood to be a central means to these educational goals.

New international study programs need to conform to statewide SUNY policy and campus academic norms and procedures. The core guidelines for international study programs are:

1. New programs should not conflict with existing programs nor indirectly harm them.
2. All programs should be self-supporting through tuition and administrative fees. Additionally, new programs should follow an approval procedure as follows:
 - a. Pre-proposals are to be endorsed by an academic program, department or center and submitted to the Director of International Education for review as to general conformity with the above guidelines. The pre-proposal should have clear statements about the academic substance of the program, program administration, supervision and future assessment of academic quality. An indication of support of any cooperating international institution should be included and a tentative budget must be attached.
 - b. The DIE will respond with suggestions and a recommendation to the appropriate Dean, who will in turn make a review for authorization to proceed.
 - c. If the proposal goes forward it should then go through the regular academic approval process.
 - d. The process is finalized with a formal exchange of an agreement with the cooperating international institution establishing the program. This agreement is signed by the President of SUNY Plattsburgh of New York, the head of the cooperating institution, and the Chancellor of SUNY or his/her designee.

ACADEMIC HONESTY POLICY (See College Catalog)

PROCEDURES FOR ADDRESSING SUSPECTED ACADEMIC DISHONESTY

Adopted by the Faculty Senate (Action #556) and approved by the President, spring 2004; amended February 2005, April 2006.

Alleged violations of the SUNY Plattsburgh student academic honesty policy, including allegations of cheating and plagiarism, will be referred to the College Judicial System for documentation and/or adjudication in order to:

- Protect students' due process rights
- Allow records to be kept in a central place
- Discourage and, when necessary sanction repeat offenders
- Ensure enhanced communication/correspondence
- Allow detailed follow-up.

Responsibilities of the Student:

Cheating and other forms of academic dishonesty are offenses against all students that cloud distinction between the student who does his/her work well and the student who takes advantage of others for academic gain, and it lessens the value of degrees granted by the college. Students have an obligation to themselves and to their fellow students to uphold the integrity of their institution by not participating either directly or indirectly in acts of cheating. A student who aids another in cheating shares the guilt of the offense.

A student who has been accused of cheating or other form of academic dishonesty and wishes to dispute the charges or the sanction specified by the instructor must do so through the procedures detailed below.

A separate academic grievance cannot be filed by a student on the basis of an instructor's allegation of academic dishonesty or specification of sanction.

Responsibilities of the Instructor:

In order to fairly evaluate the achievements of students, instructors must ensure that work submitted by students honestly represents their own efforts. Instructors must therefore take steps to prevent cheating and other forms of academic dishonesty by making clear to students what cheating is and, if cheating does occur, to discourage repetition. Faculty who assign or encourage group work must be especially clear about which assignments are to be completed by a group and which must be completed individually.

Instructors who believe that cheating has occurred should proceed in accordance with the following principles:

- (a) students are presumed innocent until responsibility is firmly established (through the procedures detailed below);
- (b) students must be treated fairly, humanely and professionally; they should not be publicly accused or embarrassed; and
- (c) students must be afforded due process. The procedures detailed below seek to provide for due process in determining responsibility and in assigning sanction and discourage repetition of any offense.

Procedures:

The following procedures must be followed when cheating of any nature is suspected.

A. First Level - Informal Review:

1. Notification and Acknowledgement:

Upon identifying an incident of suspected cheating or other forms of academic dishonesty, an instructor shall:

Attempt to make direct contact with the student as soon as possible but within no more than five business days whether or not classes are in session (excluding weekends and holidays) to (a) notify the student of the allegation that cheating may have occurred; (b) set up an appointment for an initial discussion; and (c) direct the student to a copy of the college's Student Academic Honesty Policy and these Procedures for Addressing Suspected

Academic Dishonesty. A reasonable effort should be made to secure direct contact with the student, e.g. phone calls to local or home numbers, email messages (with a

24-hour period return receipt requested to confirm student's receipt of email), and/or a registered correspondence or letter, using the contact information on file in the Registrar's Office and available through the college's on-line directory. Documentation of all attempts to contact the student must be retained by the instructor and will become a matter of record.

Refrain from assigning grades until a substantive discussion occurs. If such a discussion cannot occur prior to grade submission deadlines, an incomplete grade (I) should be given, and the student should be informed of such.

Behave professionally toward the student refraining from intimidation or inflammatory, accusatory dialog relative to the allegations. If either party is unable to meet within five business days (excluding weekends and holidays) after receipt of notification, both parties must mutually agree (without undue pressure by either party) to an alternative schedule. Such an agreement and schedule must be documented and become a matter of record.

2. Initial Discussion:

The initial discussion between instructor and student should occur, if possible, on a face-to-face basis. Should either party be uncomfortable at the prospect of such an initial meeting, a mutually-agreed-upon third party may be invited to attend.

The initial discussion must address, but is not limited to:

A succinct description of the suspected violation(s) to ensure that the student is fully informed of all concerns;

substantive indications of the suspected cheating (e.g., the existence of witnesses to the incident and/or proof such as copies of papers and referenced plagiarized sources, exams, crib sheets, etc.);

An explanation that the student has three business days (excluding weekends and holidays) to admit or deny responsibility to the instructor for the alleged offense;

An explanation that an admission or denial of suspected cheating within three business days may result in referral of the case to the Coordinator of Judicial Affairs for adjudication through the College Judicial System (see Second Level Review);

An explanation that no response to the allegations within three business days will result in an automatic referral of the case to the Coordinator of Judicial Affairs for adjudication through the College Judicial System (see Second Level Review);

An explanation that the instructor will complete a confidential Faculty Report of Suspected Academic Dishonesty form. The form includes: student's name; dates of contact; an explanation of the suspected offense(s); an account of the results of the first level review; and a statement that the student reserves the right to present a written rebuttal to the allegations and to receive access to all information relative to the matter. The original form shall be sent to the Coordinator for Judicial Affairs who shall distribute copies to the

instructor and the student. For cases that do not result in suspension or dismissal, the Coordinator of Judicial Affairs will destroy the file either the day the student's graduation is verified by the Registrar or five years after the date of the last entry (whichever comes sooner). For cases that result in suspension or dismissal from the college, the file will be kept in perpetuity.

It is recommended that both parties maintain notes relative to the details of this initial discussion.

3. Discussion Outcomes and Further Procedures:

Option 1: The student admits to the alleged academic dishonesty:

Instructor:

a.) The instructor may specify a sanction not to exceed a failing grade for the course.
OR

b.) The instructor may recommend a more stringent sanction through the College Judicial System (sanction to be determined by the dean of the faculty where the course was held or the incident occurred, in conjunction with the judicial coordinator, the dean of the faculty of the student's major, and the chief student affairs officer or designee). See Second Level Review.

Student:

a.) The student may agree to the sanction specified by the instructor.
OR

b.) The student may request that the sanction specified by the instructor be reviewed through the College Judicial System. See Second Level Review.

Note: If the College Judicial Affairs Office finds that a Faculty Report of Suspected Academic Dishonesty for a previous allegation is on file for the student, the student's record of academic honesty will be reviewed by the dean of the faculty where the course was held or the incident occurred, in conjunction with the judicial coordinator, the dean of the faculty of the student's major, and the chief student affairs officer or designee, and sanctions in addition to any specified or recommended by the instructor may be set. Withdrawal from the course does not prevent review of the student's record of academic honesty or further adjudication of the case.

Option 2: The student denies the alleged academic dishonesty:

Student: The student's denial constitutes a request a formal review of the allegations through the College Judicial System. See Second Level Review.

Instructor: The instructor should not assign a grade until the second level review is completed. If final grades become due before the second level review is completed, a grade of incomplete (I) should be assigned.

4. Completion of Faculty Report of Suspected Academic Dishonesty:

Whatever the outcome of the initial discussion, the instructor must complete within three business days of the initial discussion whether or not classes are in session (excluding weekends and holidays) a Faculty Report of Suspected Academic Dishonesty and send the original to the College Judicial Affairs Office. (Note that an instructor's failure to file an on-time Faculty Report of Suspected Academic Dishonesty may result in any sanction applied being voided should the student appeal the sanction.) If the College Judicial Affairs Office finds that a Faculty Report of Suspected Academic Dishonesty for a previous allegation is on file for the student, the student's record of academic honesty will be reviewed by the dean of the faculty where the course was held or the incident occurred, in conjunction with the judicial coordinator, the dean of the faculty of the student's major, and the chief student affairs officer or designee, and sanctions in addition to any specified or recommended by the instructor may be set. See Second

Level Review.

B. Second Level - Formal Review:

See Student Conduct Manual for College Judicial System procedures and policies.

STUDENT GRIEVANCES

When a student feels that an unsatisfactory solution has been offered for a problem, all administrative procedures should be exhausted. For example, if it is felt that an unfair evaluation in regard to a grade has

been made, the instructor involved should be consulted first, next the department chair, and then the Dean.

In the event all administrative procedures for resolving a grievance fail, the student should follow the prescribed grievance procedure. This procedure is on file in the offices of the Vice President for Academic Affairs, Deans, and Department Chairs.

STUDENT GRIEVANCE PROCEDURE Academic

Adopted by the Faculty Senate (Action #148) and approved by the President, March 1978; modified by Faculty Senate Action #556 approved by the President, spring 2004.

Introduction

If a student believes that he has been unjustly treated by a member(s) of the faculty, he may wish to complain in the form of a grievance. A grievance consists of a complaint and a request for action that will remove the cause(s) of that complaint. Unjust treatment will be understood to be treatment which results in the significant deprivation of the student's rights relative to an academic matter. Student rights include (but are not necessarily limited to) those rights stated in the AAUP Bulletin (cf. Appendix A). A student may not grieve an allegation of academic dishonesty. Contested allegations of academic dishonesty must be handled through the Procedures for Addressing Suspected Academic Dishonesty. In no case should unjust treatment be confused with an instructor's right and obligation to evaluate a student's course work.

Grievance Procedure Steps

A. Informal Level

1. The student should contact the faculty member(s) involved either in writing or in person to attempt an informal resolution of the grievance. Note: Every attempt should be made by both parties to resolve the grievance at this level.
2. If the above step does not resolve the issue, the student should meet with the departmental chairperson who engages in further informal discussion with both parties to attempt a reconciliation. The chairperson's decision to accept or not to accept a grievance must be conveyed in writing with a copy to the appropriate Dean. Note: (a) the purpose of this step is to solicit the assistance of a third party not directly involved in the grievance in hopes that a third viewpoint will help resolve the issue at the informal level; (b) after discussing the grievance with both parties, the departmental chairperson may take this opportunity to make either a written or oral recommendation to either or both parties concerned; (c) in the event that the departmental chairperson is the party grieved, the student should meet the appropriate Dean who will inform the student of the alternate serving the chairperson's function in this case.

B. Formal Level

1. Filing of the Grievance Statement - If neither of the above informal measures resolves the issue, the student should immediately prepare a written statement of his grievance and submit copies of it to the departmental chairperson (one copy each for the chairperson, grievance committee, and faculty member(s) grieved against). This step must be completed within 45 days after the alleged unjust treatment took place. However, if there are extenuating circumstances, the student may be allowed up to an additional 45 days in which to submit his written grievance statement provided he obtains the written permission of the departmental chairperson. Note: For the purposes of this procedure a day is defined as an academic calendar weekday falling during the spring or fall semesters.

Note: The written grievance statement submitted by the student should include:

- a) a description of the action(s) which led to the grievance including the name of the instructor(s) involved, the course number and title, and the time and place of the alleged grievance;
- b) a list of those persons who can supply information concerning the grieved action(s);
- c) a description of any written documents related to the grievance;
- d) a statement of the relief requested by the student;
- e) a statement establishing that a good faith attempt at informal resolution has been made;
- f) the grievance should be dated and addressed to the departmental chairperson and include the student's signature, local telephone number and local address.

2. Acceptance of the Grievance Statement - If, in the opinion of the departmental chairperson, the grievance is not of a significant nature, or if the unjust treatment did not occur within an academic context, the grievance will not be accepted at this level and the process terminates.

3. Constitution of the Grievance Committee - Upon receipt and acceptance of the written grievance statement, the department chairperson shall have 10 days (after the date of receipt) to convene a meeting of the department's grievance committee. This committee may be established during this time-frame or may be a standing committee already in existence. Note: (a) the departmental chairperson may or may not serve on this committee but both of the parties involved are disqualified from membership, (b) the

departmental grievance committee should consist of three persons, it should have one and only one student serve on that committee. If the committee consists of five persons, it should have two and only two students serve on that committee. At the beginning of each academic year, the chairperson of the department will select the student representative(s) to serve on the departmental grievance committee, subject to approval by the Student Association Vice President for Academics.

4. Committee Meetings - The department grievance committee should attempt to discover the relevant facts concerning the grievance. The following guidelines apply to the meetings of the committee:

- a) Both the student and the faculty member should have the opportunity to meet with the committee.
- b) The student or faculty member may be represented by another member of the college community (including students, faculty and administrators).
- c) At any point in the process, the student or faculty member has the right to submit additional information to the committee.
- d) The student or faculty member may present witnesses or written statements of others for consideration by the committee.
- e) No attorneys are allowed to represent either party at any stage of the grievance process.
- f) No tape recordings or verbatim written transcripts are allowed at any committee meetings.
- g) The student's address as given in the written grievance statement shall be the official address for all written correspondence to the student.
- h) A serious attempt should be made by all of the parties involved to arrive at a prompt resolution of the grievance, if possible before the end of the semester in which the alleged unjust treatment occurred.

5. Withdrawal of the Grievance Statement - The student may withdraw his written grievance statement at any time by notifying the departmental chairperson of his/her desire to do so. In the event that this is done, the chairperson shall notify the grievance committee and the faculty member(s) grieved against of the student's decision and the grievance procedure shall stop.

6. Committee Recommendations - The department grievance committee should arrive at a recommendation with regard to the relief requested by the student in the grievance statement. This recommendation should be transmitted in writing to both parties and the Dean of the faculty within 10 (but not to exceed 20) days after the committee has been convened to consider the grievance. Copies of the student's written grievance statement along with the written recommendation of the committee are to be kept in departmental files.

Appeals

Should the recommendation of the department chairperson (cf. II, B, 2.) or the

recommendation of the department grievance committee (cf. II, B, 6.) be unacceptable to either party involved, each has the right of further appeal to the Dean of the faculty. This appeal should be made within 10 days of the recommendation of the committee.

This procedure supersedes all previous grievance procedures.

APPENDIX A OF STUDENT'S GRIEVANCE PROCEDURE

Excerpt from the Joint Statement on Rights and Freedoms of Students, , AAUP Bulletin, Summer I.68.

The professor in the classroom and in conference should encourage free discussion, inquiry and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matter unrelated to academic standards.

a. Protection of Freedom of Expression

Students should be free to take reasoned exception to the date or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

b. Protection Against Improper Academic Evaluation

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

c. Protection Against Improper Disclosure

Information about student views, beliefs and political associations which professors acquire in the course of their work as instructors, advisors, or counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

GRADING SYSTEM (see College Catalog)

GRADUATE ADMISSIONS POLICIES (See College Catalog)

INDEPENDENT STUDY (See College Catalog)

INDIVIDUALIZED STUDIES (See College Catalog)

INTERNSHIP PROGRAMS

The college offers a number of programs designed to enable students to participate in a work/study experience.

Individual academic departments offer internship and field placement experiences as part of the major requirements or as an option within the major.

Information relative to internship programs is also available from the Career Development Center, Kehoe, 2nd Floor.

INTERNSHIP POLICY

Excerpted from Faculty Senate Action #216 approved by the President, May 1983

The word "internship" is used to designate any arrangement involving college-sponsored experiential learning including cooperative education arrangements. An internship is not seen as an interruption of the student's academic obligations, but an opportunity for the integration of classroom learning with the learning experiences possible in a work setting.

Requirements

1. A student receiving credit for an internship must have a faculty sponsor for the internship.
2. Interns are required to work in the internship placement for approximately three hours per week (15 weeks) for each academic credit hour in a semester. Internships may be full or part time, paid or unpaid depending upon the nature of the placement.
3. The specific field duties and responsibilities of the intern will be agreed to by the faculty sponsor, agency supervisor, and the intern, and will be outlined in the learning contract. Interns must have a faculty sponsor and an agency supervisor.
4. Specific academic requirements which are appropriate to the placement will be established by the faculty sponsor (and written into the learning contract). Learning Contracts are available at the Registrar's Office.

Admissions Standards

1. Students wishing internship for credit must have junior, senior or graduate class standing.
2. The minimum GPA for participation in an internship shall be established by the sponsoring department. Departments may establish prerequisite courses and minimum GPA in these courses prior to the commencement of an internship.

Internship Credit

1. Course credit - Interns will be enrolled under a department course - DEPT. 498 (or 598) Internship - Title. Students may take internships for major, minor, concentration or elective credit.

Course credit ranges from 1 credit to a maximum of 15. Departments/programs should establish policies on the number of internship credits to meet major, minor or concentration requirements. Failure to complete all requirements of an internship will lead to an incomplete (policy pertaining to I grades will apply), or an unsatisfactory/failing grade will be given by the faculty sponsor.

2. Credit towards the Baccalaureate Degree - Usually, the total number of credits awarded for internships may not exceed 18 toward the fulfillment of the credits required for graduation. The suggested limit of 18 credits does not include any credit taken by interns in related studies such as a seminar that may be taken in tandem with the internship (see below for credit).

More than 18 hours may be earned if the hours beyond the limit are considered "add-on" credit beyond the hours required for graduation.

3. Credit Hours - It is recommended that credits be awarded for internships according to the following formula (assuming an internship of 13-16 weeks):

3-4 hours per week1 credit
9-10 hours per week3 credits
18-20 hours per week6 credits
27-30 hours per week9 credits
36-40 hours per week12-15 credits

A suggested model for a full time internship, assuming a total number of credits to be awarded for the semester is 15, could be as follows:

9 credits internship

3 credits research project tied to internship

3 credits additional academic requirements reading, research, etc., or seminar

The advantage of dividing the credits into units is that the person(s) evaluating the internship need not assign a single grade to the student's performance, but can divide the grade according to each component.

(Following the suggested model, only the 9 credits designated "internship" would be counted against the suggested 18-credit limit.)

4. Evaluation of the Internship for Credit - Students taking an internship for credit are required to prepare a learning contract (see sample contract) spelling out the specific learning objectives for the internship. Essential to the granting of credit for the internship experience is that the credit is not for the work experience itself, but it is for the documented learning that takes place as a result of the experience.

Students are to provide satisfactory evidence during the course of or at the conclusion of the semester that the academic objectives of the internship were fulfilled. The evidence may include: written projects, journals, research papers, annotated bibliographies, critical evaluations, etc.

5. Learning Contract - The learning contract is an essential ingredient in the determination of academic credit and viability of the internship placement. Just as a student does not receive credit for "taking" a course, a student does not receive credit for merely performing various duties of an internship placement. What is to be learned, what learning activities and resources are to be applied and how the accomplishment of learning is to be evaluated is set forth in the learning contract.

a. The content of the internship - nature of the tasks or assignments, job description of regular duties day-to-day tasks-- as well as specific projects, reports, etc.

b. The student's educational goals and objectives -why is this internship being undertaken, what does the student intend to learn, how can this internship relate to the student's major field or other course work?

c. Method of evaluation of educational objectives and student performance - assessment and evaluation of what the student has learned in the internship experience. The methods of evaluation may include several of the following:

Evaluation by agency supervisor as to the level of task performance;
 On-site visits;
 Periodic meetings with student, contact by phone, mail;
 Reading lists;
 Research project related to position description and stated objectives of student;
 Reports, papers, etc., written for the agency;
 Oral examination;
 Journal;
 An analysis by the student of the experience ;
 Portfolios; and
 Grading

The method of grading will be determined by the faculty sponsor. Letter grades and/or pass/fail may be assigned. The determination of the method for grading should be made at the start of the internship.

Agreement between Sponsoring Faculty and Host Agency

The faculty sponsor must develop a written agreement with the agency sponsor. This agreement must clarify what each expects of the other. The agency must agree to provide supervision of the students' work as an intern and to evaluate the intern.

EXTENDED TIME TESTING FOR ENGLISH AS A SECOND LANGUAGE STUDENTS

Excerpted from Faculty Senate Action #501 approved by the President, April 2002

Students whose second language is English and who score within the stated criteria on 0re-determined standardized exams such as the Test of English as a Foreign Language (TOEFL) exam will be entitled to extended time testing accommodations (no more than double the allotted classroom time) and for a limited number of semesters. (This accommodation is administered by Student Support Services.)

Type of Admit	Exam Score	Extended Time Testing
English Bridge Program	450-550 TOEFL	2 semesters after successful completion of Bridge Program
Regular Admits	550-600 TOEFL	First 2 semesters at SUNY Plattsburgh
Regular Admits	600 + TOEFL	Not eligible

ESL Domestic less than 600 First 2 semesters at SUNY Plattsburgh
 TOEFL or
 Less than 450
 SAT Verbal

ASSESSMENT POLICY

Adopted by the Faculty Senate and approved by the President, 2002

All departments and units of the college, academic and non-academic, will undertake annual assessment of their programs. Plans for undertaking assessment and the results of assessment activities will be reviewed periodically by the dean and/or vice president responsible for each unit and reported to the Faculty Senate and Executive Council.

ASSESSMENT PROCEDURES FOR ALL COLLEGE UNITS

Approved by the Executive Council and the Faculty Senate, March 2002;
 revised October 2006.

The purpose of assessment is to maintain and strengthen programs and services so as to achieve stated goals and objectives and to be responsive to expectations of students, parents, the general public, and accrediting agencies. Assessment is based on data concerning individuals (students, alumni, faculty, staff, and others), but the conclusions focus on improvement of the institution, not performance of the individuals per se.

1. Scope of Activities and Responsibilities

A. Responsibility for assessment of the overall effectiveness and efficiency of the services and programs of each department or unit rests with that department or unit.

B. Learning outcomes assessment is to include the major, general education, basic skills, and personal and social development.

1. Responsibility for assessment of academic majors rests with individual departments.

2. Responsibility for assessment of general education and basic skills, which are part of our general education program, rests with the General Education Committee and the Faculty Senate.

3. Responsibility for assessment of students' personal and social development rests primarily with Student Affairs, with participation from academic and support units throughout the college.

C. Non-instructional outcomes assessment is to include services and programs of the college designed for and provided to faculty, staff, students, community members, and/or the general public.

1. Responsibility for assessment of specific services and programs rests with the individual units.

2. Responsibility for overall assessment of a division rests with the Director/Dean or Vice-President.

D. The Office of Institutional Research compiles data, carries out campus-wide surveys, assists with other data collection, and makes the results of these studies and other data available to the college community for assessment purposes.

2. Division/Department/Unit Plans

A. Each unit (academic and non-academic) is to develop a plan for assessing outcomes. The plans (which can and should be revised periodically) are to consist of the following:

1. The outcome objectives of the unit.
2. The criteria to be used to determine whether the outcome objectives are being met.
3. Identification of the features of the programs and/or services intended to accomplish each objective.
4. The method(s) the unit proposes to use to gather information. The methods should yield findings which are sufficient (reliable, valid, and inclusive) to assess progress in meeting the objectives.
5. A description of how the findings will be used in planning for the improvement of the program and/or services.
6. A time line for implementing the plan.

B. Programs directly related to student learning and development must include student learning and/or developmental outcome objectives in their assessment plan.

C. The plans are to be submitted to the appropriate Dean or Vice President. Plans will be evaluated by the Executive Council, in consultation with the Chairperson(s) of the Assessment Advisory Committee and the Director of Institutional Research, as appropriate.

D. Once its plan is approved, a unit will submit a brief annual report of its assessment activities as part of its year-end report to its Dean or Vice President. This report should include what programmatic changes are being considered or have been made based on assessment findings. The report may include changes to the assessment plan.

E. All units should discuss and evaluate their assessment plans at least every five years.

3. Assessment Advisory Committee

A. Purpose is to provide consultation and information on policy and procedures relevant to assessment.

B. Membership is broadly representative and includes the Provost (Ex-Officio), the Director of Institutional Research, the Vice President for Academics of the Student Association, two students (one graduate and one undergraduate), a dean, and representatives from all divisions of the institution.

C. Members serve staggered three-year terms.

D. The Assessment Advisory Committee Chairperson(s) is (are) appointed by the Provost for a one-year renewable term.

4. Guidelines on the Collection and Use of Assessment Data

A. The right to privacy of all individuals (students, faculty, and staff) must be respected. Any and all assessment involving the use of human subjects must be cleared through the Committee on the Protection of Human Subjects.

B. Every effort will be made to insure that the process of data collection has minimal adverse impact on faculty, staff, and students. Results gathered through assessment of

programs, services, policies, and procedures are not designed for, and shall not be applied to, individual personnel evaluations for retention, tenure, promotion, or salary adjustment unless introduced by the candidate.

- C. Students may be required to participate in assessment activities. Confirmed by Faculty Senate action in November 1990, signed by President Warren in January 1991, and made explicit in the college catalog.
 - D. Only summary information regarding the nature of assessment activities and results will be reported or publicly disseminated.
 - E. Assessment results should be used to guide programmatic improvement and institutional reform.
5. Faculty Senate Involvement
- A. The Faculty Senate reviews assessment policy.
 - B. The Faculty Senate reviews and approves the General Education Assessment Plan.
 - C. The Faculty Senate receives reports on assessment activities as requested.

ACADEMIC DEANS/DEANS OF FACULTIES

Role and Responsibilities of Deans of Faculties. The Deans of the Faculties are responsible to the Provost and Vice President for Academic Affairs, who relies on them for the coordination and communication necessary for the fulfillment of the academic purposes of the college. The Deans assist the President and the Provost and Vice President for Academic Affairs in the development of the academic goals and objectives for the college. They are responsible for planning programs and services to be offered by their faculties suited to these goals and objectives, and for the cultivation of human and physical resources to support these programs and services.

The Deans serve as the liaisons between officially designated administrative and non-administrative units of the college. They communicate the interests, concerns, and needs of their respective faculties to other administrative officers and those of the college and other administrative offices to their faculty. They shall consult with faculty units before taking actions which alter the faculty status and shall assist faculty units in meeting the goals of the college.

Each Dean serves as the academic leader of his or her Faculty in consultation with the chairs of departments and other faculty and staff. The responsibilities of a Dean of a Faculty cover seven major areas:

(a) Academic Planning, (b) Personnel, (c) Students, (d) Budget, (e) Space and Equipment, and (f) General Operations.

A. Academic Planning

1. Ensures that clear goals and objectives, consistent with those of the college, are established for that faculty; that programs in the faculty are designed to achieve these ends; and that goals, objectives, and programs are periodically evaluated to guarantee that they are suited to the needs of students.
2. Coordinates programs in the various units to ensure coherence in faculty curricula.
3. Coordinates the development of new programs and revisions of existing programs in the faculty.
4. Plans, in consultation with the Provost and Vice President for Academic Affairs, and supervises a systematic evaluation of programs and services within the faculty.
5. Presents to the Provost and Vice President for Academic Affairs a coordinated schedule of courses for the academic year and for summer and winter sessions.
6. Coordinates all long- and short-term planning for the faculty.

B. Personnel

1. Oversees the recruitment of new faculty and recommends appointments to the Provost and Vice President for Academic Affairs.
2. Supervises the affirmative action program of the faculty and ensures that it is consistent with that of the college.
3. Evaluates the teaching effectiveness, scholarship, research, and college and community services of the departments and units within the faculty.
4. Makes recommendations to the Provost and Vice President for Academic Affairs, after appropriate consultation with faculty, concerning all reappointments, continuing appointments, promotions, salaries, changes in status, and other personnel matters for faculty and non-teaching personnel assigned to the faculty.
5. Ensures that the workload within the faculty is equitably distributed among its members and suited to their individual talents and accomplishments, and to the needs of the faculty and its units.
6. Approves the assignment of courses for the academic year and summer and winter sessions.
7. Assigns responsibilities to and supervises clerical and non-teaching personnel assigned to the faculty.
8. Supervises the departments and units within the faculty to insure that teaching and institutional obligations are met.
9. Supervises and coordinates the multi and interdisciplinary groups, units, or activities within the faculty.

10. Recommends to the Provost and Vice President for Academic Affairs tuition waivers for faculty and students within his/her jurisdiction.

11. Maintains records of faculty sick leaves and of vacation time for calendar year employees and submits this information periodically to the Human Resource Office.

12. Formulates, implements, and evaluates a program of faculty development.

C. Students

1. Oversees student advisement and retention within the faculty.

2. Oversees the independent study, honors, and thesis programs within the departments and other units of the faculty and ensures that they are consistent with college and faculty policies and directives.

3. Approves course overloads and deviations from faculty requirements and recommends to the Provost and Vice President for Academic Affairs deviations from appropriate college requirements.

4. Admits students to graduate programs within the faculty.

D. Budget

1. Formulates, after consultation with appropriate faculty groups, long-range faculty budget projections, which indicate how resources will be allocated to achieve faculty goals and objectives.

2. Presents budget recommendations to the Provost and Vice President for Academic Affairs, after consultation with faculty.

3. Allocates, after appropriate consultation with the faculty, the faculty budget; administers the budget of his or her office and is authorized to make valid expenditures within this budget.

4. Maintains current records on expenditures within the faculty.

5. Disseminates full information on budgets and expenditures to members of the faculty.

6. Evaluates annually the effectiveness of department expenditures in relation to department and faculty goals and objectives.

E. Space and Equipment

1. Maintains a current inventory of faculty equipment.

2. Prepares long-range projections of faculty space and equipment needs.

3. Allocates the space and equipment assigned to the faculty.

4. Submits requests for repairs, maintenance, and plant improvements.

5. Supervises the security of faculty equipment and space.

F. General Operations

1. Cooperates with other administrative officers in planning and administering programs and services that depend upon the resources of more than one faculty.

2. Provides accurate data to the Office of Institutional Research for the production of official college statistics.

3. Coordinates and supervises the preparation of all faculty reports.

4. Represents the faculty to the general public and communicates newsworthy activities of individuals and groups within the faculty to the Office of College Relations.

5. Appoints appropriate faculty committees and chairs faculty meetings and meetings of its chairpersons.

6. Serves on the Deans' Cabinet and the Academic Council of the Provost and Vice President for Academic Affairs.

7. Communicates faculty opinions and needs to the Provost and Vice President for Academic Affairs; transmits faculty and college policies, directives, and opinions to the faculty; fosters inter-faculty communication.

8. Assumes such other duties and responsibilities as are assigned by the Provost and Vice President for Academic Affairs or the President.

FACULTY EVALUATION OF THE FACULTY DEANS

The Faculty Bylaws (2.3.2.2) give the Faculty Affairs Committee of appropriate units the responsibility to evaluate a dean during every third year of the appointment. The means of evaluation shall be developed jointly between the Dean and the appropriate Faculty Affairs Committee.

Guidelines for the faculty evaluation of deans were adopted by the Faculty Senate (Action #108) and approved by the President in December 1974. These guidelines are currently under review by the Faculty Senate.

ADMINISTRATIVE ORGANIZATION OF THE FACULTY

Recognizing a collegiate identity built upon mutuality of support among all members of our community of scholars as the ideal, the two basic functional elements of the organizational structure of this college are the Faculty (as broadly defined in the college Bylaws) and the Office of the President as represented by him/her and other administrative officers. Each of these elements has subdivisions created for convenience and functional utility in the interest of the larger collegiality.

Through its representative Senate, the collegiate Faculty considers matters within its purview as defined in the Trustees' policies and the college Faculty Bylaws. The teaching staff is further organized into four Faculties*, each responsible for matters of specific interest to its academic program within the context of the total college mission. Each Faculty is under the jurisdiction of an Academic Dean who is responsible to the President through the Provost and Vice President for Academic Affairs for all aspects of departmental and staffs organization and operation. Changes in the internal organization of a Faculty must have the approval of the President. All new programs of instruction, new programs of research, and new programs of public service as well as major changes in established programs, must be consistent with the campus master plan and college policy and have the approval of the President.

*The term Faculty, when introduced with a capital, denotes that portion of the collegiate faculty under the direct jurisdiction of an Academic Dean. (Arts and Sciences, Education/Health/Human Services, School of Business and Economics, and Library and Information Services)

Consistent with policies of the college, each Faculty is charged to:

1. Develop, conduct, and improve specialized courses, sequences, and programs within the special competence of that Faculty as required by the various instructional and service programs of the college;
2. Develop, conduct, and improve a program of academic guidance and counseling for all students enrolled as majors within that Faculty;
3. Consider and recommend to the Dean administrative policy governing conduct of instructional, research and service programs within its area of responsibility;
4. Consider and recommend to the Dean plans for development of the program offered by that Faculty;
5. Consider and recommend to the Dean plans for development of the teaching staff within its area of responsibility;
6. Consider and recommend to the Dean plans for the development of financial resources other than those provided in the State budget in support of its programs of research, public service, and Instruction;
7. Advise the Dean on administrative matters within its area of concern;
8. Discharge such other responsibilities as the Dean, Provost and Vice President for Academic Affairs, and President may assign.

ROLES AND RESPONSIBILITIES OF DEPARTMENT CHAIRS AND CENTER DIRECTORS

The Policies of the Board of Trustees provide that chairpersons in consultation with the members of their departments are responsible to the President of the college through the Faculty Dean and Provost/VPAA for the supervision of the department personnel and programs. They have such powers, duties and responsibilities as may be assigned by the President of the college. Chairpersons have a dual role as teacher and administrator. They

are accountable for the implementation of the college and faculty policies and procedures within the department and for the implementation of department policies and procedures consistent with those of the college and the appropriate faculty. Chairpersons are responsible for and supervise the instructional program of the departments within the context of the mission and goals of the college and of the appropriate faculty. They serve as spokespersons for the institutional needs of the college and the faculty to the members of the department and for the department needs to the

Dean and other appropriate administrators of the college. The responsibilities of a chairperson cover six major areas: (a) Academic Planning, (b) Personnel, (c) Students, (d) Budget, (e) Space and Equipment, and (f) General Operations.

A. Academic Planning

1. Ensures that clear goals and objectives, consistent with those of the college and the appropriate faculty, are established by the department or center; that department/center programs are designed to achieve these ends; and that goals, objectives and programs are periodically evaluated to guarantee that they are suited to the needs of students, both majors and non-majors.
2. Supervises the development of a comprehensive and coherent department/center curriculum.
3. Supervises and coordinates the development, revision and evaluation of courses, sequences, and programs for the academic year and the summer and winter program.
4. Recommends to the appropriate Dean the schedule of courses for the academic year and the summer and winter sessions.

B. Personnel

1. Coordinates department/center recruitment of new faculty, recommends appointments to the Dean, and oversees the orientation of new faculty.
2. Supervises the department/center affirmative action program and ensures that it is consistent with that of the college.
3. Evaluates the teaching effectiveness, scholarship, research, and college and community service of individual faculty members; initiates and oversees the evaluation process of the departmental/center evaluation group; and makes personal recommendations to the Dean for each member of the department/center in accordance with the Performance Reviews of Academic Employees, Policies and Procedures (Agreement between SUNY Plattsburgh and UUP, Inc.)
4. Fosters the scholarly growth, research, creative activities, and teaching effectiveness of department/center members.
5. Ensures that the workload within the department/center is equitably distributed among its members and suited to their individual talents and accomplishments, and to the needs of its approved programs.

6. Assigns courses for the academic year and summer and winter sessions after consultation with members of the department/center and with the concurrence of the Dean.
7. Supervises clerical and non-teaching personnel, and student and graduate assistants assigned to the department/center by the Dean.
8. Counsels and advises faculty.
9. Supervises faculty to guarantee that teaching and institutional obligations are met.
10. Recommends to the Dean tuition waivers for faculty and graduate assistants.
11. Records faculty absences from class, keep records of faculty sick leave, and forwards such information to the Dean.

C. Students

1. Supervises the department/center advisement program; assigns advisor for majors; provides faculty with advisement materials; counsels students who seek advice beyond the advisor.
2. Supervises the independent study, honors, and thesis programs within the department/center and ensures that they are consistent with college and faculty policies and directives.
3. Maintains department/center student records.
4. Approves deviations from department/center requirements and recommends to the Dean deviations from appropriate faculty or college requirements.
5. Approves requests, consistent with college or faculty policies or directives, for independent studies, change of major, undergraduate enrollment in graduate courses, course withdrawals, permission to take courses at other institutions; recommends to the Dean course overloads; and signs report of incomplete work and participates in academic progress decisions.
6. Assists in student orientation and registration.

D. Budget

1. Formulates, after consultation with the department/center, long-range department/center budget projections, which indicate how resources will be allocated to achieve department goals and objectives.
2. Allocates and administers the departmental/center budget and authorizes valid expenditures within this budget.
3. Prepares a yearly report for the Dean delineating how expenditures were related to department/center goals and objectives.
4. Maintains current records on department/center expenditures.

5. Disseminates full information on budget and expenditures to members of the department/center.

E. Space and Equipment

1. Maintains a current inventory of department/center equipment.
2. Prepares long-range projections of department/center space and equipment needs.
3. Coordinates the allocation and utilization of space and equipment assigned to the department/center.
4. Submits to the Dean requests for repairs, maintenance, and plant improvements.
5. Supervises the security of department/center equipment and supplies.

F. General Operations

1. Maintains records for the department/center on faculty workloads, student majors and enrollments; and provides the pertinent data to the Dean for the preparation of official faculty and College statistics on these subjects by the Office of Institutional Research.
2. Prepares department/center reports. (Routine reports may be done by the chairperson alone; all other reports should be prepared by the chairperson after appropriate consultation with the departmental committees.)
3. Represents the department/center to the general public and communicates newsworthy department or individual faculty activities to the Dean for transmission to the Office of Institutional Advancement.
4. Appoints appropriate department/center committees; prepares agenda for, and chairs, department/center meetings; and coordinates department/center activities.
5. Advises the Dean and communicates department/center opinions and needs to the Dean; transmits faculty and College policies, directives and opinions to the department/center; and fosters inter-center/departmental communication.
6. Encourages and participates in inter-center/departmental and interdisciplinary activities.
7. Attends faculty chairpersons meetings called by the Dean.
8. Assumes such other responsibilities or duties as the President may assign.

SELECTION OF THE CHAIRPERSON

The Trustees place final responsibility for designating chairperson in the Office of the President. The Provost and Vice President for Academic Affairs, after consultation with the appropriate Dean, recommend to the President the person to be appointed. For those departments in which the President has authorized elections to express the choice of the department for the chairpersonship, the Dean and the department shall jointly determine

the means by which the election and consultative process shall take place. For effective operation, consultation between the Dean and the department is essential before either takes action. The procedures for the election of the chairperson adopted by each department shall be kept on file in the Office of each Dean of faculty.

The President in making his/her designations requires the Dean and department to have followed these procedural steps:

1. The department shall elect at a department meeting a nominating committee.
2. The committee shall canvass the department for nominations. It shall then meet with the Dean to present the names of all those who were nominated by their colleagues and who were willing to serve. The Dean may approve or disapprove of any names on the slate. There shall be at least two nominations for each election unless the Dean and a majority of the department agree to waive this requirement.
3. The committee shall present to the department, prior to the meeting at which the election shall take place, a slate of the acceptable candidates resulting from the consultation with the Dean. The department shall elect its chairperson by majority vote and secret ballot from among those mutually acceptable nominations.
4. The department shall notify the Dean of the name of the person elected. The Dean shall forward the name to the Provost and Vice President for Academic Affairs, who shall submit it to the President for approval.
5. Subsequent to his or her approval, the President shall designate in writing the elected person for an appointment of up to three years. Chairpersons may be elected for additional terms.
6. Should the Dean and the department fail to agree on acceptable candidates, the Provost and Vice President for Academic Affairs, after consultation with the Dean and the department, shall recommend a candidate to the President. Should the Provost and Vice President for Academic Affairs after said consultation determine that the department contained no suitable candidate, he or she may recommend to the President that an external search be conducted for a chairperson. When a chairperson is appointed from outside the department, the term will be a period up to three years.

REMOVAL OF THE CHAIRPERSON

Under the Policies of the Board of Trustees, the President may relieve a designee of his/her duties as chairperson, with notification to the Chancellor.

If a majority of a department wishes to have its chairperson removed, it may by majority vote and secret ballot, request a meeting with the Dean. The Dean, following consultation with the department and the chairperson, may make a recommendation through the Provost and Vice President for Academic Affairs and to the President to remove the chairperson from office.

Additional Items

The role of the department chairperson is one of strong, responsible academic leadership. This role should not usurp or conflict with the appropriate delegated responsibilities of others such as administrative personnel and other department chairpersons, nor should it conflict with established administrative lines and responsibilities.

1. To ensure strong academic leadership, departments should establish procedures, which will assure maximum opportunity to evaluate and weigh the leadership capabilities of individual candidates for the position of department chairperson.
2. To ensure responsible leadership, departments must (1) keep avenues of communication with the chairperson open at all times; (2) provide for corrective information flow from members to the chairperson when desired responsibility is not being demonstrated; and (3) seek a change in departmental leadership when the chairperson is demonstratively not functioning in assigned tasks.
3. The Dean shall meet with each chairperson at least once a year to evaluate his or her performance as chairperson.
4. The teaching load of the chairperson shall depend upon the nature and size of the department chaired. The Dean and Provost and Vice President for Academic Affairs shall determine reductions in load on the basis of such considerations as the number of faculty in the department, number of majors, total enrollment and the complexity of department activities, facilities, and equipment.
5. The responsibilities of the department chairpersons continue during the summer. Chairpersons shall be permitted to teach no more than one course during the summer session.
6. The many responsibilities of chairpersons make it difficult for them to maintain a full program of research or creative activity. When a chairperson has completed a full term in office.
 - i. The Dean, in consultation with the former chairperson, should consider a variety of ways to assist him or her to resume full scholarly or creative activity.
 - ii. Departments and Deans are asked to give special consideration to requests of such persons for sabbaticals and leaves.

EARLY ADMISSIONS

Early admission students are those who enroll full time at the college prior to completing official course requirements for their high school diploma.

Admissions Requirements:

1. Successful completion of a college preparation, high school curriculum through the 11th grade level.
2. High achievement in all academic subjects and standardized examination scores that indicate the student has reached an intellectual and emotional level from which he/she can advance to the freshmen college coursework level with no hardship.

3. Recommendations of a high school guidance counselor and/or principal which states the secondary school's support for early entry and which specifies the necessary credits needed to satisfy official requirements to obtain the high school diploma.

Review:

If the qualification of an applicant who has been accepted for admission should change significantly between the time of their acceptance and the time they register for classes, their application becomes subject to review and their admission may be revoked.

STATEMENT ON ETHICS FOR FACULTY AND STAFF

Adopted by the Faculty Senate (Action #597) and approved by the President, December 2005

Faculty and staff at SUNY Plattsburgh affirm their responsibility for integrity and professionalism in all of their work related activities. In discharging this responsibility, they are guided by the ethical standards of their disciplines and by the American Association of University Professors Statement on Professional Ethics. In dealing with alleged breaches of ethical conduct, faculty and staff are guided by relevant sections of the College Handbook, by the SUNY Plattsburgh Procedures for Addressing Suspected Scholarly Misconduct among Faculty and Staff, and by relevant collective bargaining procedures for managing disciplinary action.

PROCEDURES FOR ADDRESSING SUSPECTED SCHOLARLY MISCONDUCT AMONG FACULTY AND STAFF (See Section VII)

FACULTY WORKLOAD MEMO

October 1, 1982

MEMORANDUM TO: Department Chairperson and Center Directors

FROM: Jerome H. Supple

SUBJECT: Faculty Workload

In light of some recent studies undertaken by the division of Audit and Control, it seems prudent for us to formalize a Faculty Workload Policy. The attached policy does not introduce any new elements but is merely a formalization of our current practices. After discussion with you, the deans and the President over a two-year period, I am pleased to forward the enclosed statement on Faculty Professional Responsibilities. The statement, with any suggested editorial revisions, will be included in the next edition of the Faculty Handbook.

I have asked the faculty deans to review the teaching assignments for Spring 1983 and in the future according to the principles outlined.

Thank you for your assistance in developing this document. You may feel free to share it with your faculty.

JHS:pa

Cc: Dr. Burke
 Dr. Hasting
 Dr. Liu
 Dr. Mowry
 Dr. Skopp
 Dr. Roman

MANDATORY LEAVE BY ADMINISTRATIVE ACTION

Approved by Executive Council 9/26/06

The Dean of Students (designee) upon recommendation from the *Mandatory Leave Committee may approve procedures for the mandatory leave from the College of any full-time, part-time, matriculated, non-matriculated, undergraduate and/or graduate student when the behavior or a medical or psychological condition poses a direct threat to the health or safety of the student or others.

Any faculty or staff member can make referrals in writing to the Mandatory Leave Committee. Referrals are made to the Chair of the Committee. If it is determined by the Committee to be in the student's best interest, the Committee may inform parents a case is under consideration.

An assessment of a direct threat to the health or safety of the student or others shall be made by the Mandatory Leave Committee and shall be based upon an individualized assessment of the student's ability to participate in the College's program. Such assessment shall determine the nature, severity and duration of the risk, the probability that injury will occur and whether reasonable modifications of policies and procedures will mitigate the risk.

If the Mandatory Leave Committee makes a determination that there is an immediate health or safety risk to the student or others, the Dean of Students may approve an immediate mandatory leave, provided the student has been given a written notice of this determination, which includes information on the right to appeal this determination.

Except in those circumstances where a determination has been made that there is an immediate health or safety risk, students shall have the right to appear before the Mandatory Leave Committee before final determinations are made. Final determinations of the Mandatory Leave Committee will be provided to students in writing.

Determinations of financial refunds to be made to the student, if any, will be in accordance with existing college withdrawal schedules and policies.

Mandatory Leave Appeal Process

An appeal must be requested in writing within 48 hours after the leave decision has been communicated to the student. Time limit does not include weekends or college holidays.

The student must provide in writing the reason he/she believes the appeal is warranted.

Appeals are to be submitted to the Dean of Students (designee) who will forward them to the Vice President for Student Affairs (designee).

The Vice President for Student Affairs (designee) upon receiving an appeal request will appoint a panel of appropriate professionals to make a recommendation to the Vice President for Student Affairs (designee) who will make the final decision.

Members of the Mandatory Leave Committee Include:

Director of the Center for Student Health & Psychological Services (designee), Chair;
Members: Assistant Director of Psychological Services (designee), Director of Student Support Services (designee),

Chief of University Police (designee), Director of Residence Life (designee), and a Representative from the Provost's Office (designee)

ACC BRANCH CAMPUS (ADIRONDACK COMMUNITY COLLEGE)

The SUNY Plattsburgh Branch Campus serves about 350 full- and part-time students in undergraduate and graduate degree programs, as well as graduate students in a Certificate of Advanced Studies program. Since being designated as a branch campus last year, students can complete any of the college's bachelor's degree programs and most of its graduate degree programs without traveling to the main campus in Plattsburgh.

Programs of study at the SUNY Plattsburgh Branch Campus include master's programs in curriculum and instruction (childhood and adolescence), literacy (birth-grade 6, grades 5-12), teacher education (childhood and adolescence), liberal studies (leadership); and bachelor's programs in nursing (Online), criminal justice, psychology, management and childhood education; as well as a Certificate of Advanced Study in educational leadership. For more information about the SUNY Plattsburgh Branch Campus at ACC, go online to: www.plattsburgh.edu

ACADEMIC GRIEVANCES

If a campus academic grievance committee has been established to review student complaints concerning grades, it shall continue to hear such complaints. If discrimination is alleged to be the basis for the grade, the campus Affirmative Action Officer may at the request of the Academic Grievance Committee sit with that committee in an advisory capacity during the review.

Further Provisions on Time Limits

1. All of the time limits contained above, with the exception of the 45 day limit on the initial filing of grievances, may be extended by mutual agreement of the grievant and the President or his designee.
2. If the University or designee thereof at any step fails to review and/or respond within the time limits provided, the grievant may proceed to the next step.
3. If grievant fails to respond within the time limits provided, the grievance shall be deemed to have been withdrawn.
4. In the event of a question of the timeliness of any grievance, grievance appeal or response, the dating and signing of the document shall be determinative. Any notices or documents sent by mail must be sent as registered mail and date of receipt shall be determinative.

PROPOSED STRUCTURE FOR TEACHER EDUCATION FACULTY

(Approved by Executive Council 11/4/08)

BACKGROUND

From the 1980 to 2001 the teacher education faculty were organized into a Center for Educational Studies and Services. The Center had a director and two assistant directors;

one for graduate and another for undergraduate programs. In 2001 the administrative structure of SUNY Plattsburgh's teacher-education program was fairly suddenly restructured as the result of the local administration's decision that a change in program design and organizational structure would be the first step toward responding to New York State's Board of Regents edict that all education programs be nationally accredited. The Center model was changed to its present departmental one under a divisional dean. Departments of Childhood Education, Adolescence Education/Health, Special Education, and Literacy Education together with programs in Curriculum and Instruction and Educational Leadership were formed as separate entities, each with a department chair or program coordinator. (Curriculum and Instruction and Educational Leadership had one program coordinator.)

In the summer of 2008, the Teacher Education faculty developed a proposal for reorganizing the faculty from discrete departments, into a whole unit with distinct degree programs. As virtually all faculty teach courses that serve in all teacher education degree programs, it wasn't efficient or effective to structure ourselves into departments. Since all faculty need to be involved in decision-making and issues regarding teacher education, it made sense to do business as one entity.

The decision above was made primarily because being organized into departments clearly wasn't working and our students and programs were beginning to suffer. Making decisions on university business was excruciatingly slow because being divided into departments made communication among faculty difficult. Coherence among degree programs was sorely lacking for much the same reason. Faculty rarely created a forum in which to convene and converse about student and curricular issues. In an attempt to improve these conditions, Teacher Education proposed reorganizing to become one large group.

PROPOSED ORGANIZATIONAL STRUCTURE

The following organizational structure for Teacher Education is proposed:

A UNIT consisting of all faculty in all current teacher education departments and programs (Childhood Education, Adolescence Education, Special Education, Literacy Education, and Curriculum and Instruction) except Educational Leadership. (Educational Leadership, an advanced study program, will be added to the UNIT in the future.)

Three COORDINATORS to oversee the three degree programs BS, MST, and MEd. Unit Coordinators will be responsible for managing those elements common to all programs: program assessment, standing committees (e.g., Assessment, Governance, Curriculum, etc.), program conceptual framework, faculty development, etc.

Six PROGRAM LEADERS to manage the activities associated with operating the program areas (Childhood Education, Adolescence Education, Special Education, Literacy Education, and Curriculum and Instruction, BA/MST). Program Leaders will be responsible for, among other things, coordinating advising, facilitating program area curricular changes, coordinating course schedules, determining course offerings each semester, and recommending adjunct faculty as needed. Program leaders will work collaboratively with the Coordinators.

RATIONALE

The proposed model would involve 9 of the 26 full-time faculty in the current department and program areas. One of the shortcomings of the current department model is that only 5 faculty are involved in running the departments, with no Unit or degree program oversight. Communication and collaboration is enhanced with more faculty involved in program leadership.

The need for these two levels of coordination is critical given that program redesign has resulted in our having to offer coursework in the old and new programs simultaneously. Managing the transition from the old program to the new and developing a viable infrastructure to support students in both programs is time consuming.

PROPOSED EVALUATION OF THE NEW ORGANIZATIONAL STRUCTURE

With the adoption of TEAC as our teacher education program accrediting body, the faculty have committed to ongoing research of our programs. This commitment extends to our organizational structure, which is part of our Quality Control System. Ongoing research, outlined below, is proposed.

The purposes of the organizational structure change are to enhance program coherence, increase faculty participation and satisfaction with the governance structure, increase faculty development and scholarly activities, and to provide a structure for designing program improvements based on student outcome data. Indicators of success of the structure include:

- analysis of student data for decision making. A significant amount of data are collected from our current students and alumni by our Assessment Data Manager and the Office of Field Experience and Student Teaching (in addition to various unique degree program information). These data will be reviewed for performance scores, student perception of our degree programs, retention rates, as well as various other metrics;
- report of faculty satisfaction with the structure on a survey in order to consider the opinions and impressions of those within the Unit;
- review of information and data on our program coherence and goals in our bi-annual TEAC reports;
- noting any increase in faculty development activities,
- noting any increase in program research activities, especially those involving collaboration amongst faculty and/or collaboration amongst faculty and students; and
- analyzing any increases in submission of annual reports and faculty productivity.

The above mentioned processes are not intended to be exhaustive or complete. As other sources of data and information present themselves, they too will be considered in the success or failure of the newly restructured Teacher Education Unit.

IMPLEMENTATION OF THE PROPOSED ORGANIZATIONAL STRUCTURE

The Teacher Education faculty have approved this proposal and have identified three Coordinators. They are in the process of identifying the Program Leaders. By-laws are being drafted and will include a descriptions of the roles of the Coordinators, Program Leaders, and Standing Committee Chairs.

When approved, the Teacher Education faculty will become the Teacher Education Unit.