

**BOOK SEVEN.**  
**Graduate Education:**  
**Academic Philosophies & Policies**

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## **Article A. Academic Philosophy**

### **The Culture of Graduate Education**

Cedar Crest College is dedicated to enhancing the status of women in society by employing principles of liberal learning to provide women and men with educational opportunities that serve to promote equality between the sexes and liberty for all. To that end, the College specializes in those graduate programs that hold the greatest potential for promoting a more humane and just society – a world free of ignorance, illness, exploitation and fear. Graduate education commenced at the college in 2003 with the establishment of the Master of Education program. A Master of Science in Forensic Science program was created in 2007. The College is accredited by the Middle States Commission on Higher Education, 3624 Market Street; Philadelphia, PA 19104; 215-662-5606.

Academically, graduate education at Cedar Crest College is predicated upon the conviction that in an era of globalization success increasingly will depend upon an individual's ability to thrive within the context of a dynamic array of intellectual, social, and institutional networks wherein professionalism is valued primarily for the results it produces and the strength of character it reveals. To prepare students to seize the opportunities which the 21<sup>st</sup> century will present, graduate education at the college is dedicated to helping students develop the disciplinary expertise, social intelligence, and moral character essential to the pursuit of career interests, personal aspirations, and engaged citizenship.

### **College Mission Statement**

The mission of Cedar Crest, an independent women's college, is to provide students with an excellent education that is grounded in the liberal arts and informed by humanistic values. The curriculum is designed to enhance the development of critical thinking and leadership skills, creative abilities, social awareness and technological literacy. Committed to experiential and lifelong learning, the College's curricular and co-curricular programs empower students to be ethical, engaged, and responsible members of their communities, to appreciate global diversity and to provide stewardship for the environment. A Cedar Crest education prepares students for careers as well as professional and graduate studies.

### **Philosophy of Graduate Education**

Building upon the college's tradition of teaching excellence, graduate education at Cedar Crest aspires to provide students with the expertise, judgment, vision, and inspiration to participate actively and responsibly within the diverse communities and dynamic knowledge networks wherein their professional lives will unfold. Institutionally, this commitment rests upon four values which serve as the foundation for the college's philosophy of graduate education.

Scholarship: Graduate programs should ensure that students master the theoretical perspectives, methodological techniques, and professional practices essential to the production of knowledge within their disciplines. This includes exposing students to an

expanded definition of scholarship which moves beyond the traditional emphasis upon discovery to include the integration, application and dissemination of knowledge within and across disciplines.

Innovation: Graduate programs should ensure that students recognize the role that creativity, and the entrepreneurial spirit more generally, plays as a catalyst for the advancement of knowledge. While programs should acknowledge the value of risk-taking as an inherent element of scholarly practice, students also should learn that professional conduct must be tempered by an ethic of responsibility for the communities within which they live, work and learn.

Collaboration: Graduate programs should ensure that students understand how the revolution in information technology is profoundly altering the nature of professional practice by empowering epistemic communities from around the world to respond to issues of local, national and global significance. Programs should equip students with the communications and technological skills needed to collaborate within the context of transnational and interdisciplinary networks that serve as sites for the production, application and dissemination of knowledge.

Professionalism: Graduate programs should impress upon students that graduate school itself is but the prelude to a lifetime of ongoing professional development. Faculty should convey this message by modeling professional practices within the context of an active research agenda and other forms of scholarly activity which contribute to the production, dissemination and application of knowledge within and across disciplines. Similarly, the college should demonstrate its commitment to educational leadership by providing academic programs, faculty, and the graduate community more generally, with the institutional support needed to sustain high levels of academic achievement in the face of evolving professional, societal, and global standards.

### **College Honor Code**

Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

### **Academic Standards of Integrity**

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

All Cedar Crest students shall:

- Submit only work that is their own.
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment, including the taking of examinations, the following of laboratory procedures, the preparation of papers, and the proper and respectful use and sharing of College facilities and resources, including library and computing resources.
- Abide by the Cedar Crest Computer Use Policy.
- Students are prohibited from submitting the same work for more than one course without instructor approval.

### **Academic Dishonesty**

It is dishonest to submit oral or written work that is not entirely the student's own, except as may be approved by the instructor. A student must follow the requirements of the instructor regarding when and how much collaboration with other students is permitted.

Any language taken from another source, whether individual words or entire paragraphs, must be placed within quotation marks and attributed to the source, following the citation format specified by the instructor. Paraphrased material from an outside source must also be attributed. In addition, if the student is indebted to another source for a specific perspective or a line of argument--regardless of whether the student has directly quoted the source or not--that debt must also be acknowledged.

If a student fails to acknowledge debts to outside sources, that student has committed plagiarism. Deliberate or accidental, academic dishonesty is a serious academic offense and a violation of the spirit of the Cedar Crest Honor Code philosophy.

## **Article B. Curricular Policies**

### **Graduate Degree Requirements**

Degree requirements for each graduate program are established by the respective Program Director in consultation with the Chair of the department in which a program is housed (if appropriate), the Graduate Program Committee, the Dean of Graduate Studies, and the Provost. Curricular requirements and academic policies vary across graduate programs. Faculty and students should consult each program's Graduate Student Handbook for specific details.

### **Graduate Student Handbooks**

Each Program Director is responsible for preparing and maintaining a Graduate Student Handbook which clearly specifies the curricular requirements and academic policies pertaining to their respective programs. Each Director also is responsible for ensuring that each graduate student enrolled in their program receives a copy of the handbook. Directors are encouraged to

require students to sign a verification of receipt form to document that they have received a copy of the handbook. By signing this form, students acknowledge their responsibility for familiarizing themselves and understanding the information presented in the handbook. Students should be encouraged to contact the Director of their program if they have questions regarding the provisions of the handbook.

### **Academic Advising**

Policies pertaining to the assignment of faculty advisors vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details. Students are expected to meet with their faculty advisors each semester to discuss their academic progress in the program and to make appropriate course selections for upcoming semesters. It is the student's responsibility to schedule appointments with their academic advisors.

### **Academic Planning**

Each Program Director is responsible for formulating and planning curriculum at the level of individual graduate programs. As appropriate, planning should be done in consultation with the Department Chair wherein the program is housed.

As the Faculty Bylaws outline, the Chairs Group, the Faculty Executive Committee, the Graduate Program Committee, the Admissions, Enrollment, and Retention Committee, and Faculty Meetings are venues in which discussions about the College's evolving role within the field of graduate education, its larger curricular concerns, its financial position, and its goals for enrollment will take place. (See Book Two, Articles E.-H. of the Faculty Handbook for descriptions of these groups and their responsibilities.)

### **Program Assessment**

Graduate Program Directors, in consultation with the appropriate Department Chair(s), are responsible for evaluating their respective programs as part of an annual assessment cycle that ends with a written report submitted to the Dean of Graduate Studies in March. The process is designed to ensure the highest quality education in the academic program by an ongoing critical examination of student learning outcomes and the systematic evaluation of the program's success in achieving those outcomes. Assessment reports are reviewed by the Dean of Graduate Studies in consultation with the Provost and the Director of Institutional Research. The results of this review inform the Provost Office's approach to planning, programming and budgeting for each graduate program.

### **Procedure for Proposing New Programs**

The creation of a new graduate program consists of a two-step process wherein a proposal is subject to review and approval by both the College and the Pennsylvania Department of Education (PDE). A new program can be said to exist only after the proposal has received the conditional approval of the state Secretary of Education. Prior to this, the College is prohibited from engaging in any form of advertising or marketing relating to a proposed program.

A new program may be developed and proposed by a faculty member, academic department, or several departments in the case of an interdisciplinary initiative. The process begins with the sponsor(s) consulting with the Dean of Graduate Studies and the Provost to discuss the nature of the proposed program. If the Provost, in consultation with the President, provides preliminary support for the proposal, the sponsor(s) then will prepare a *Statement of Program Design*. This is to be done in consultation with the Chair of the department within which the program will be housed, the Provost, the Dean of Graduate Studies, the Faculty Executive Committee, and the Graduate Program Committee.

Under state administrative regulations, the College is required to submit a *Statement of Program Design* to the Division of Program Services at PDE. The purpose of the document is to officially notify the department of the College's desire to create a new graduate program. The statement should be in narrative form (approximately 8-10 pages in length although there are no length restrictions). The submission also must include two copies of the current graduate college catalogue.

The *Statement of Program Design* must address the following points:

1. Describe how the goals/objectives of the proposed program relate to the mission and/or philosophy of the institution. (How will the proposed program augment the institution's mission?).
2. Include supporting documentation demonstrating the need and/or demand for the proposed program. Areas to be addressed may include, but are not limited to, evidence of student interest/demand, institutional need, growth/change in the professional field, societal needs, labor market demands/needs, and employment opportunities for graduates of the program. Documentation results must be current.
  - a. Evidence should address needs at the regional, state and/or national as appropriate for graduates of the proposed program. This portion should include an analysis of the needs of regional employers and of the profession itself.
  - b. Evidence may include new instructional delivery, unusual curriculum design or other special features, which are of note for a traditional program, or include features, which set this program apart from a traditionally styled program.
  - c. Include employment projections for graduates of proposed program.
  - d. Identify any similar program(s) offered within the institution's geographic service area. Describe any distinctive features of the proposed program to which the institution desires to draw attention, such as a curriculum designed to target a specific student market, and the specific academic content of the curriculum. To determine feasibility for the institution and to minimize unnecessary program duplication, provide a comparative chart and narrative analysis of what makes the proposed program distinct from those at other institutions in the Commonwealth of Pennsylvania. Define the need of the institution for this program.
3. Provide both realistic projections of the numbers of students expected to enroll in the proposed program and the optimum number for this program (FTE for each of the first three years of the program).

- a. Indicate the minimum number of students required to make this a viable program.
  - b. Indicate the maximum number of students that may be accommodated in this program.
  - c. Characteristics of the student market of the program, the predominant schedule and the type of student expected (full time/part time, day/evening) should be discussed.
4. Present the institution's view of the overall contribution of the degree/program to the good of the Commonwealth.
  5. Discuss collaborative efforts made by other regional educational institution's appropriate for the support of this program/degree.
  6. For combination programs or for distance education programs discuss the need and demand for this program to be offered by partial or full distance education format.
  7. State the proposed program's educational goals and objectives in the context of the institution's existing programs.
  8. Indicate the proposed CIP Code and CIP Title for the program.
  9. In Chart Matrix format, provide a scope and sequence of courses by semester/quarter for full time students and, if appropriate, also for part time students, showing the logical development of the program.

DPS will review the College's statement on the basis of several criteria, including the following: 1) the program's appropriateness in terms of the institution's mission; (2) the need/demand for the proposed program; (3) and the overall impact the program will have on the institution and its current programs. During the review, either DPS or representatives of the College may request a meeting to facilitate the review process.

DPS will respond to the College's *Statement of Program Design* within sixty days after it is received. If the review is favorable, the College then may begin preparing a formal application for program approval. This proposal must adhere to the *Guidelines for the Approval of Degree Programs* prepared by PDE. To expedite the review and approval process, these guidelines also are to serve as the basis for the College's review of the proposed program.

A copy of the guidelines may be obtained from the Dean of Graduate Studies or by downloading a copy from the state Department of Education's website at the following address:

([www.pdehighered.state.pa.us/higher/lib/higher/PDEGuidelinesforApprovalofDegreePrograms.pdf](http://www.pdehighered.state.pa.us/higher/lib/higher/PDEGuidelinesforApprovalofDegreePrograms.pdf)).

The completed application must be submitted simultaneously to the Dean of Graduate Studies, the Provost, the Faculty Executive Committee, and the Graduate Program Committee. The Dean of Graduate Studies and appropriate faculty committees will make their respective

recommendations concerning the merits of the proposed program to the full faculty at a regularly scheduled faculty meeting. Faculty action on new program proposals is subject to the 30-day layover rule. On the basis of a simple majority vote, the full faculty will determine whether to recommend adoption of the proposed program to the President and the Board of Trustees. The President shall take this recommendation under advisement and determine whether to recommend adoption of the new program to the Board of Trustees. Thereupon, the Board of Trustees will decide whether to formally approve of the new program.

Once the proposed program has received the approval of the College, the application is then sent to the Division of Program Services. This stage of the process will include a review of the College's formal application and an on-site visit by a team of experts assembled by PDE in consultation with representatives of the College. The process culminates when the state Secretary of Education determines whether the program should be granted conditional approval to operate for a three year period. Altogether, this phase of the approval process may take 12-18 months.

### **Procedures for Proposing New Courses**

Any newly developed course may be offered as a Special Topics course, up to two times before it must be formally approved by the full faculty. Special Topics courses must be approved by the Director of the Graduate Program in question and the Chair of the department which houses the program.

A proposed new course not designated as a Special Topics course must be approved by the Director of the Graduate Program in question, the Chair of the department which houses the program, the Dean of Graduate Studies, the Graduate Program Committee and the full faculty. Faculty approval will occur on the basis of a simple majority vote conducted at a regularly scheduled faculty meeting.

New courses must be proposed using the Graduate Course Proposal Form available on the Faculty web page. Graduate courses generally are numbered from 500 to 599.

### **Revising Existing Programs and Courses**

Responsibility for initiating changes in a graduate program lies with Graduate Program Directors. A Director, in consultation with faculty teaching in the program and the Chair of the department wherein the program is housed, will make the final determination as to whether changes are warranted in regard to program content, prerequisites, and/or policies. The Director will notify the Graduate Program Committee and the Dean of Graduate Studies in writing of all planned programmatic changes. The Graduate Programs Committee and/or the Dean of Graduate Studies may request additional information pertaining to proposed changes prior to implementation. If the proposed change appears to fundamentally change the nature of an existing program, the Graduate Program Committee may determine that the proposed changes require the approval of the full faculty.

Graduate Program Directors are responsible for initiating changes in regard to graduate course offerings, including course content. A Director, in consultation with faculty teaching in the program and the Chair of the department wherein the program is housed, will make the final

determination as to whether changes are warranted in regard to the content of courses, prerequisites, learning objectives and/or policies pertaining to graduate courses. Graduate Program Directors will notify the Graduate Program Committee in writing of changes involving the content of a course as reflected in the graduate catalogue description for that course. If the proposed change appears to fundamentally change the nature of an existing course, the Graduate Program Committee may determine that the proposed changes require the approval of the full faculty.

In general, Graduate Program Directors are responsible for assessing the implications that programmatic changes and/or course changes may have on other academic programs. In every possible instance, this evaluation is to be done in consultation with the Chair(s) of the department(s) likely to be affected by the proposed changes. In all cases, Graduate Program Directors are obligated to perform this assessment prior to the implementation of the proposed change.

### **Elimination of Graduate Programs**

The elimination of a graduate program may be proposed by either a Graduate Program Director or the College. If a Director concludes that a program should be eliminated, he or she should first consult with faculty teaching in the program and the Chair of the department wherein the program is housed. If a Director remains convinced that the program should be eliminated, he or she must prepare a proposal providing the rationale for the decision. The proposal must be submitted for review by the Faculty Executive Committee, the Dean of Graduate Studies and the Provost. A copy of the proposal also should be sent to the Graduate Program Committee.

The Faculty Executive Committee, in consultation with the Provost and/or the Dean of Graduate Studies, will review the proposal, on the basis of the evaluative criteria routinely used to assess viability of academic programs at the College (e.g. the 1998 "Analysis of Majors" document). The Faculty Executive Committee, the Provost and/or the Dean of Graduate Studies may request further information from the Graduate Program Director, Department Chairs, faculty members and/or other administrators. On the basis of these deliberations, the Faculty Executive Committee will make a recommendation to the full faculty in regard to the Graduate Program Director's proposal to eliminate the program. This is to be done at a regularly scheduled faculty meeting. After a thirty-day layover, a quorum of Faculty will vote on the proposal to eliminate the graduate program. The President shall take this recommendation under advisement and determine whether to recommend elimination of the program to the Board of Trustees. Thereupon, the Board of Trustees will decide whether to formally eliminate the new program.

The College may recommend the elimination of a graduate program due to financial exigency or programmatic changes, as described in Book Three, Article K.4 of the Faculty Handbook. If the President and/or the Provost conclude that a program should be eliminated, he or she should first consult with the Graduate Program Director, faculty teaching in the program, the Chair of the department wherein the program is housed, and the Dean of Graduate Studies. If the administration remains convinced that the program should be eliminated, the President and/or the Provost will provide the Faculty Executive Committee with information pertaining to the financial exigency and/or other considerations which have prompted the proposal. The Faculty

Executive Committee may request additional information from the Director of the graduate program in question, Department Chairs, faculty members and/or other administrators.

As part of this process, the Faculty Executive Committee also may consider and propose alternative actions to resolve the financial exigency or address the need underlying the proposal to discontinue the program. The Faculty Executive Committee and the Provost may discuss the issues and identify potential resolutions. Following the discussion, the Provost, and the Faculty Executive Committee will submit written reports and recommendations to the President.

The Faculty Executive Committee will also share its report and recommendation with the full faculty at a regularly scheduled faculty meeting. After a thirty-day layover, a quorum of faculty at a regularly scheduled faculty meeting may elect to vote on the recommendation submitted by the Faculty Executive Committee. The President shall take the outcome of this vote under advisement and determine whether to recommend elimination of the program to the Board of Trustees. Thereupon, the Board of Trustees will decide whether to formally eliminate the program.

### **Course Enrollments and Course Cancellation Policy**

Cedar Crest College publishes a course schedule for each academic session. Ideally, the schedule of course offerings for each semester is based upon two year course rotations developed by Graduate Program Directors, in consultation with department Chairs (as appropriate) and faculty teaching in the program.

Course rotations will be reviewed on a regular basis by Graduate Program Directors, in consultation with the Dean of Graduate Studies, Department Chairs (as appropriate), and faculty teaching in the program to confirm that they are consistent with the academic needs of the program, the scheduling needs students, and the fiscal responsibilities of the College.

Graduate Program Directors also are responsible for reviewing the pattern of course enrollments, noting trends and making adjustments as necessary. Course enrollments also will be reviewed by the Registrar at an appropriate time before the start of each session. Enrollments will be monitored in the weeks after the start of registration for appropriate adjustments to time, sections, locations, caps and wait lists. If adjustments appear to be needed the Registrar will discuss appropriate options with the Graduate Program Director, course instructors, and the Chair(s) of the department(s) that may be affected by the cancellation.

On the basis of this review the Registrar may recommend canceling a course for insufficient enrollment. In the event that there is a dispute as to whether a course should be cancelled because of insufficient enrollment, the matter will be decided by the Dean of Graduate Studies, in consultation with the Director of the graduate program in question and the Provost. Students who need the course to complete their academic program will be advised and their needs appropriately supported.

### **Graduate Assistantships**

Graduate assistantships are designed to promote the educational goals and objectives of a masters program by providing students with opportunities to actively participate in a range of instructional and research activities which serve to promote mastery of knowledge in their chosen field of specialization. To be eligible for an assistantship, a graduate student must be enrolled on a full-time basis (i.e. for at least 9 credits per semester). For further information, please consult the program descriptions provided above.

### **Intellectual Property Rights**

It is the policy of Cedar Crest College to create an environment that encourages the generation of new knowledge by faculty, staff, and students, and facilitates the transfer of useful inventions and writings to society. To motivate the development and dissemination of intellectual property, the College seeks to ensure that the creators receive proper credit and financial rewards for their work.

For purposes of this policy the term intellectual property includes any patentable invention, any copyrightable subject matter, or valuable technology. It also includes works of art, inventions or creations that might normally be developed on a propriety basis because copyright or patent protection is not available. This policy applies to any full-time or part-time student, regardless of whether the student receives financial aid from the College or from outside sources.

A student retains all rights to intellectual property created solely by herself. This includes rights to articles, and other writings of which the intended purpose is to disseminate the results of student research or scholarly work. A student also retains all rights to popular nonfiction, novels, poems, musical works, dramatic works including any accompanying music, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other similar audio-visual works, and sound recordings. The use of College owned computers and other facilities in the preparation of such works does not alter this provision, though other College policies may limit such use or require reimbursement to the College.

In cases where the College provides funding or facilities for a particular student research project that are in excess of those normally available to students working in that area, the College may choose to act as a sponsor for that research and therefore own the rights of such property. Where student research is subject to an agreement between an external sponsor and the College that restricts the disposition of rights to intellectual property, the rights will be handled in accordance with that agreement. If a student is employed by the College specifically for the purpose of working as a research assistant, the College retains the rights of such property.

Issues not covered by any of the above provisions are subject to the policies which apply to the intellectual property rights of faculty and staff at the College.

## **Article C. Student Registration Policies**

### **Procedure for Application and Matriculation**

Matriculation is a student's formal acceptance as a degree candidate at the College and is required for any student who plans to receive financial aid. A graduate student applies for matriculation by submitting a completed application for admission to the Center for Lifelong Learning. After submitting the application, students will receive a letter from the Director of the Graduate Program to which the student is seeking admission. If the applicant is admitted, the date which appears on the letter of acceptance is the date of matriculation.

### **Transfer Credits**

Policies pertaining to the number of transfer credits a student may apply toward a Master's degree, and under what circumstances, varies across graduate programs. Please consult each program's Graduate Student Handbook for specific details. In general, however, once a student becomes matriculated at Cedar Crest College, students will not receive any credit for graduate coursework completed at another institution.

Students are required to submit official transcripts to the Center for Lifelong Learning as part of the application process whereby they are formally admitted to a graduate program. Each Graduate Program Director is responsible for evaluating applicant transcripts and making the final determination as to whether transfer credits should be granted. Such decisions are not subject to appeal. The Graduate Program Director is responsible for notifying the Registrar's Office in the event that transfer credits are granted to a student.

### **Full-Time and Part-Time Status**

9 credits hours per semester, fall and spring, constitutes a full-time load for graduate students.

No student will be permitted to schedule an academic credit overload (over 9 credits) without the explicit permission of the Director of the graduate program in which the student is enrolled.

### **Course Registration**

Course registration is available to graduate students in good financial standing with the College. If a student is not financially eligible to register, the student may not register online or with a completed registration form in the Registrar's Office until that hold is removed. A copy of the registration will be kept in the Registrar's Office until notification of a change in the student's status is received from Student Accounts. Policies pertaining to online course registration vary across programs. Please consult each Graduate Student Handbook for specific details.

## **Assessment of Students for Field Placements**

Students enrolled in programs which require the completion of a field practicum or clinical experiences shall be subject to an assessment by the Graduate Program Director and/or explicitly designated faculty teaching in the program. The purpose of the review is to assess whether the candidate possesses the interpersonal skills, maturity of judgment, and demeanor to work with the public in a professional setting. This assessment, along with other appropriate indicators of student performance, are to be utilized as the basis for determining whether a student should be permitted to register for a field placement.

## **Visiting Students**

Policies pertaining to visiting students vary across graduate programs. Please consult each Graduate Student Handbook for specific details. In all cases, however, if a graduate course reaches its enrollment maximum, matriculated students are given preference over non-matriculated students.

## **Independent Study**

The purpose of an independent study is to enable a student to investigate a topic not covered in depth in regularly scheduled classes. It is generally assumed that the student has the necessary academic background and skills to pursue intensive scholarly work on the topic independently. Such work requires initiative, commitment to scholarship, excellent academic and study skills, and familiarity with the subject under study. The role of the instructor in such a course is primarily for consultation, advisement, and possible collaboration. Before proposing an independent study, the student should have explored other avenues for receiving instruction or course credit, including a course substitution chosen in consultation with the student's advisor and/or the Director of the graduate program in question.

The student should discuss the following aspects of the course organization with the faculty member:

- Learning objectives
- Reasons for pursuing the independent study
- Relevance to the student's academic program
- Schedule of meetings with the instructor
- Assignments and other work to be submitted
- Assessment and grading procedures

A student must prepare a proposal explaining these aspects of the learning experience and any other relevant information. The student must submit the proposal and an independent study form to the Graduate Program Director. The student also must receive approval from the Department Chair of the faculty member who will be supervising the independent study. The proposal and the independent study form bearing all required signatures must then be submitted to the Dean of Graduate Studies who, upon approval of the proposal, will forward the independent study form to the Registrar's Office.

Independent studies are charged at the current day per-credit rate. A faculty member who agrees to supervise an independent study receives compensation at the per-credit rate established for independent studies. Policies pertaining to the total number of independent study credits a student may receive vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

### **Financial Aid Policy and Academic Standing**

To be eligible for financial aid, a graduate student must be matriculated, enrolled for a minimum of six credits per semester, and possess a cumulative graduate G.P.A. of 3.00 or better.

All graduate students applying for financial aid must complete the FAFSA (Free Application for Federal Student Aid) between January 1st and May 1st for the following academic year. FAFSA forms are available from the financial aid office at Cedar Crest, or can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Cedar Crest's FAFSA code is 003243. Applicants selected for FAFSA verification are required to submit signed copies of federal income tax returns, W-2 forms and a Department of Education Verification Worksheet (provided by the College) to the College's Financial Aid Office.

The financial aid award year consists of two fifteen week semesters (Fall Term and Spring Term), followed by a trailing Summer Term. The Spring Term may also include an optional two to three week Winter Term. The Summer Term consists of three week May Term and two six week Summer Terms.

A student's eligibility for financial aid will be reviewed after the end of each academic year. The Financial Aid Office will notify the student in writing of the decision to deny eligibility for aid as soon as the information needed to measure academic progress is available. Full or part-time students are not required to maintain continuous enrollment to remain eligible for financial aid; however, students returning after a period of time will be reviewed for eligibility before financial aid is granted.

### **Leave of Absence**

Students wishing to take a leave of absence from a graduate program, must submit a written request to the Director of the graduate program in question. The granting of the requested leave is at the discretion of the Director based upon the procedures and criteria established for that program.

### **Maximum Period of Candidacy**

Policies pertaining to the maximum number of years that a student may qualify as a matriculated student vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

## **Dismissals and Re-admissions**

Matriculated students who fail to achieve a cumulative grade point average of 3.00 after each semester will be subject to dismissal procedures. Policies pertaining to the re-admission of students vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

## **Graduation Requirements**

The College confers degrees on graduates at the following ceremonies: Opening Convocation in August, Winter Graduation in January, and Commencement in May.

To participate in a graduation exercise, a student must have

- Successfully completed all degree requirements for his or her graduate program.
- Submitted an Application for Graduation form to the Registrar's Office at least three months before the expected graduation date.
- Fulfilled all financial responsibilities to the College.

Graduate Program Directors are responsible for certifying that students applying for graduation from their respective programs have fulfilled all degree requirements.

## **Official Withdrawal from Cedar Crest**

In order to withdraw officially from the College, a student must complete a process that starts in the Registrar's Office. Students should contact the Registrar's Office for information.

Official withdrawal prior to the official deadline for course withdrawal will result in all course work in progress being graded "W" (not computed into average). Withdrawal after the official deadline for course withdrawal will result in a grade of "F" for all courses.

## **Article D. Grading Policies**

### **Pass/Fail and Audit Options**

Students are not permitted to enroll in graduate courses on a pass/fail basis. Students also are not permitted to audit graduate courses.

### **Drop/add Period**

A student may add a course only during the first week of the course, space permitting. A student may drop a class during the drop/add period, or prior to the start of the class without the drop appearing on the student's transcript. Dropping one or more classes may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should contact the Financial Aid Office for information.

Policies pertaining to course withdrawals after the end of official drop/add period vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

### **Final Examinations**

In courses for which final exams are appropriate, the final exam will be held after the end of classes, during the final exam period. Take-home exams may be assigned by instructors in lieu of a scheduled final exam; such final exams must, however, be collected during the final exam period, not during the last week of classes. If a test other than a final exam is given during the last week of classes, it must not overrun the time scheduled for the class.

### **Submission of Grades**

Generally, final grades are due for each class within 48 hours after the final projects, papers, and work have been submitted. All grades are due within 48 hours after the end of the final exam period.

A final grade of "A+" or "D-" may not be given. No grade is to be given to any student not listed on a faculty member's final roster.

### **Grades and Quality Points**

Letter grades are used to designate academic achievement, with accompanying quality points:

A = 4.0 quality points	C = 2.0 quality points
A- = 3.7 quality points	C- = 1.7 quality points
B+ = 3.3 quality points	D+ = 1.3 quality points
B = 3.0 quality points	D = 1.0 quality points
B- = 2.7 quality points	F = 0 quality points
C+ = 2.3 quality points	

The GPA is computed at the completion of each academic semester and summer session for those courses taken at Cedar Crest College. Total quality points for each course are calculated by multiplying the number of course credits by the quality points for the grade earned. The average is calculated by dividing the total credits attempted into the total quality points earned. Credits earned by examination or by transfer from another institution are not computed into the Cedar Crest GPA.

## **Incompletes**

A temporary grade of Incomplete (I) is only given to a student who is doing passing work in a course but who, for reasons beyond the student's control, is not able to complete the course requirements by the deadline for submitting grades. At least 75% of the assigned work for the class must have been completed before a grade of "I" can be requested.

An Incomplete must be requested by the student, who will provide proper documentation of the reason for the request. The Incomplete must be approved both by the instructor and by the Director of the graduate program in question. The "Request for Incomplete" form is available in the Registrar's office. The deadline for requesting an Incomplete grade is ordinarily the last day of classes for the semester in which the course is taken. However, in cases involving unusual circumstances, such as sickness or injury, a member of Academic Services Staff or the instructor may request an Incomplete on the student's behalf.

A grade of "I" is not entered on a student's permanent record. Ordinarily, coursework must be completed within the first six weeks after the last day of final examinations. The instructor may choose to indicate on the "Request for Incomplete" form the grade the student should receive if no additional work is completed by the deadline specified. If the instructor does not turn in a grade within the six week period and has not indicated a grade on the incomplete form, a grade of "F" will be recorded for the course. If the instructor subsequently wishes to change the grade, s/he should follow the procedure for change of grade indicated below.

## **Change of Grade**

If a faculty member finds it necessary to change a student's grade, the faculty member must submit a change of grade form, accompanied with supporting documentation, to the Director of the graduate program in question. Graduate Program Directors are responsible for granting final approval for all change of grade requests. If approved, the Director then forwards the completed change of grade form to the Registrar's Office.

## **Repeating a Course**

Policies pertaining to the issue of whether a student may repeat a graduate course, and under what conditions, vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

If a course is repeated, the higher grade earned is computed into the student's grade point average. However, both grades appear on the permanent record. Repeating courses may affect a student's satisfactory academic progress requirement for receipt of financial aid; the student should consult the Financial Aid Office for information.

## **Student Appeals Process**

A student who has a disagreement with a faculty member about an academic matter should first attempt to resolve the matter through discussion with the instructor. If the issue is not resolved satisfactorily between the student and the instructor, the student may specify in writing the basis for the disagreement and request a review by the Director of the graduate program in question. If

the issue is an appeal of the final grade received in a course, this request must be submitted within three months of the date that term grades are issued by the Registrar.

A student who wishes to appeal the decision of the Program Director must write to the Dean of Graduate Studies within a month of the date of the Program Director's decision, enclosing copies of the written documents and requesting a review. The Dean of Graduate Studies, in consultation with the Program Director, will arrive at a final decision in the matter.

The Program Director and the Dean of Graduate Studies will each act within one month during the academic year of receiving a written student request pertaining to the matter. If the instructor is no longer employed by the College, the Program Director is empowered to act in his or her behalf.

## **Article E. Course Management Policies**

### **Textbook Orders**

The College Bookstore distributes textbook order forms to faculty each semester along with a deadline for submitting them, in order to ensure that books arrive in time for the start of the next session's classes. Faculty should complete and submit their book orders in a timely way. With the rise in availability of alternate sources of textbooks, including customized texts, faculty members may order textbooks from other publishing venues; however, they should be aware of the requirements of copyright law if they create a customized text. Information on these requirements may be obtained from the College Bookstore.

Faculty members are responsible for obtaining their own desk copies of required texts.

The College Bookstore checks course enrollments prior to ordering books from publishers. In order to avoid a shortage of books due to unexpected student enrollments, the faculty member should monitor enrollment in his or her classes and notify the Bookstore if enrollment increases in the two-week period preceding the start of classes.

### **Syllabus Policy**

The Provost will make the faculty aware of the College Policy on Syllabi prior to the start of each term.

The College Policy on Syllabi consists of the following:

- the Syllabus Guidelines as adopted by the Curriculum and Academic Policy Committee
- the requirement that syllabi must be provided to students during the first class meeting (or equivalent for Independent Study, online courses, etc.); and
- the requirement that syllabi must be submitted electronically to the Department Chair and to the Provost's Office no later than the first day of classes.

## **Plagiarism and Academic Dishonesty**

Individual instructors are responsible for investigating suspected acts of plagiarism and/or academic dishonesty as well as for determining what penalties are appropriate in confirmed cases. Depending on the severity of the offense and at the discretion of the instructor, penalties for academic dishonesty may range from a request to redo the assignment before the grade is assigned, to the assignment of an "F" for the assignment, to the assignment of an "F" for the course. Evidence collected in the Provost's Office of plagiarism and academic dishonesty may be used as grounds for suspension or expulsion. The Provost's Office is also to make an annual report to the faculty and to the Honor and Judicial Board, on the number and nature of academic dishonesty cases that occurred during the year.

An Instructor is entitled to take into account the student's degree of academic experience and any prior instances of plagiarism in the student's time at the College, in determining the penalty for the offense. If a student withdraws from a course and the instructor discovers academic dishonesty either before or after the withdrawal, the instructor's grade of "F" for the course supersedes the "W."

All cases of academic dishonesty involving graduate students must be reported to the Provost and the Director of the graduate program in which the student is enrolled. A written report, along with relevant documentation, must be sent to the Provost's Office, where it will be kept. Faculty encountering a case of academic dishonesty should consult the Provost's Office to determine if the student has committed acts of academic dishonesty on other occasions.

All instructors are required to include a statement about the College's academic dishonesty policy, as well as information about how the instructor will respond to evidence of plagiarism and/or academic dishonesty, on their course syllabi.

## **Classroom Protocol**

Appropriate classroom behavior is implicit in the College's Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Faculty members are entitled to expect students to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and fellow students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class (such as writing letters, reading external materials), to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment. If a student would like to bring a guest to class, permission must be secured from the instructor prior to that class time.

Some examples of disruptive behavior include the following:

- Poor personal hygiene
- Revealing dress
- Entering class late or leaving early
- Sleeping in class
- Eating/drinking in class without permission
- Use of electronic devices, cell phones or pagers during class
- Use of personal computers for purposes other than note-taking or class related activity
- Inappropriate personal disclosures in class
- Persistent speaking without permission

The following examples of disruptive behavior may result in interventions by the Office of Safety and Security and the Office of the Dean of Student Affairs:

- Disputing authority and arguing with faculty and other students
- Threats or harassment of any kind
- Physical disruptions or physical altercations

Faculty members have the authority to address disruptive behavior in the manner they see fit under the guidelines set forth in student handbooks. Such discipline can range from asking a student to behave to telling the student to leave class. Faculty may further choose to treat dismissal from class as an absence, for the purposes of attendance policies. If a student refuses to leave when requested, the faculty member may call Campus Security for assistance. Unless it is necessary for protection, the faculty member should not make any effort or threaten physically to remove the student. Depending on the circumstances and/or severity of the disruption, the faculty member may request that the expulsion from the class extend beyond the class period or be permanent. Under some circumstances, some behavior may warrant dismissal from the college. The student should be notified of the procedure by which she may appeal the dismissal.

If the faculty member desires that the expulsion extend beyond the class period or that it be permanent, the faculty member must first notify the Director of the graduate program in question and the Chair of the department responsible for scheduling the course. The instructor then must make such a request to the Dean of Graduate Studies and/or Provost prior to the beginning of the next meeting of that class. If the Dean of Graduate Studies and/or the Provost concur, the student is to be notified of procedures by which he or she may appeal. Under some circumstances, some behavior may warrant dismissal from the College.

Faculty members are expected to make clear on the first day of class expectations for specific classroom decorum and repercussions for non-compliance. Faculty members should be aware of setting boundaries and procedures for exceptions to expectations stated in the syllabus.

The following statement (or similar language) should be conveyed to students at the start of each term: "Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education."

## **Class Attendance**

Regular attendance at classes is expected of all students, regardless of whether attendance is a factor in a student's grade for a course. If attendance is used to compute the final grades for the course, that fact must be reflected in the course syllabus.

When an academic or extracurricular activity is scheduled in conflict with a pre-existing class time, the class takes precedence; arrangements with the instructor must be made in advance to enable students to attend the conflicting activity. (Amended May 24, 2005)

Students who are aware of potential conflicts due to College sanctioned activities should report and discuss these conflicts with course instructors as soon as they are known. The College encourages students to participate in sanctioned activities and encourages faculty to make arrangements to facilitate these experiences where possible.

When there is a conflict between two scheduled events and the professors in charge cannot come to an agreement, the student should contact the Dean of Graduate Studies, who will require the two professors to resolve the matter at a joint meeting with the Dean.

A student who is absent from classes for reasons such as illness or a family emergency must contact the Dean of Student Affairs, who will then verify the reason for the absence and notify the student's instructors. Faculty members who receive such notification should understand that the notification signifies that the information given by the student is creditable; the notification does not, however, serve to exempt students from any of their course requirements. Faculty members should develop policies for excusing students who miss classes or coursework for reasons beyond their control and should inform students about these policies.

## **Class Rosters**

Only students who are registered for classes may attend courses. The College is required to verify that students who are registered for a class are actually enrolled and attending courses. It is the responsibility of faculty members to verify attendance at two times during a semester—at the close of the drop add periods and again at the end of week nine.

Faculty members may access their class roster on [my.cedarcrest.edu](http://my.cedarcrest.edu), which includes a roster of students registered for each class. The Registrar's Office will also send each faculty member a roster of registered students. Student attendance or non-attendance must be indicated on the form, along with any students who are attending, but not reflected on the roster. Rosters must be returned to the Registrar's Office by the end of the eighth week of classes. This process must be done again at the end of week nine. For non-attending students, a date should be noted reflecting the last date of attendance.

## **Class Cancellation because of Inclement Weather**

In every situation, both individual and institutional, the decision to cancel classes should be taken very seriously. The reputation of the institution and the integrity of the academic program rely on every class being conducted according to the schedule; as well, there are financial ramifications for students and their employers whenever a class is not held.

When predictions of severe weather warrant closing the College or delaying the opening of the College, every attempt will be made to announce this decision at least two hours in advance, to accommodate those faculty and students who come to campus from a distance. This information may be obtained from any of the following sources:

- e2campus
- Inclement Weather Hotline (610-606-4629)
- Television stations: WFMZ TV 69, WNEP TV 16
- Radio stations: WODE FM 99.9, WCTO FM 96.1, WLEV FM 100.7, WAEB FM 104.1, WAEB AM 790, WEST AM 1400

Occasionally, weather-related conditions at a faculty member's home make it difficult or impossible to travel to Cedar Crest even if the College is open. In this situation, ***the faculty member is responsible*** for notifying students directly of the decision to cancel a class. Academic administrative assistants or other support staff should not be expected to assume this responsibility for any faculty member. Nor should a faculty member leave a message with the switchboard or ask someone else to post a sign on a classroom door. When the weather is inclement, *everyone* is facing problems, including staff and other faculty, so instructors must assume the personal responsibility of notifying students enrolled in their courses.

Faculty members should determine the optimal way to contact students and discuss their approach to class cancellation with students in advance, ideally at the beginning of the semester. Faculty can provide such notifications via the campus email system. However, faculty may elect to do so by phone. It is the faculty member's responsibility to solicit phone number from each of the students enrolled in a course. Students should be told that this information will not be shared with anyone.

Perhaps the ***easiest and most convenient way*** for faculty to implement an individual contact system is to use the campus voice mailbox to relay the information, thereby enabling an instructor to create their own individual "weather hotline". Voice mail "greetings" can be changed from off campus as instructed below. Faculty should discuss this method of contact with students at the beginning of the semester.

**Procedure for Changing your Voicemail Greeting from off campus:**

1. Dial 610-606-4666
2. Following the recorded directions, press #
3. Following the recorded directions, enter 4-digit campus extension and your security code
4. You will now be in your voice mailbox; press#, then press 3
5. When the recording says “For personal options, press 1”, press 1
6. When the recording says “To record a personal greeting, press 3”, press 3
7. When the recording says “To record your normal greeting, press 2”, press 2
8. Press 2 again to bypass listening to your current greeting. The recording will instruct you “To start recording, press 2; to stop recording, press 2”
9. Press 2; at the beep, record the information about your cancellation, including any assignment for students, then press 2 again to close the recording session
10. The recording will say “To save this message, press 5; to review this message press 6; to delete this message and record a new greeting, press 4”. (If you would like to listen to your new greeting, press 6.)
11. When you are satisfied with your message, press 5 to save, then press \* to exit your mailbox.
12. Remember to change this greeting later as necessary.

Faculty without a telephone extension on campus should discuss the matter of student notifications with the Director of the graduate program in question or the Chair of the department in which the graduate program is housed.

Faculty also are encouraged to leave a message for the administrative assistant for the program so that administrators are informed of the cancellation. However, faculty should not assume that student notification will result from this call.

If an institutional decision is made to close the College for inclement weather conditions, faculty do not need to contact students.

**Class Cancellation because of Faculty Absence**

If an instructor will not be present for a class because he or she is engaged in another professional activity, this information should be announced to students well in advance, on the syllabus if possible. Faculty members are expected to discuss alternative activities or assignments with the students and make it clear how the time will be made up. Any anticipated absence should be reported to the Director of the graduate program in question, the Dean of Graduate Studies, and the Chair of the faculty member’s department. .

Occasionally a medical or personal emergency arises which forces a faculty member to cancel a class at the last minute. Faculty are responsible for exercising good judgment to make the best of this unfortunate situation.

If faculty can notify their students individually by phone or email, this is the best alternative (obviously, the “hotline” system will not work for emergency absences). If the situation prevents a faculty member from doing this and the emergency occurs at a time when the

department's academic administrative assistant is at the College, the faculty member should call and ask the administrative assistant to notify students in the class. Many departments maintain "last minute" email/phone lists (similar to the one discussed in A2 above) for just this purpose. At the very least, Security (extension 3522) should be notified so that a cancellation notice can be placed on the classroom door and a message should be left with the Provost's office (extension 3397). *Do not call the College Center or make that the sole point of notification, as most students do not pass through this area regularly.* Any emergency absence should be reported to the Director of the graduate program in question, the Dean of Graduate Studies and the Chair of the faculty member's department.

### **Reasonable Accommodation**

It is the policy and practice of Cedar Crest College to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding individuals with disabilities. No otherwise qualified individual with a disability shall be denied access to or participation in services, programs, or activities at Cedar Crest College. Cedar Crest College provides reasonable accommodations for students with disabilities.

Academic Services is the office with responsibility for making the determination of whether a student possesses a disability that may require reasonable academic accommodations. Students who believe they have a disability should contact Academic Services to discuss the disability privately and to provide appropriate disability documentation. Medical or other information provided as evidence of a disability is confidential. Students do not have an obligation to discuss the nature of their disabilities with faculty members, though they may choose to do so. If a student discusses a disability with a faculty member, the faculty member should direct the student to Academic Services and notify Academic Services that the student is requesting an accommodation or a change to the typical course requirements because of an asserted disability.

The Advisory Accommodations Committee reviews documentation, maintaining confidentiality, to determine whether the student possesses a disability as defined by law. If a student has such a disability, the Committee makes recommendations regarding reasonable accommodations. Faculty members may be consulted regarding the impact of potential accommodations on the essential requirements of a course. The Office of the Executive Vice President of Finance and Administration may be consulted about whether a proposed accommodation is reasonable in light of the financial implications of a proposed accommodation.

Academic Services notifies students and relevant faculty members in writing of the specific accommodations that the College believes are reasonable for the student's particular disabilities. These letters are sent prior to the beginning of a semester, unless the issue has not been raised or resolved before the beginning of the semester.

The accommodation letter that the faculty member receives identifies the student with a documented disability, how the disability may affect academic functioning and lists the specific accommodations that the College has determined are reasonable for the particular student's disability.

If a student has a disability within the meaning of the law, the College will make reasonable accommodations. An accommodation is not considered to be reasonable if it would alter an essential or fundamental aspect of the course or program. If a faculty member believes that an

accommodation will require an alteration of an essential or fundamental aspect of the course, the faculty member should contact Academic Services immediately. Unless Academic Services hears from the faculty member, students can expect that the listed accommodations will be made.

Students are provided with copies of their disability accommodation letters and instructed to identify themselves promptly to the faculty member. Once students have identified themselves, the faculty member and the student should have a private discussion about how accommodations will apply to a specific course. Students may choose to implement their accommodations at their discretion. If a student does not approach a faculty member and the faculty member has received an accommodation letter about this student, the faculty member should notify Academic Services. Faculty members are encouraged to request assistance from Academic Services should there be any difficulties in implementing accommodations.

Faculty should provide disability accommodations only to students for whom they have received an accommodation letter from Academic Services. Should a student request disability accommodations without proper authorization, the student should be referred to Academic Services.

### **Release of Student Information**

Cedar Crest College does not release a student's educational records to any individual, agency or organization without the written permission of the student, with exceptions permitted by law:

- a. Records may be released to Cedar Crest faculty members, administrators, and staff who have a legitimate educational interest in the records.
- b. In consultation with the Registrar, records may be released to authorized representatives of the federal or state agencies with the legal authority to obtain such information.
- c. Records may be released to persons who require access in consideration of a student's application for, or receipt of, financial aid.
- d. Records may be released to the parent(s) of the dependent students as defined by the Internal Revenue Service. Information released to a parent will generally be given with the knowledge of the student.
- e. Records may be released to persons authorized to receive such data through judicial order or pursuant to a subpoena. All such inquiries must be referred to the Office of the Provost. Except in instances where such information is sought under the USA Patriot Act or the Foreign Intelligence Surveillance Act, the College will attempt to notify the student in advance of its compliance with such orders.
- f. Records may be released to appropriate persons in connection with an emergency if knowledge of such information is necessary to protect the health or safety of the student or other persons.

## **Article F. Procedure to Amend**

The Faculty Handbook, Book Seven, may be amended provided that the following procedures are followed:

- A motion to amend may be submitted in writing to the Graduate Program Committee by members of the faculty or by members of the administration, or it may be developed by the committee itself. The Graduate Program Committee will decide whether the motion requires faculty action or whether it involves a departmental or administrative procedural change. In the latter case, the language of Book Seven may be updated without faculty action, and the faculty will be informed of the change via a memo distributed by the committee.
- If the motion to amend requires faculty action and has not been specifically proposed by the Graduate Program Committee, the proposed amendment must be presented to the Committee. The Graduate Program Committee then will consider the amendment and issue a written report in which it takes one of the following actions:
  - recommends the faculty's approval of the amendment as originally proposed
  - proposes a substitute amendment whose approval it recommends, or
  - recommends that the amendment not be approved.
- The Graduate Program Committee's report will include reasons for the recommendation. If the motion to amend is developed by the Graduate Program Committee itself, the Committee will issue a written report to the faculty in which the Committee recommends the faculty's approval of the amendment and includes reasons for the recommendation.
- The Graduate Program Committee's report will be distributed for faculty consideration following the procedure detailed in the Faculty Bylaws for committee reports.
- A motion to amend may be voted upon at any regular or special faculty meeting called for that purpose, provided that at least four calendar weeks have elapsed since it was formally proposed to the faculty. The provision to delay the vote may be waived by a two-thirds majority vote of all faculty members present and voting.
- An amendment must pass by a two-thirds majority vote of those faculty members present and voting.
- An amendment proposed to any Article of Book Seven that requires faculty action and is adopted by the faculty will be submitted to the President to convey it and make recommendation to the Board of Trustees. The amendment is effective only upon adoption by the Board.