

BOOK SEVEN. Graduate Education: Academic Philosophies and Policies

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Article A. Academic Philosophy

1. The Culture of Graduate Education

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 21st century will present, graduate education at Cedar Crest 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.

2. College Mission Statement

The mission of Cedar Crest, an independent college primarily for women, 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.

3. 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.

4. 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.

5. Academic Standard of Integrity

Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education. The process of responding to instances of behavior that violate the Cedar Crest Academic Standards of Integrity is managed by the Dean of Student Success, on behalf of the Provost's Office, in conjunction with instructors, Program Directors, and Department Chairs.

a. **Academic Misconduct**

Cedar Crest College considers the following acts, but not only the following acts, to be breaches of its Academic Standard of Integrity. Cedar Crest College reserves the right, in its sole discretion, to define what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, the following:

- i. Cheating. During the completion of an academic assignment (e.g. quizzes, tests, examinations, artistic works, presentations, or papers), it is dishonest to use, have access to, or attempt to gain access to any and all sources or assistance not authorized by the instructor.
- ii. Plagiarism. Plagiarism is the act, intentional or not, of misrepresenting the work, research, language, or ideas of another person (published or unpublished) as one's own. An assignment or part of an assignment that fails to acknowledge source material through an appropriate academic discipline's citation conventions for quotation, paraphrase, and summary also constitutes plagiarism.
- iii. Collusion. Collusion is the collaboration of two or more individuals in either giving or receiving assistance not authorized by the instructor for the completion of an academic assignment.
- iv. Falsification. Falsification is the misrepresentation of academic work or records. Falsification includes but is not limited to: the fabrication of research, scientific data, or an experiment's results; providing false information regarding an academic assignment, including reasons for absence, deadline extension, or tardiness; the tampering with grade or attendance records; the forging or misuse of college documents or records; or the forging of faculty or administrator signatures. An assignment, or part of an assignment, submitted for academic credit in one course and resubmitted by the student for academic credit in another course without both instructors' permission also constitutes falsification.
- v. Sabotage. Sabotage is the act of hindering another student's (or students') ability to complete an academic assignment. Destruction of college property (e.g. library holdings, laboratory materials, or computer hardware or software) may constitute sabotage.
- vi. Impersonation. Impersonation is the act of a person pretending to be a student during the completion of an academic assignment; impersonation also includes the act of a student soliciting another person to assume that student's identity for the completion of an academic assignment.

Other Forms of Academic Misconduct. The forms of academic misconduct defined above are not exhaustive, and other acts in violation of the Cedar Crest Honor Code or Academic Standard of Integrity may be deemed academic misconduct by an instructor or by the college.

b. **Violations of Academic Integrity**

All instructors are required to include the College's Academic Standard of Integrity on their course syllabi, as well as information about the response to evidence of academic misconduct and potential sanctions incurred. The initial response to academic misconduct rests with the individual instructor, who is entitled to take into account the student's degree of academic experience and any prior instances of academic misconduct in the student's time at the College, when recommending the penalty for the offense. Instructors encountering a case of academic misconduct may consult with the Provost's Office to determine if the student has committed acts of academic misconduct on other occasions prior to recommending a sanction.

All instructors who believe that a student has breached the Academic Standard of Integrity should first discuss the issue with the student. If, after discussion with the student, the faculty member determines that academic misconduct occurred, the faculty member must report the incident to the Provost's Office using the Academic Misconduct Report and attach relevant evidentiary documentation as appropriate. All reported incidents of academic misconduct will be held on record by the Provost's Office. The Provost's Office is to make an annual report to the faculty on the number and nature of academic misconduct cases that occurred during the year. Program Directors and Department Chairs will be provided with this report each semester.

Upon receiving an Academic Misconduct Report, the Provost's Office will share the report with the appropriate Program Director. The Program Director has 10 days after the receipt of the report to consult with the submitter and inform the Provost's Office if there are to be any changes to the charges or sanctions for the case. Simultaneously, the Provost's Office will review the report and student's history to determine appropriate action according to the following:

1. For offenses which are deemed to be minor violations, in consultation with the submitter and the Program Director, the Provost's Office will notify the student of the misconduct charge, and sanction, and the procedure to appeal the charge(s) and associated sanction(s). Students who wish to appeal these must submit their appeal in writing to the Provost's Office, which will convene an Academic Integrity Review Board to hear the appeal.

2. For offenses which are deemed to be significant violations, in consultation with the submitter and the Program Director, the Provost's Office will notify the student of the misconduct charge and convene an Academic Integrity Review Board to hear the case.

c. **Academic Integrity Review Board**

An Academic Integrity Review Board will be convened to review student appeals of minor offenses, and to review all significant violations. Each Review Board will be comprised of two faculty members and one graduate student, chosen in rotation from a pool of trained representatives, to allow those with direct knowledge of the case or individuals involved to recuse themselves. Four full time faculty members will be nominated by the Faculty Personnel Committee using the procedure in Book 2, Article G.1.c, and elected to a 3-year term. Four graduate students will be selected by the Provost's Office. The Dean of Students will serve ex-officio to provide continuity across hearings. All Board members will receive ongoing training pertaining to academic integrity policies and procedures, innovations, and trends, and will meet regularly to promote consistency in approaches to reviewing cases, determining responsibility, and assigning sanctions.

Board hearings will be scheduled no more than 45 days after the report is submitted. When convened, the Board will offer the accused student the opportunity to address the Board, as well as offer evidence or other information pertinent to the violation and/or the associated sanction. The Board may also choose to invite other related parties, including the original submitter and/or the Program Director, to address the Board. After the review of these testimonies in addition to all materials submitted related to the case, the Board will determine the student's responsibility for the violation (or the associated sanction if that is the sole subject of the student's appeal). If the student is found responsible, the Board will determine the appropriate charge(s) and sanction(s).

Students will be notified of the Board's decision by the Provost's Office within 7 days of the hearing. Students who wish to appeal the Board's decision may do so in writing to the Dean of Student Success, who will adjudicate the appeal on behalf of the Provost's Office. If the student is not satisfied with the decision of the Dean of Student Success, the student may submit a Student Complaint Form.

d. **Sanctions**

Students who breach the Academic Standard of Integrity – as set forth in the types of academic misconduct specified under the Faculty Handbook, Book VII Article.A.4.a – are subject to sanctions imposed by an instructor, an Academic Integrity Review Board, the Provost's Office, or the Board of Trustees. Such sanctions can range from, but are not

limited to, the expectation to redo an assignment; the reduction in grade for an assignment or course; the failure of an assignment or course; suspension or expulsion from the college; or the withholding, denial, or rescinding of academic degrees. Sanctions imposed by the Academic Integrity Review Board will be made in consultation with the director of the program affected.

e. Course Failures

In cases in which the sanction for a violation of the Academic Standard of Integrity is a final course grade of “F”, the student may be removed from the course upon entry of a final grade of “F” by decision of the Academic Integrity Review Board, in consultation with the course instructor. If a student withdraws from a course, before or after being found responsible for academic misconduct in that course, a sanction of a final grade of “F” for the course will supersede the “W.”

Article B. Curricular Policies

1. 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 Associate Provost, 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.

2. 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. All versions of Graduate Student Handbooks must be approved by the Associate Provost and the Provost prior to dissemination to students. 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.

3. 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.

4. 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 well as the Chair of any department responsible for programmatic curricular content.

The Chairs Group, the Faculty Council, the Graduate Program and Policy Committee, the Budget Advisory 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.)

5. Program Assessment

Graduate Program Directors, in consultation with the appropriate Department Chair(s), are responsible for evaluating their respective programs as part of a Periodic Program Review cycle, along with annual assessment reports that include a written yearly report submitted to the Provost's Office. 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 Associate Provost 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.

6. Procedure for Proposing New Programs

A new program may be developed and proposed by a faculty member, an academic department or the School of Nursing, several departments in the case of an interdisciplinary initiative, or the Provost. A new program is one whose requirements lead to the creation of a new certificate, master or doctoral degree.

The process begins with the sponsor(s) consulting with the Provost and the Associate 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 written proposal adhering to the "Guidelines for Developing a New Program Proposal," available from GPPC or the Associate Provost.

The completed application must be submitted simultaneously to the Department Chairs group, the Office of the Provost, the Faculty Council, and the Graduate Programs and Policy Committee. After review and consultation, as needed, with the program sponsor(s) or other

involved parties, the Associate Provost and faculty committees will make their respective recommendations to the Provost concerning the merits of the proposed program and/or raise any concerns as appropriate. In principle, this stage of the program review process should take no longer than 30-45 days from the time that a completed proposal is submitted.

Upon review and approval by the Provost, the Graduate Programs and Policy Committee will review the proposal and make a recommendation to the full Faculty at a regularly scheduled Faculty meeting. In the case of a disagreement between the Provost and the Graduate Programs and Policy Committee about the proposal's merits or details, the recommendation from the Provost will have priority, though both recommendations and their rationale shall be reported to the Faculty.

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 Provost. Upon consultation with the President, the Provost will take the recommendation to the Academic Affairs Committee, for approval by the full Board.

7. 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, as well as the Chair of the department or the Dean of the School of Nursing, depending upon which academic unit houses the program.

A proposed new course not designated as a Special Topics course must be submitted to the Department Chairs group for information and approved by the Director of the Graduate Program in question, the Chair of the department which houses the program, the Office of the Provost, the Graduate Programs and Policy 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 included as part of a new program that has been authorized by the College (following Book 7.B.6) are approved on the basis of the program authorization and do not require separate individual approvals if scheduled within four years of program authorization.

New courses must be proposed using the Graduate Course Proposal Form available on the Faculty web page; when approved as part of a program authorization, new courses must use the Graduate Course Proposal form for documentation prior to their being scheduled. Graduate courses generally are numbered from 500 to 899.

8. 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 Programs and Policy Committee and the Associate Provost in writing of all planned programmatic changes. The Graduate Programs and Policy Committee and/or the Associate Provost 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 Programs and Policy Committee may determine that the proposed changes require the approval of the full faculty. Such changes will be brought to the Faculty Council by the Chair of the committee.

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 Programs and Policy 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 Programs and Policy Committee may determine that the proposed changes require the approval of the full faculty. Such changes will be brought to the Faculty Council by the Chair of the committee.

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.

9. Elimination of Graduate Programs

A recommendation for program discontinuation is expected to be given only after annual and periodic program reviews indicate that this is the best action for the College. Because the discontinuation of a program often impacts departments beyond the one in which the program proposed for discontinuation is housed, the program discontinuation process must be begun and completed within the academic year, unless the President and the faculty (by a simple majority vote) authorize the process to take place outside the academic year and a set time frame is designated during the voting process. These communications include

notification of a proposal to discontinue a program to the Department by the College, or to the College by the Department, proposals that will be reviewed by Faculty Council from the Department and the College regarding the discontinuation of a program, and the vote by a quorum of the full faculty regarding their level of support for the discontinuation of a program. By conducting these processes within the academic year this will ensure that the maximum number of faculty are informed and able to contribute their input to the process of proposing the discontinuation of a program.

a. Program Elimination by a Department Chair for Educational Reasons

In consultation with the Program Director and the Associate Provost, a Department Chair that proposes to discontinue a graduate program should send a proposal (See “Appendix A, Book IV, Review of Academic Major Proposed for Discontinuation”) and a rationale to the Faculty Council and the Provost for review and to the Graduate Programs and Policy Committee for that committee's information. Once the Provost receives a copy of the proposal to eliminate the program, the Provost should prepare a similar proposal using the procedure outlined in Appendix A, with information that indicates support or rejects the Department Chair’ s decision to eliminate a program. The Provost should prepare this proposal and submit it to FAC within four weeks of the Department Chair’s proposal. However, if the Provost agrees with the Department Chair’ s proposal, the Provost can express this in a note to FAC and the Provost does not need to write a separate report.

If the Faculty Council determines that the information provided by the Department Chair and by the Provost in their rationales sufficiently address the reason(s) to discontinue the program and indicate that there will be no or minimal consequences of program discontinuance on faculty, students, or other academic programs, it may decide to support the Department Chair’ s and the Provost’ s proposals for program discontinuance without further review by making a recommendation to the faculty at a regular Faculty meeting. After a thirty-day layover, a quorum of the Faculty will vote on the proposal to discontinue the academic program. The vote of the Faculty will be submitted to the President to convey it and make a formal recommendation to the Board of Trustees. The graduate program is discontinued or retrained upon the decision of the Board of Trustees.

If the proposal is made to discontinue a graduate program by the Department Chair in consultation with the Associate Provost, but the proposal from the Provost says to keep the program and the Faculty Council determines that further consideration is necessary before its own recommendation is made, it will review both the Department Chair’s proposal and the Provost’ s proposal, following the procedure described in the document “Review of Academic Major for Discontinuation” (Appendix A, Book IV). In addition to

reviewing the information specifically addressed by these documents, the Faculty Council may follow up by requesting further information from the program or members of the administration as necessary or helpful to inform its deliberations. Ordinarily, the Faculty Council will complete its review within six weeks from the date that it was notified of the department's intention to discontinue the program. The Faculty Council will then make a recommendation to the faculty at the next regular Faculty meeting indicating its support or lack of support for the department's proposal to discontinue the graduate program and providing a rationale for its recommendation. After a thirty-day layover, a quorum of Faculty will vote on the proposal to discontinue or to keep the academic program. The vote of the Faculty will be submitted to the President to convey it and make a recommendation to the Board of Trustees. The graduate program is discontinued or retained upon approval of the Board of Trustees.

b. Program Elimination by the College on the Basis of Recommended Program Change

The College may recommend the discontinuation of a graduate program due to program change. If the elimination of the graduate program is proposed by the College rather than by the Department Chair, the President and the Provost, after consulting with the Department Chair, Program Director, and the Associate Provost, will provide the Faculty Council with information regarding the circumstances surrounding the recommendation for program discontinuation. The involved graduate program will also provide the Faculty Council with its position on the proposed program discontinuation and its rationale for this position.

The College (e.g., the President and Provost) should first consult with the department chair when a graduate program is recommended for discontinuation. The graduate program will have four weeks from the time it is informed by the College of potential program discontinuation to provide FAC with a report as outlined in Appendix A, Book IV "Review of Academic Major Proposed for Discontinuation" regarding its position on the discontinuation of the program. The College will prepare a similar report following the guidelines of Appendix A and present this to FAC (Faculty Council). However, if the graduate program agrees with the College's proposal, the Department can express this in a note to FAC and the graduate program does not need to write a separate report. Ordinarily, the Faculty Council will complete its review within six weeks from the date that it was notified of the College's intention to discontinue the program. The Faculty Council will use the reports provided by the College and the graduate program to guide its review of the program. In addition to reviewing the information specifically addressed by these documents, the Faculty Council may follow up by requesting further information from the graduate program or members of the administration as necessary or helpful to

inform its deliberations. The Faculty Council will then make a recommendation to the faculty at the next regular Faculty meeting indicating its support or lack of support for the College's proposal to discontinue the graduate program and providing a rationale for its recommendation. After a thirty-day layover, a quorum of Faculty will vote on the proposal to discontinue the graduate program. The vote of the Faculty will be submitted to the President to convey it and make a recommendation to the Board of Trustees. If the recommendation is to discontinue the graduate program, such graduate program is discontinued upon approval of the Board of Trustees.

In the circumstance that termination of faculty members may accompany the discontinuance of an academic program, the procedure for termination laid out in Book 3.K of the Faculty Handbook will be followed; that process accompanies the process for program discontinuation laid out here.

c. Program Elimination by the College on the Basis of Financial Exigency

If the College proposal is made to eliminate a graduate program on the basis of financial exigency, the determination of financial exigency must be addressed first, following the process specified in Book 3.K.6.a. of the Faculty Handbook.

As part of this process, the Faculty Council 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 Council and the Provost may discuss the issues and identify potential resolutions. Following the discussion, the Provost, and the Faculty Council will submit written reports and recommendations to the President. The Faculty Council 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 Council. 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.

10. Course Enrollments and Course Cancellation Policy

Cedar Crest College publishes a course schedule for each academic session. Course rotations will be reviewed on a regular basis by Graduate Program Directors, in consultation with the Associate Provost, Registrar, 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 Provost, in consultation with the director of the graduate program in question and the Associate Provost. Students who need the course to complete their academic program will be advised and their needs appropriately supported.

11. Graduate Assistantships

Graduate assistantships are designed to promote the educational goals and objectives of a master's 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. Eligibility for an assistantship is defined by each graduate program as outlined in program student handbooks.

12. Intellectual Property Rights

Please refer to Book Three, Article I.

Article C. Student Registration Policies

1. 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 School of Adult and Graduate Education's Admissions Office. After submitting the application, students will receive a letter from the Director of Admissions for the School of Adult and Graduate Education. If the applicant is admitted, the date which appears on the letter of acceptance is the date of matriculation.

2. 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 School of Adult and Graduate Education's Admissions Office 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.

3. Full-Time and Part-Time Status

Full-time and part-time enrollment student status for the purposes of a plan of study toward degree completion in a Graduate Program is program specific. Students must consult with the associated Graduate Program Director and/or program Student Handbook for details on required credit loads and/or credit load limits, if any.

Information on eligibility requirements for U.S. federal financial aid for Graduate Students can be found in Article C. 9, Book 7 of the Faculty Handbook and through the office of Student Financial Services.

4. 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. Policies pertaining to online course registration vary across programs. Please consult each Graduate Student Handbook for specific details.

5. 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.

6. 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.

7. 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 Office of the Provost who, upon approval of the Provost, 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.

8. Financial Aid Policy and Academic Standing

To be eligible for U.S. federal 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.

The financial aid award year consists of two fifteen-week semesters (Fall and Spring Semesters), 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 Student Financial Services 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.

9. 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.

10. 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.

11. Maintenance of Degree or Certificate Candidacy

Students who have completed all curricular requirements for a graduate degree or certificate program with the exception of a thesis or dissertation upon which they continue to work must register for at least a 1-credit Maintenance of Candidacy course during each subsequent fall and spring semester until they complete the program.

12. Dismissals and Re-Admissions

Matriculated students must maintain normal progress toward degree completion, as defined by their graduate program's handbook, or be subject to dismissal from the program and College. Policies pertaining to the re-admission of students vary across graduate programs. Please consult each program's Graduate Student Handbook for specific details.

13. Graduation Requirements

: Cedar Crest College confers degrees three times a year; In January, May, and August.

To be eligible for the specified master's degree, the student must have:

- Successfully completed the required number of credits distributed according to the requirements of the curriculum for his or her graduate program;
- Successfully completed the Professional Contribution/Thesis/Dissertation specific to his or her graduate program;
- Submitted an Application for Graduation form to the Registrar's Office before the established deadlines. 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.

To participate in Commencement, students must be certified for graduation by their department chair and registered for the courses that will satisfy degree requirements in their entirety within four months of the ceremony date; such students who participate in Commencement but fail to satisfy degree requirements are not and shall not be considered to have graduated from the degree program. Students may participate in only one Commencement ceremony per academic degree.

14. 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

1. Pass/Fail and Audit Options

Students enrolled in a graduate course must adhere to pass/fail grading and audit policies established in the graduate program handbook governing the course or otherwise established by the graduate program director or department chair who oversees the course.

2. 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.

3. 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.

4. 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. No grade is to be given to any student not listed on a faculty member's final roster.

5. 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

P = quality points, not applicable.

The letter grades listed here are the only letter grades that can be used to designate academic achievement.

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.

6. 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. A grade of Incomplete must be approved by the instructor.

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. If the instructor does not turn in a grade within the six-week period, 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.

7. 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.

8. 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.

9. Student Due Process – Academic Matters

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 elect to contest the decision through the Student Complaints – Appeals Process (see below). If the issue is a dispute of the final grade received in a course, this appeal must be submitted within thirty days of the date that term grades are issued by the Registrar.

10. Student Complaints – Appeal Process

A student who wishes to appeal the decision of an academic matter (academic matters include disputes over grades, allegations of academic misconduct, and program dismissals) or has a specific complaint regarding a non-academic matter should address the issue in writing to the Program Director of the graduate program in question. If the complaint or appeal involves the Program Director, the student should address the issue in writing to the Chair of the Department in which the program is housed. The original complaint or appeal will be kept on file with the Program Director. The Program Director in consultation with the Department Chair and any faculty named in the complaint or appeal or the Department Chair (if the complaint or appeal involves the Program Director) will make a decision on the adjudication of the complaint or appeal to the student in writing within thirty days. This decision will be kept on file with the Program Director. If the student is dissatisfied with the decision of the Program Director or Department Chair, the student has seven days to appeal in writing to the Associate Provost. The student should submit all correspondences along with the appeal. The Associate Provost will respond in writing to the student and Program Director within thirty days regarding the Associate Provost's decision of the appeal. The decision of the Associate Provost will be kept on file with the Program Director.

If the student is not satisfied with the decision of the Associate Provost, the student can file a Student Complaint Form with the Provost

(http://www.cedarcrest.edu/peer/Student_Complaints.shtml). Complaints must be reported within one (1) calendar year of the incident that caused the complaint. The Provost will seek to address complaints within twenty (20) business days. Individuals and offices identified as party to a complaint may be notified and asked to provide relevant information. Records of all Student Complaints received by Cedar Crest College will be maintained as required by all applicable state and federal regulations or statutes and in accordance with College policies and procedures.

The Program Director also has the option of appealing the Associate Provost's decision to the Provost. Upon receipt of the appeal and all correspondences, the Provost will consult with the Associate Provost and will have thirty days to respond in writing to the student, Associate Provost, and Program Director regarding the decision of the Provost. All appeals to the

Provost and written responses will be kept on file with the Program Director. Decisions of the Provost are final.

11. Student Academic Misconduct

Faculty who suspect academic misconduct on the part of the student, should first discuss the issue with the student. If, after discussion with the student, the faculty member believes that academic misconduct occurred the faculty member must report the incident to the Provost's Office in a timely manner using the "Report of Academic Misconduct" and attach relevant evidentiary documentation as appropriate. The faculty member must also notify the student that a Report of Academic Misconduct will be submitted. Contemporaneous with the submission of the report to the Provost's Office, the faculty member must report the incident in writing to the Program Director. This report will be kept with the Program Director. Within Fourteen days of receiving the report, the Program Director, in consultation with the faculty member issuing the report and the Department Chair, will make a written notification to the Provost regarding the extent (if any) of the disciplinary action toward the student.

Depending on the severity of the offense and at the discretion of the instructor, penalties for academic misconduct 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 academic misconduct may be used as grounds for suspension or expulsion. An Instructor is entitled to take into account the student's degree of academic experience and any prior instances of academic misconduct 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 misconduct either before or after the withdrawal, the instructor's grade of "F" for the course supersedes the "W."

The student will also receive written notification from the Program Director regarding this decision. Both the written notification to the Provost and to the student will be kept with the Program Director. Students disagreeing with the decision of the Program Director should follow the Student Complaint – Appeals Process.

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

Article E. Course Management Policies

1. 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.

2. Syllabus Policy

The Office of 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 Committee on Undergraduate Education and the Graduate Programs and 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.

3. Classroom Protocol

a. Learning Environment and Appropriate Classroom Behavior

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The college's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds. The college expects students to conduct themselves in a manner that best realizes their own and other students' education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes,

to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member. Academic programs or individual faculty members may establish additional behavioral policies for their courses, including those which take classroom behavior into account for a student's academic evaluation. If a student would like to bring a guest to class, permission must be secured from the instructor prior, to that class time.

b. Response to Disruptive Classroom Behavior

Faculty members are entitled to respond to disruptive student behavior. Responses can range from a verbal warning to requiring 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 is to call Campus Security and have the student removed. Unless it should be necessary to protect oneself, the faculty member should not make any effort or threat to remove the student physically. 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 chair of his or her department, and then make such a request to the Provost prior to the beginning of the next meeting of that class. If the Provost concurs, the student is to be notified of procedures by which she may appeal. Under some circumstances, some disruptive classroom behavior may warrant dismissal from the College.

c. Notification of Classroom Protocol

Faculty members are expected to make clear expectations for specific classroom decorum and repercussions for non-compliance, including the impact disruptive behavior may have on students' academic evaluation. Faculty members should be aware of setting boundaries and procedures for exceptions to policies 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 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."

4. Class Attendance

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

syllabus. For courses requiring a final exam, students are required to attend the exam, on the day and time scheduled by the Registrar's Office.

5. 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, 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.

6. 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, through a course's Learning Management System webpage, or by recording an outgoing voicemail message from a campus office extension (see General Services for instructions for changing your voicemail from off-campus). Faculty may also elect to do so by phone. It is the faculty member's responsibility to solicit phone numbers 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 from the College's General Services office. Faculty should discuss this method of contact with students at the beginning of the semester.

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. Faculty should not assume, however, 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.

7. 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 Associate Provost, 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 possible, the faculty member should notify their students individually by phone or email. If the situation prevents a faculty member from doing this and the emergency occurs at a time when the 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 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). Any emergency absence should be reported to the Director of the graduate program in question, the Associate Provost, and the Chair of the faculty member’s department.

8. 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.

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.

9. 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 Registrar's Office and 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.
- g. Redacted records may be released to programmatic or regional accreditation bodies.

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 Programs and Policy Committee by members of the faculty or by members of the administration, or it may be developed by the committee itself. The Graduate Programs and Policy 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 Programs and Policy Committee, the proposed amendment must be presented to the Committee. The Graduate Programs and Policy 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 Programs and Policy Committee's report will include reasons for the recommendation.
- If the motion to amend is developed by the Graduate Program and Policy Committee itself, the Committee will issue a written report to the faculty, which is reviewed by Faculty Council, in which the Committee recommends the faculty's approval of the amendment and includes reasons for the recommendation.
- The Graduate Programs and Policy 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.